# 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.

#### **DSCI Job Description**

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:						
Odessa High School	Roberto Cedillo, Executive Director of Leadership						
Campus Number:	Superintendent Name:						
00000002	Scott Muri						
Date:							
Sunday, August 30, 2020							
TEA							

Texas Education Agency

Park Crest MS Foundations

#### 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	Odessa High School	Superintendent	Scott Muri	Principal	Mauricio Marquez
District Number	068901	Campus Number		District Coordinator of School Improvement (DCSI)	Roberto Cedillo	ESC Number	18
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

#### 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 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.	Roberto Cedillo, 8/31/20
	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 and="" date="" name=""></enter>
	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.	Mauricio Marquez, 9/23/2020

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://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

	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.	Domain 1: Increase from 69 to 75 (Approaches 62 to 67, Meets 31 to 36, Masters 6 to 8) Rationale: Setting these goals for each level will award us a C in Domain 1 and keep us in line with District Indicators.  Domain 2B: Increase from 69 to 81 Rationale: By increasing Student Achievement and CCMR components to our goals, we increase the performance in Domain 2.  Domain 3: Increase from 70 to 74 (Academic Achievement- 0 to 2 targets, ELP- 0 to 1, Maintain School Quality 8 of 8)
Data Analysis Questions	What change in student group and subject performance are included in these goals?	Rationale: Setting these goals will help us maintain a C but will help us increase our goal from a 70 to a 74.  Domain 1: We are focusing on math and reading as well as increasing the Meets level of all students.  Domain 2B: We are prioritizing our Economically Disadvantaged population in Domain 2B.  Domain 3: We are targeting our ELs and Economically Disadvantaged Students.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR raw score from 54 to 60, Graduate Rate Raw Score from 87.9 to 88.2

#### **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.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Planning for 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://texasesf.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://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	

Park Crest MS Foundations

Rationale	We want to improve teacher collaboration and ensure review of the disaggregated data to enhance the performance of the teachers as well as the students.	Teachers will use the assessment to plan backwards. Teachers will create a know and show and build an assessment exemplar to develop their lesson plans in order to ensure alignment between curriculum and assessment, as well as build knowledge and understand the different levels of rigor of the curriculum to enhance the performance of the teachers as well as the students.	
How will the campus build capacity in this area? Who will you partner with?	Our master schedule includes at least one block daily for teacher teams to meet in PLCs, each PLC has a multi-classroom leader who is helping to build capacity among the teachers.	PLCs will be used to build capacity and process with teachers. Both Opportunity Culture and Relay will be utilized to assist in this training and implementation.	
Barriers to Address throughout this year	The training of the teams have been through various coaching strategies and some have not. The teachers feel rushed to get through the curriculum and do not always provide a re-teach opportunity.	Virtual learning (asynchronous & synchronous), virtual PLCs, people working together, will help to remedy misconceptions of PLC purpose and goals. Developing Multi-Classroom Leaders who will help to oversee and coach teachers in the classrooms to increase teacher and student performance.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	These priorities will be communicated through training and coaching. Teams who have small wins when reviewing data will continue to "buy- in" and continue the process.	Consistent and transparent internal/external communication via scheduled meetings, surveys, call outs, media, newsietter, etc. Providing the stakeholders with collaboration opportunities during the implementation of these concepts.	
Desired Annual Outcome	By the end of the year, 100% of our Algebra I, English I/II and US History teachers will evaluate the data as a team, will openly collaborate with one another, and will learn from each other and support each other during the reteach/reassessment process by the end of the 2021 school year.	By the end of the 2020-21 school year, during PLCs teachers will build know and show charts and assessment exemplar prior to the beginning of each unit for for 100% of the units.	
District Commitment Theory of Action	If the district policies and practices support effective instruction in schoolthen, teachers will be able to have time during the school day.	If the district access to assessment aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	

#### STUDENT DATA

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

If you administered a seastles assessment, legace seret the data from that assessment is Column. Enter the Total N of tests at each level of proficiency. Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Benember to use comparable, STARA aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please upstate the Actual Result column.

For Domais, 3, you will change the Engrish to Engrish Count Achievement of Student Experts and County of Student Success Indicators of Red Student Success Indicators. Please Indicator F. Please Indicator F.

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-alligned 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.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

\*\* To unfreeze panes, select the View tab and click the Freeze Panes button.

							% of Assessments											
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)		Cycle 1			Cycle 2			Cycle 3		2021 Accountability Goal
								(0,000,000)	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
		All	All	Reading	Approaches	STAAR	48%		Benchmark	54%		Benchmark	60%		Benchmark	67%		67%
		All	All	Reading	Meets	STAAR	26%		Benchmark	29%		Benchmark	32%		Benchmark	36%		36%
		All	All	Reading	Masters	STAAR	1%		Benchmark	3%		Benchmark	5%		Benchmark	8%		8%
		All	All	Mathematics	Approaches	STAAR	62%		Benchmark	64%		Benchmark	65%		Benchmark	67%		67%
		All	All	Mathematics	Meets	STAAR	20%		Benchmark	25%		Benchmark	30%		Benchmark	36%		36%
	# of Students at	All	All	Mathematics	Masters	STAAR	6%		Benchmark	6%		Benchmark	7%		Benchmark	8%		8%
1. Domain 1	Approaches, Meets and Masters	All	All	Science	Approaches	STAAR	81%		Benchmark	83%		Benchmark	84%		Benchmark	85%		85%
		All	All	Science	Meets	STAAR	36%		Benchmark	37%		Benchmark	38%		Benchmark	40%		40%
		All	All	Science	Masters	STAAR	5%		Benchmark	7%		Benchmark	9%		Benchmark	10%		10%
		All	All	Social Studies	Approaches	STAAR	87%		Benchmark	89%		Benchmark	91%		Benchmark	93%		93%
		All	All	Social Studies	Meets	STAAR	55%		Benchmark	57%		Benchmark	59%		Benchmark	60%		60%
		All	All	Social Studies	Masters	STAAR	26%		Benchmark	28%		Benchmark	30%		Benchmark	32%		32%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic	All	ECO DIS	Mathematics	Meets	STAAR	18%		Benchmark	23%		Benchmark	28%		Benchmark	33%		33%
2. Domain 3 Pocus 1	(Choose two targets in the Academic Achievement or Student Success indicators)	All	ECO DIS	Reading	Meets	STAAR	23%		Benchmark	27%		Benchmark	32%		Benchmark	36%		36%
3. Domain 3 Focus 2	Focus 2 Components	All	English Learners (ELs)	Mathematics	Meets	STAAR	18%		Benchmark	25%		Benchmark	34%		Benchmark	40%		40%
3. Domain 3 Pocus 2	(Choose two targets in the Academic Achievement or Student Success indicators)	All	English Learners (ELs)	Reading	Meets	STAAR	14%		Benchmark	19%		Benchmark	24%		Benchmark	29%		29%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	18%		K12 Summit	24%		K12 Summit	30%		K12 Summit	36%		36%

Park Crest MS Cycle 1 (Sept-Nov)

# **CYCLE 1 90-DAY OUTCOMES (September - November)**

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

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

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	5.3	4.1	0
Desired Annual Outcome	By the end of the year, 100% of our Algebra I, English I/II and US History teachers will evaluate the data as a team, will openly collaborate with one another, and will learn from each other and support each other during the reteach/reassessment process by the end of the 2021 school year.	By the end of the 2020-21 school year, during PLCs teachers will build know and show charts and assessment exemplar prior to the beginning of each unit for for 100% of the units.	0
Desired 90-day Outcome	·	By the end of November, 100% of tested PLCs will use the curriculum to properly identify the TEKS and pace out each unit.	
Barriers to Address During this Cycle	Virtual PLC setting. Teachers struggling with aligning synchronous and asynchronous instruction. Reteaching effectively due to the mode of learning.	Virtual PLC setting. Teachers struggling with aligning synchronous and asynchronous instruction.	
District Actions for this Cycle	DCSI meets bi-weekly with principal for support and feedback.	DCSI meets bi-weekly with principal for support and feedback.	
District Commitment Theory of Action	If the district policies and practices support effective instruction in schoolthen, teachers will be able to have time during the school day.	If the district access to assessment aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	0

# **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	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to	Evidence Collection	Progress toward	Necessary
Model using district curriculum to pace out units and include assessment/reteach days.	4.1			Instructional Leadership Team (i.e. MCL, IS, AP)	Pacing Calendars/PLC Calendar	October 2020		
Lead PLCs through writing know and show charts and building assessment exemplars.	4.1		charts, assessments,	Instructional Leadership Team (i.e. MCL, IS, AP)	Know and Show Charts and assessment exemplars	October 2020		
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and targeted students groups.	5.3	October, 2020	Eduphoria	Instructional Leadership Team	Achievement/ Growth Tracker from Short Cycle Assessments	November 2020		
Build master schedule to allow tested teachers to have a PLC period per day.	4.1, 5.3	September, 2020	Master Schedule, Staffing Report	Principal	Master Schedule	September 2020		
Ensure reteach/reassessment is part of the calendar.	5.3	October, 2020	Calendar	Instructional Leadership Team (i.e. MCL, IS, AP)	Calendar	November, 2020		

Park Crest MS Cycle 1 (Sept-Nov)

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. Ist 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 y	your desired 90-day outco	me? Why or why not?									
Did you achieve your student performance goals (see Stu	udent Data Tab)? Why or v	why not?									
				Carryover Action Steps	;		New Action Steps				
Review the necessary adjustments/next steps column al continue working on in the next cycle? What new action											

Park Crest MS Cycle 2 (Dec-Feb)

# 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	5.3	4.1	0
	By the end of the year, 100% of our Algebra I, English I/II and US History teachers will evaluate the data as a team, will openly collaborate with one another, and will learn from each other and support each other during the reteach/reassessment process by the end of the 2021 school year.	By the end of the 2020-21 school year, during PLCs teachers will build know and show charts and assessment exemplar prior to the beginning of each unit for for 100% of the units.	О
Desired 90-day Outcome	By the end of February, 100% of teachers will be able to effectively write a reteach lesson.	By the end of February, 100% of tested PLCs will write intermittent concept checks for each unit to collect data before the Short Cycle assessment.	
Barriers to Address During this Cycle	Using the framework with fidelity. Fitting reteaching into the lessons.	Training, consistency of the administration of the concept check	
District Actions for this Cycle	DCSI will support and provide feedback on specific gaps or needs.	DCSI will support and provide feedback on specific gaps or needs.	
District Commitment Theory of Action	If the district policies and practices support effective instruction in schoolthen, teachers will be able to have time during the school day.	If the district access to assessment aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	0

## **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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Provide teacher training based on the needs identified through PLC/DDI.	4.1, 5.3	January 2020	Training and trainers	Principal	PLC Calendar	February, 2021		
Survey the tested PLCs to gauge level of understanding of PLC/DDI process.	4.1, 5.3	January 2020	Survey	Principal	Data from survey	February, 2021		

Park Crest MS Cycle 2 (Dec-Feb)

	R	EFLECTION a	nd PLANNING	for NEXT 90-I	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?									
		C	Carryover Action Steps New Action			New Action Steps	eps		
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?									

Park Crest MS Cycle 3 (Mar-May)

# **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	5.3	4.1	0
Desired Annual Outcome	By the end of the year, 100% of our Algebra I, English I/II and US History teachers will evaluate the data as a team, will openly collaborate with one another, and will learn from each other and support each other during the reteach/reassessment process by the end of the 2021 school year.	By the end of the 2020-21 school year, during PLCs teachers will build know and show charts and assessment exemplar prior to the beginning of each unit for for 100% of the units.	
Desired 90-day Outcome	By the end of May, 100% of the teachers in tested subject areas will be able to analyze the yearly data to identify strengths and weaknesses.	By the end of May, 100% of tested PLCs will use the created know and show charts to prepare lessons that are aligned to the curriculum.	
Barriers to Address During this Cycle	No baseline data from 2020 due to COVID-19 interference of instruction.	Fitting reteaching into the lessons.	
District Actions for this Cycle	DCSI will support the campus with training on Needs Assessment process.	DCSI will support and provide feedback gaps or needs.	
District Commitment	If the district policies and practices support effective instruction in schoolthen, teachers will be able to have time during the school day.	If the district access to assessment aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	

## **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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Park Crest MS Cycle 3 (Mar-May)

		REFLE	CTION ar	nd PLANNING	for NEXT 90-	DAY CYCLE			
At the end of this cycle, please i why not. List any action steps y	reflect on the implementatio ou will carry-over to the next	n of your Targeted Improve cycle and any new action	ement Plan thus steps you have	far by responding to the discovered necessary for	e questions below. Be su the next cycle. Be sure	re to explain whether y to add these action step	your outcomes and stud ps into the next cycle's a	ent performance goals raction plan.	were met and why or
For each of the Prioritized Focus not?	a Areas, did you achieve your o	desired 90-day outcome? W	/hy or why						
Did you achieve your student pe	erformance goals (see Student	: Data Tab)? Why or why no	it?						
				Carryover Action Steps	3		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?									
			EN	ND OF YEAR R	EFLECTION				
Please reflect on the year's imp why not.	lementation of your Targetee	d Improvement Plan by res	ponding to the	questions below. Be sur	to explain whether you	ur campus achieved the	desired annual outcome	e for each Prioritized Fo	cus Area and why or
	Priorit	ized Focus Area #1		P	rioritized Focus Area #	2	P	Prioritized Focus Area	#3
Essential Action		0			0			0	
Desired Annual Outcome	0			0			0		
Did the campus achieve the desired outcome? Why or why not?									

Park Crest MS Cycle 4 (Jun-Aug)

# **CYCLE 4 90-DAY OUTCOMES (June-August)**

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

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

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

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://texasesf.org/vetted-programs/

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

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: 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://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

## **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 Steps	Prioritized Focus Area	art Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps	
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