

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Beginning Implementation	Some Progress
	3		3.1	3 - Planning for Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Sam Houston Elementary

Andrea Martin

Campus Number:	Superintendent Name:
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068901113

Scott Muri

Date:

Monday, August 31, 2020



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Ector County ISD	Campus Name	Sam Houston Elementary	Superintendent	Scott Muri	Principal	Crystal Marquez
District Number	068901	Campus Number	000000113	District Coordinator of School Improvement (DCSI)	Andrea Martin	ESC Number	18
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Autumn Sloan

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Andrea Martin, August 31, 2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Crystal Marquez, August 31, 2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Our Domain 1 goal is to increase student achievement from a 54 to a 70 (Approaches at 70, Meets at 38, and Masters at 15). Rationale: This goal was determined in order to raise Student Achievement to a level of acceptable performance or beyond.</p> <p>Domain 2B: By meeting or exceeding our Domain 1 goal this will positively impact our Domain 2B score. Rationale: Domain 1 is directly correlated to Domain 2B and our economically disadvantaged students; therefore, if we focus on bringing up our Approaches, Meets and Masters, our 2B score would increase.</p> <p>Domain 3: Our Domain 3 goal is that our sub-populations meet the state targets in Academic Achievement in reading and math at the Meets or Masters level. Rationale: If our identified sub-populations achieve at the Meets or Masters level in reading and math, we will see less disparity among student groups and begin closing the gaps.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We will focus on Approaches, Meets and Masters, in math specifically; however, due to COVID we need to focus on all contents and grade levels to maintain or support deficits created by gaps in learning.</p> <p>Domain 2B: We will focus on Approaches, Meets and Masters, in math specifically; however, due to COVID we need to focus on all contents and grade levels to maintain or support deficits created by gaps in learning.</p> <p>Domain 3: We will focus on ELs, Economically Disadvantaged, and Hispanic at the Meets or Masters level in reading and math across all grade levels.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas.esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3

Rationale	The roles and responsibilities of the CLT and teachers will be evident and reviewed with all staff so that expectations are clear. The CLT will have intentional meetings with agendas that center around the PLC process, data and observations of instructional practices. Providing feedback to teachers will be part of the observation schedule. The Multi-Classroom Leaders and Instructional Specialist and administrators will have a schedule of weekly classroom visits and debrief meetings with teachers. These systems must be in place for our student achievement to continue to increase, however, due to new leadership team members we are having to rebuild these systems for the campus.	Teachers are not planning lessons consistently that contain some or all of the following: clear objectives, clearly defined curricular goals, instructional activities aligned to the rigor of state standards, include paths to meet the specific needs of students with disabilities or English Learners, or contain formative assessments along with exemplar responses.	For us to meet the key practices of this essential action we would like to see more of a gradual release where Multi-Classroom leaders, Instructional Specialist and administrators leading PLCs and train teachers in the DDI processes. Aggressive monitoring will then be used to help teachers adjust instruction. Student groups will be formed for additional learning support and can be facilitated by the Multi Classroom Leader, Teacher Resident, Reach Associate or classroom teachers. Students can then monitor their own data and growth.
How will the campus build capacity in this area? Who will you partner with?	The Multi-Classroom Leaders, Instructional Specialist and administrators will calibrate and debrief weekly to monitor implementation of instructional leadership processes. The campus will partner with RELAY, Opportunity Culture and NIET.	Multi-Classroom leaders and Instructional Specialist will coach teachers on how to use a pacing calendar in order to ensure that high priority TEKS are given adequate instructional time. Daily objectives will be focused and exit tickets will align to ensure students meet the expected mastery. The campus will partner with RELAY, Opportunity Culture, and NIET.	The Multi-Classroom leaders, Instructional Specialist and administrators will lead PLCs until all teams can effectively implement the planning and DDI processes. Calibration among the CLT and grade level teams is needed to ensure effectiveness and common understanding. The campus will partner with RELAY, Opportunity Culture, and NIET.
Barriers to Address throughout this year	Campus Leadership Team has new members and it will require us to reestablish prior processes and expectations. All CLT members will have to adjust to virtual instruction and continue to provide support for teachers.	For face to face students, it will be difficult to implement highly effective collaboration methods or sharing of materials due to social distancing. For virtual students, it will be difficult to monitor student participation and the amount of time they engage in virtual sessions daily.	The master schedule has been adjusted this year and only allows for a 45 minute PLC. The new guidelines for school systems such as lunch have also put a limit to the staff we have available to monitor students and impacts the overall schedule as well.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Campus administration will share the organization structure of roles and responsibilities with all staff. This will be reviewed with each team. Staff will have the opportunity to provide continuous feedback on the processes implemented. Buy-in will be created through feedback and by being part of the process.	Job-embedded planning will provide support and expectations with teachers weekly. Teachers will meet with parents at the end of the first nine weeks and address any areas of improvement needed and offer support for families. The campus will have parent engagement goals and strategies created by a committee to help engage parents in the learning process. Buy-in will be created through feedback, support, and increased instructional focus.	Teachers will work together to come up with solutions on how we can create a 90 minute PLC block for each team at least once per week. Teachers can provide input on possible solutions. Teachers will communicate with parents and share student data folders with them so they are aware of their student performance. Buy-in will be created as data improves and students/teachers feel successful.
Desired Annual Outcome	By the end of the school year, all members of the leadership team clearly understand how their role adds value to the overall function and growth as a campus.	By the end of the school year, teachers will be able to create effective lesson objectives and formative assessments and will use the data to make necessary instructional adjustments to ensure mastery of content by all students.	By the end of the school year, the CLT team will build teacher capacity using well planned data driven instruction protocols.
District Commitment Theory of Action	IF the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) AND the CLT operates with clear roles and responsibilities, THEN all students will have the opportunity for academic growth.	IF the district continues to supply resources and support for lesson planning, as well as, principal supervisor coaching, then the campus will be able to continue to support teachers in lesson planning job-embedded training.	IF the district continues to supply resources and RELAY training, as well as, principal supervisor coaching for the leadership team, then the campus will be able to continue to support teachers in Data Driven Instruction job-embedded training.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number) High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
Domain 1	# of Students at Approaches, Meets and Masters	3rd-5th	All	Reading	Approaches	STAAR	58%		Cumulative Short Cycle Assessment	50		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70	
		3rd-5th	All	Reading	Meets	STAAR	20%		Cumulative Short Cycle Assessment	25		Cumulative Short Cycle Assessment	32		Spring Benchmark Released STAAR	38	38	
		3rd-5th	All	Reading	Masters	STAAR	9%		Cumulative Short Cycle Assessment	9		Cumulative Short Cycle Assessment	12		Spring Benchmark Released STAAR	15	15	
		3rd	All	Reading	Approaches	STAAR	55%		Cumulative Short Cycle Assessment	55		Cumulative Short Cycle Assessment	65		Spring Benchmark Released STAAR	70	70	
		3rd	All	Reading	Meets	STAAR	33%		Cumulative Short Cycle Assessment	33		Cumulative Short Cycle Assessment	35		Spring Benchmark Released STAAR	38	38	
		3rd	All	Reading	Masters	STAAR	14%		Cumulative Short Cycle Assessment	10		Cumulative Short Cycle Assessment	13		Spring Benchmark Released STAAR	15	15	
		4th	All	Reading	Approaches	STAAR	51%		Cumulative Short Cycle Assessment	50		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70	
		4th	All	Reading	Meets	STAAR	17%		Cumulative Short Cycle Assessment	17		Cumulative Short Cycle Assessment	28		Spring Benchmark Released STAAR	38	38	
		4th	All	Reading	Masters	STAAR	9%		Cumulative Short Cycle Assessment	9		Cumulative Short Cycle Assessment	11		Spring Benchmark Released STAAR	15	15	
		5th	All	Reading	Approaches	STAAR	72%		Cumulative Short Cycle Assessment	50		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70	
		5th	All	Reading	Meets	STAAR	32%		Cumulative Short Cycle Assessment	25		Cumulative Short Cycle Assessment	32		Spring Benchmark Released STAAR	38	38	
		5th	All	Reading	Masters	STAAR	8%		Cumulative Short Cycle Assessment	8		Cumulative Short Cycle Assessment	12		Spring Benchmark Released STAAR	15	15	
		3rd - 5th	All	Mathematics	Approaches	STAAR	53%		Cumulative Short Cycle Assessment	50		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70	
		3rd - 5th	All	Mathematics	Meets	STAAR	24%		Cumulative Short Cycle Assessment	24		Cumulative Short Cycle Assessment	30		Spring Benchmark Released STAAR	38	38	
		3rd - 5th	All	Mathematics	Masters	STAAR	9%		Cumulative Short Cycle Assessment	9		Cumulative Short Cycle Assessment	12		Spring Benchmark Released STAAR	15	15	
		3rd	All	Mathematics	Approaches	STAAR	56%		Cumulative Short Cycle Assessment	50		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70	
		3rd	All	Mathematics	Meets	STAAR	27%		Cumulative Short Cycle Assessment	27		Cumulative Short Cycle Assessment	32		Spring Benchmark Released STAAR	38	38	
		3rd	All	Mathematics	Masters	STAAR	9%		Cumulative Short Cycle Assessment	9		Cumulative Short Cycle Assessment	12		Spring Benchmark Released STAAR	15	15	
		4th	All	Mathematics	Approaches	STAAR	42%		Cumulative Short Cycle Assessment	45		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70	
		4th	All	Mathematics	Meets	STAAR	13%		Cumulative Short Cycle Assessment	15		Cumulative Short Cycle Assessment	25		Spring Benchmark Released STAAR	38	38	
		4th	All	Mathematics	Masters	STAAR	7%		Cumulative Short Cycle Assessment	7		Cumulative Short Cycle Assessment	11		Spring Benchmark Released STAAR	15	15	
		5th	All	Mathematics	Approaches	STAAR	72%		Cumulative Short Cycle Assessment	50		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70	
		5th	All	Mathematics	Meets	STAAR	38%		Cumulative Short Cycle Assessment	25		Cumulative Short Cycle Assessment	32		Spring Benchmark Released STAAR	38	38	
		5th	All	Mathematics	Masters	STAAR	12%		Cumulative Short Cycle Assessment	10		Cumulative Short Cycle Assessment	12		Spring Benchmark Released STAAR	15	15	
		All	5th	Science	Approaches	STAAR	47%		Cumulative Short Cycle Assessment	47		Cumulative Short Cycle Assessment	58		Spring Benchmark Released STAAR	70	70	
		All	5th	Science	Meets	STAAR	14%		Cumulative Short Cycle Assessment	14		Cumulative Short Cycle Assessment	26		Spring Benchmark Released STAAR	38	38	
		All	5th	Science	Masters	STAAR	4%		Cumulative Short Cycle Assessment	4		Cumulative Short Cycle Assessment	9		Spring Benchmark Released STAAR	15	15	
		All	All	Social Studies	Approaches	STAAR												
		All	All	Social Studies	Meets	STAAR												
		All	All	Social Studies	Masters	STAAR												
All	4th	Writing	Approaches	STAAR	47%		Cumulative Short Cycle Assessment	45		Cumulative Short Cycle Assessment	60		Spring Benchmark Released STAAR	70	70			
All	4th	Writing	Meets	STAAR	13%		Cumulative Short Cycle Assessment	13		Cumulative Short Cycle Assessment	25		Spring Benchmark Released STAAR	38	38			
All	4th	Writing	Masters	STAAR	3%		Cumulative Short Cycle Assessment	5		Cumulative Short Cycle Assessment	10		Spring Benchmark Released STAAR	15	15			

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	By the end of the school year, all members of the leadership team clearly understand how their role adds value to the overall function and growth as a campus.	By the end of the school year, teachers will be able to create effective lesson objectives and formative assessments and will use the data to make necessary instructional adjustments to ensure mastery of content by all students.	By the end of the school year, the CLT team will build teacher capacity using well planned data driven instruction protocols.
Desired 90-day Outcome	Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled weekly.	Teachers will be able to use the new ECISD lesson planning template to create effective lesson objectives and engaging activities at the appropriate level of rigor.	Teachers will be able to use the Know/Show chart and exemplars to identify the gaps in student learning and/or teacher practice.
Barriers to Address During this Cycle	time management, new administrative staff	new lesson planning template, multiple modalities of instruction	different levels of teacher ability on the same grade level, validity of student data due to different modes of instruction
District Actions for this Cycle	The district ensures that the principal supervisor will have the authority to create conditions for success and the CLT will operate with clear roles and responsibilities.	The district will supply resources and support for lesson planning, as well as, principal supervisor coaching.	The district will supply resources and RELAY training, as well as, principal supervisor coaching for the leadership team.
District Commitment Theory of Action	IF the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) AND the CLT operates with clear roles and responsibilities, THEN all students will have the opportunity for academic growth.	IF the district continues to supply resources and support for lesson planning, as well as, principal supervisor coaching, then the campus will be able to continue to support teachers in lesson planning job-embedded training.	IF the district continues to supply resources and RELAY training, as well as, principal supervisor coaching for the leadership team, then the campus will be able to continue to support teachers in Data Driven Instruction job-embedded training.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Establish Roles and Responsibilities of CLT	1.1	August - September 2020	Organizational chart, Role Clarity	Principal	Meeting agendas and Roles documents	September 2020		
Campus Team participates in Relay training	1.1, 5.1, 5.3	October 2020	Relay Resources, Get Better Faster	Principal, 2 MCLs	Registration confirmation	11-30-2020		
Weekly CLT meetings to set focus and priorities for PLCs and teacher coaching areas	1.1	All year	Meeting agendas, current data sources	Principal, Assistant Principal, MCLs, IS	Meeting agendas and minutes	11-30-2020		
Time built in to master schedule for weekly PLCs and pre-unit planning with grade levels.	1.1, 5.1	August 2020	master schedule, assessment calendar	Principal, Assistant Principal, MCLs, IS	Meeting agendas and minutes	August 2020		
CLT to train teachers on components of effective lesson plans (i.e. objective aligned to standards, formative assessments during the learning, independent practice, aggressive monitoring)	5.1	September - October 2020	Exemplar plans, pacing calendar	Principal, Assistant Principal, MCLs, IS	Meeting agendas, lesson plans in Eduphoria	10-30-2020		
Use of Summit K12 as method to track growth of proficiency levels of EL students in listening and speaking	5.3	October 2020 - May 2021	Summit K12 access	Bilingual Department, Principal, Teachers of EL students	Usage reports from Summit K12	11-30-2020		
Campus will participate in Greg Tang Math professional development	5.1	October 2020 - April 2021	Virtual links, Greg Tang Resources, PD schedule	Principal, Assistant Principal	PD agenda, classroom walkthroughs	11-30-2020		

MCLs will participate in coaching professional development sessions with Public Impact.	5.1	August - December 2020	Virtual Links, MCL resources, Get Better Faster	Public Impact, District, MCLs	PD agendas, Whetstone usage	11-30-2020		
ECISD contingency plan for asynchronous and synchronous learning will be used in the event COVID -19 related issues require it.	1.1.5.1, 5.3	All year	ECISD contingency plan	District and campus admin	Efficacy of asynchronous plan	5-20-2021		
CLT will facilitate DDI meetings with grade levels following assessment calendar using the See It, Name It, Do It protocol and Know/Show charts for <u>backwards planning</u> .	5.3	August - December 2020	Get Better Faster framework	Principal, Assistant Principal, MCLs, IS	PLC agendas and minutes	11-30-2020		
Create and implement a data tracker to track individual student growth in 2nd- 5th grade math and reading.	5.3	October 2020	Data tracker and SCA results	MCLs and teachers	Data tracker	10-1-2020		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	By the end of the school year, all members of the leadership team clearly understand how their role adds value to the overall function and growth as a campus.	By the end of the school year, teachers will be able to create effective lesson objectives and formative assessments and will use the data to make necessary instructional adjustments to ensure mastery of content by all students.	By the end of the school year, the CLT team will build teacher capacity using well planned data driven instruction protocols.
Desired 90-day Outcome	Campus leaders receive regularly scheduled job-embedded professional development through observation feedback cycles.	Teachers will be able to apply feedback given by campus instructional leaders to create and deliver lessons that are aligned to the standards, the scope and sequence, and the expected level of rigor.	Teachers will be able to use the Know/Show chart and exemplars to identify the gaps in student learning and/or teacher practice to plan the reteach.
Barriers to Address During this Cycle	time management, new administrative staff	new lesson planning template, multiple modalities of instruction	different levels of teacher ability on the same grade level, validity of student data due to different modes of instruction
District Actions for this Cycle	The district ensures that the principal supervisor will have the authority to create conditions for success and the CLT will operate with clear roles and responsibilities.	The district will supply resources and support for lesson planning, as well as, principal supervisor coaching.	The district will supply resources and RELAY training, as well as, principal supervisor coaching for the leadership team.
District Commitment Theory of Action	IF the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) AND the CLT operates with clear roles and responsibilities, THEN all students will have the opportunity for academic growth.	IF the district continues to supply resources and support for lesson planning, as well as, principal supervisor coaching, then the campus will be able to continue to support teachers in lesson planning job-embedded training.	IF the district continues to supply resources and RELAY training, as well as, principal supervisor coaching for the leadership team, then the campus will be able to continue to support teachers in Data Driven Instruction job-embedded training.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Principal will meet with AP, MCLs and IS to calibrate on classroom observations and feedback meetings.	1.1	December 2020 - February 2021	meeting schedule, See It, Name It, Do It protocol	Principal, Assistant Principal	CLT Agendas and schedule	2-28-2021		
MCL's, IS, and teachers will continue to be coached and use the process (See It, Name It, Do It) from Relay to identify gaps in student learning.	1.1, 5.1, 5.3	December 2020 - February 2021	meeting schedule, See It, Name It, Do It protocol	Principal, Assistant Principal	Meeting agendas and schedule	2-28-2021		
Teachers will use backwards planning to plan for instruction based on the assessment calendar and scope and sequence.	5.1	December 2020 - February 2021	Lead4ward snapshot/specificities, Unit planning mats, assessment calendar	MCLs, IS, teachers	Know/Show charts, Unit mats	prior to each unit		

MCLs, IS and grade level teams will create exemplars for each unit.	5.1	December 2020 - February 2021	SCAs, know/show charts	MCLs, IS, teachers	exemplars for units	prior to each unit		
Administrators, MCLs and IS will continue to coach teachers through the See It, Name It, Do It process and practice effective reteach plans.	5.3	December 2020 - February 2021	Get Better Faster framework, assessment data	Principal, Assistant Principal, MCLs, IS	scripts for reteach plans	2-28-2021		
2nd - 5th grade teachers and students will continue to use a data tracker to track individual student growth. Students that are not on track to meet growth will be provided intervention via the classroom teacher or before/after school for tutoring.	5.3	December 2020 - February 2021	data tracker, assessment data	Principal, Assistant Principal, MCLs, IS, Teachers	data tracker	following each assessment		
Campus will continue Greg Tang professional development and CLT will monitor for implementation and provide feedback.	5.1	December 2020 - February 2021	Virtual links, Greg Tang Resources, PD schedule	Principal, Assistant Principal, MCLs, IS, Teachers	PD agenda, classroom walkthroughs	2-28-2021		
MCLs will meet with teachers weekly and personalize their sessions to meet individual teacher needs (i.e. provide feedback on lesson plans, feedback on classroom observations, and model lessons)	5.3	December 2020 - February 2021	Classroom observations, lesson plans, GBF scope and sequence	MCLs, Admin	Meeting agendas and schedule	2-28-2021		
ECISD contingency plan for asynchronous and synchronous learning will be used in the event COVID -19 related issues require it.	1.1,5.1, 5.3	All year	ECISD contingency plan	District and campus admin	Efficacy of asynchronous plan	5-20-2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	By the end of the school year, all members of the leadership team clearly understand how their role adds value to the overall function and growth as a campus.	By the end of the school year, teachers will be able to create effective lesson objectives and formative assessments and will use the data to make necessary instructional adjustments to ensure mastery of content by all students.	By the end of the school year, the CLT team will build teacher capacity using well planned data driven instruction protocols.
Desired 90-day Outcome	Campus instructional leaders use consistent written protocols and processes to lead their grade level teams.	Teachers will be able to use formative assessment data to evaluate their lesson plans and make instructional adjustments to meet the needs of their students daily.	Teachers will be able to plan, practice and execute the reteach portion of the DDI protocol.
Barriers to Address During this Cycle	schedules, commitment of time	teacher mindset, where we are with virtual and face to face learning and lesson planning	data for virtual learning, validity of data, gaps in learning and scheduling
District Actions for this Cycle	The district ensures that the principal supervisor will have the authority to create conditions for success and the CLT will operate with clear roles and responsibilities.	The district will supply resources and support for lesson planning, as well as, principal supervisor coaching.	The district will supply resources and RELAY training, as well as, principal supervisor coaching for the leadership team.
District Commitment Theory of Action	IF the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) AND the CLT operates with clear roles and responsibilities, THEN all students will have the opportunity for academic growth.	IF the district continues to supply resources and support for lesson planning, as well as, principal supervisor coaching, then the campus will be able to continue to support teachers in lesson planning job-embedded training.	IF the district continues to supply resources and RELAY training, as well as, principal supervisor coaching for the leadership team, then the campus will be able to continue to support teachers in Data Driven Instruction job-embedded training.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
CLT members continue to receive feedback from Principal and participate in weekly coaching meetings to strengthen protocols and processes.	1.1	March - May 2020	CLT agendas, CLT calendar	Principal, Assistant Principal	CLT agendas, minutes	5-15-2021		
Grade levels will receive continued support in backward planning using the district scope and sequence and resources to include engaging and rigorous activities.	5.1	March - May 2020	Lead4ward snapshot/specificities, Unit planning mats, assessment calendar	MCLs, IS, Administrators	Lesson plans, know and show carts, PLC agendas	5-15-2021		
Teachers will use the DDI process and aggressive monitoring to identify students gaps and plan reteach and intervention.	5.3	March - May 2020	Assessment data logs, reteach plans	MCLs, IS, teachers	Teacher data logs, reteach scripts, intervention schedules	5-15-2021		

2nd - 5th grade teachers and students will continue to use a data tracker to track individual student growth. Students that are not on track to meet growth will be provided intervention via the classroom teacher or before/after school for tutoring.	5.3	March - May 2020	Data tracker, assessment data reports	teachers	Data tracker, teacher data logs, intervention schedules	5-15-2021		
Teachers will receive continued support and feedback from MCLs and IS on Greg Tang Math implementation.	5.1	March - May 2020	Greg Tang resources	MCLs, IS, Administrators	Lesson plans, walkthroughs	5-15-2021		
ECISD contingency plan for asynchronous and synchronous learning will be used in the event COVID -19 related issues require it.	1.1,5.1, 5.3	All year	ECISD contingency plan	District and campus admin	Efficacy of asynchronous plan	5-20-2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; background-color: #f3e5f5;">Carryover Action Steps</th> <th style="width: 50%; background-color: #f3e5f5;">New Action Steps</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?					

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	○	○	○
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

