

## 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](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Burnet Elementary School	Alicia Press, DCSI/Principal Supervisor
<b>Campus Number:</b>	<b>Superintendent Name:</b>
068901104	Dr. Scott Muri
<b>Date:</b>	
10.3.20	



**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	Burnet Elementary	Superintendent	Dr. Scott Muri	Principal	Maria Serrano
District Number	068901	Campus Number	068901104	District Coordinator of School Improvement (DCSI)	Alicia Press	ESC Number	18
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	2021	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Pam Hailey

**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.	Alicia Press
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.	Alicia Press
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.	Maria Serrano
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://rptswr1.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.	Domain 1: in the 2020-21 school year, Burnet will increase their Domain 1 score from a 54 to a 70 as measured by 2021 STAAR assessment. Approaches will increase from 54 to 75, Meets will increase from 22 to 35, and Masters will increase from 7 to 13. Rationale: Burnet Elementary School is focused is on data driven instruction practices and the implementation of researched-based best practices. The school has a new instructional leadership team that is well-calibrated and will monitor the implementation of this plan. Because of this, the campus feels that these goals are attainable.
	What changes in student group and subject performance are included in these goals?	Domain 2B: Burnet's Domain 2B goal is to score a 70 (scale). Rationale: Burnet plans to focus the energy of the school into reaching the Domain 1 goal of 70. If this goal is reached, (paired with the 62% Domain 1, 2, and 3: We need to increase our Meets performance in both Reading and Math for Hispanic, ECO and SPED.
	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 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - 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 - Planning for Implementation
5.3 Data-driven instruction.	2 - 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	5.1	5.3	
Rationale	Overall, instructional staff continues to struggle with understanding the TEKS. Because of this, instructional materials are too frequently misaligned and the full breath/depth of the standards are never taught in their entirety. For 2020-21, most teachers at Burnet will be novice and will need intensive support to understand the lesson planning process and the successful use of data.	Data has been disaggregated but not consistently down to the individual student level. It is essential that we know which students are in each subpopulation and if they are mastering the performance objectives throughout the year. The PLCs will be utilized to drive these conversations and planning.	

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>Burnet will partner with Relay (Texas ILPD) for this critical lever. If awarded the NIET grant, they will also serve as a partner for lesson planning. Instructional specialists and administrators will support teachers by providing additional support/training on the lesson planning process and the understanding of data during PLCs, walkthrough observations, and student performance conferences (WDM).</p>	<p>In 2020- 2021, the Burnet Leadership Team will partake in a year-long partnership with RELAY to train and practice scripted protocols for data-driven instruction. The ILT will then take this training and continue to refine implementation during PLCs and weekly data meetings.</p>	
<p><b>Barriers to Address throughout this year</b></p>	<p>Limitations due COVID (such as uncertainty, distance-learning, and technology shortfalls); coupled with the need for increased planning time and a high staff turn-over rate are all barriers that will need to be addressed.</p>	<p>The fluidity of our master schedule is the primary barrier. With so many students switching their mode of learning so frequently, it will be difficult to gauge student understanding on a deep level.</p>	
<p><b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b></p>	<p>PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs)</p>	<p>PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs)</p>	
<p><b>Desired Annual Outcome</b></p>	<p>As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.</p>	<p>70% of Burnet students will meet or exceed their growth targets in all academic content areas. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.</p>	<p>IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to our most effective educators THEN student outcomes will improve.</p>	

**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.  
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.  
Once data is available, please update the Actual Result column.

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.

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.

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	
1. Domain 1	# of Students at Approaches, Meets and Masters	3rd	All	Reading	Approaches	STAAR	48		Cumulative Short Cycle Assessments	48		Cumulative Short Cycle Assessments	62		Release STAAR Test	73		75
		3rd	All	Reading	Meets	STAAR	16		Cumulative Short Cycle Assessments	16		Cumulative Short Cycle Assessments	26		Release STAAR Test	33		35
		3rd	All	Reading	Masters	STAAR	9		Cumulative Short Cycle Assessments	9		Cumulative Short Cycle Assessments	11		Release STAAR Test	12		13
		3rd	All	Mathematics	Approaches	STAAR	40		Cumulative Short Cycle Assessments	40		Cumulative Short Cycle Assessments	58		Release STAAR Test	73		75
		3rd	All	Mathematics	Meets	STAAR	11		Cumulative Short Cycle Assessments	11		Cumulative Short Cycle Assessments	21		Release STAAR Test	33		35
		3rd	All	Mathematics	Masters	STAAR	5		Cumulative Short Cycle Assessments	5		Cumulative Short Cycle Assessments	9		Release STAAR Test	12		13
1. Domain 1	# of Students at Approaches, Meets and Masters	4th	All	Reading	Approaches	STAAR	63		Cumulative Short Cycle Assessments	63		Cumulative Short Cycle Assessments	69		Release STAAR Test	73		75
		4th	All	Reading	Meets	STAAR	30		Cumulative Short Cycle Assessments	30		Cumulative Short Cycle Assessments	33		Release STAAR Test	33		35
		4th	All	Reading	Masters	STAAR	14		Cumulative Short Cycle Assessments	14		Cumulative Short Cycle Assessments	15		Release STAAR Test	12		13
		4th	All	Mathematics	Approaches	STAAR	55		Cumulative Short Cycle Assessments	55		Cumulative Short Cycle Assessments	65		Release STAAR Test	73		75
		4th	All	Mathematics	Meets	STAAR	22		Cumulative Short Cycle Assessments	22		Cumulative Short Cycle Assessments	29		Release STAAR Test	33		35
		4th	All	Mathematics	Masters	STAAR	11		Cumulative Short Cycle Assessments	11		Cumulative Short Cycle Assessments	12		Release STAAR Test	12		13
		4th	All	Writing	Masters	STAAR	44		Cumulative Short Cycle Assessments	44		Cumulative Short Cycle Assessments	60		Release STAAR Test	73		75
		4th	All	Writing	Approaches	STAAR	16		Cumulative Short Cycle Assessments	16		Cumulative Short Cycle Assessments	26		Release STAAR Test	33		35
1. Domain 1	# of Students at Approaches, Meets and Masters	5th	All	Reading	Approaches	STAAR	69		Cumulative Short Cycle Assessments	69		Cumulative Short Cycle Assessments	72		Release STAAR Test	73		75
		5th	All	Reading	Meets	STAAR	32		Cumulative Short Cycle Assessments	32		Cumulative Short Cycle Assessments	34		Release STAAR Test	33		35
		5th	All	Reading	Masters	STAAR	4		Cumulative Short Cycle Assessments	4		Cumulative Short Cycle Assessments	8		Release STAAR Test	12		13
		5th	All	Mathematics	Approaches	STAAR	68		Cumulative Short Cycle Assessments	68		Cumulative Short Cycle Assessments	72		Release STAAR Test	73		75
		5th	All	Mathematics	Meets	STAAR	28		Cumulative Short Cycle Assessments	28		Cumulative Short Cycle Assessments	32		Release STAAR Test	33		35
		5th	All	Mathematics	Masters	STAAR	10		Cumulative Short Cycle Assessments	10		Cumulative Short Cycle Assessments	12		Release STAAR Test	13		13
		5th	All	Science	Approaches	STAAR	39		Cumulative Short Cycle Assessments	39		Cumulative Short Cycle Assessments	59		Release STAAR Test	73		75
		5th	All	Science	Meets	STAAR	16		Cumulative Short Cycle Assessments	16		Cumulative Short Cycle Assessments	26		Release STAAR Test	33		35
		5th	All	Science	Masters	STAAR	3		Cumulative Short Cycle Assessments	3		Cumulative Short Cycle Assessments	8		Release STAAR Test	12		13

2. Domain 3 Focus 1	Academic Achievement	3rd-5th	Eco Dis	Reading	Meets	STAAR	21		Cumulative Short Cycle Assessments	21		Cumulative Short Cycle Assessments	27		Release STAAR Test	31		33
		3rd-5th	Eco Dis	Mathematics	Meets	STAAR	16		Cumulative Short Cycle Assessments	16		Cumulative Short Cycle Assessments	26		Release STAAR Test	34		36
3. Domain 3 Focus 2	Academic Achievement	3rd-5th	Hispanic	Reading	Meets	STAAR	26		Cumulative Short Cycle Assessments	26		Cumulative Short Cycle Assessments	32		Release STAAR Test	35		37
		3rd-5th	Hispanic	Mathematics	Meets	STAAR	19		Cumulative Short Cycle Assessments	19		Cumulative Short Cycle Assessments	30		Release STAAR Test	38		40
4. Domain 3 Focus 3	Academic Achievement	3rd-5th	Special Ed.	Reading	Meets	STAAR	15		Cumulative Short Cycle Assessments	15		Cumulative Short Cycle Assessments	17		Release STAAR Test	17		19
		3rd-5th	Special Ed.	Mathematics	Meets	STAAR	10		Cumulative Short Cycle Assessments	10		Cumulative Short Cycle Assessments	17		Release STAAR Test	21		23

### 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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	70% of Burnet students will meet or exceed their growth targets in all academic content areas. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.	
<b>Desired 90-day Outcome</b>	This 90 days, the campus ILT will focus heavily on training the staff in DDI and lesson planning practices. While these foundational practices are being solidified, the DCSI and ILT will aggressively coach management strategies (clear what-to-do directions, scan, radar, positive narration, proximity, and quiet redirection) to ensure student culture is foundationally established so that rigor (lesson planning and DDI) can be effective in future cycles.		
<b>Barriers to Address During this Cycle</b>	67% of all teachers at Burnet are new teachers (all alternative certified). They are still learning the lesson planning cycle and how to read/use the standards.	Time- this process will be scheduled during PLCs to ensure that it takes place weekly.	
<b>District Actions for this Cycle</b>	District coordinators will be working collaboratively with the instructional specialists and administrators to support teacher learning.	District coordinators will be working collaboratively with instructional specialists and administrators to facilitate WDM.	
<b>District Commitment Theory of Action</b>	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to our most effective educators THEN student outcomes will improve.	

### 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
Adopt and train teachers on a lesson plan format that aligns to the ESF.	5.1	9/1/20-11/30/20	PLC Time	Principal and Instructional Specialist	100 % use of template by teachers	11/30/2020		
Campus instructional specialists will train teachers on the lesson cycle.	5.1	9/1/20-11/30/20	PLC Time	Principal and Instructional Specialist	Lesson Plans	11/30/2020		
Burnet will partner with the district Curriculum and Instruction Department to train teachers in backwards planning using district assessments.	5.1	9/1/20-11/30/20	District Short Cycle	Principal and Instructional Specialist	PLC Agenda and Sign-in sheets	11/30/2020		
Burnet will partner with Lead4ward to train teachers in using the Lead4ward tools when developing lesson plans.	5.1	9/1/20-11/30/20	Lead4ward tools and resources, staff development funding	Principal and Instructional Specialist	Sign-in sheets	11/30/2020		
Instructional specialists and campus administrators will coach individual teachers on lesson planning as needed.	5.1	9/1/20-11/30/20	Scheduled Time	Principal and Instructional Specialist	Coaching feedback form	11/30/2020		
Administrators will develop a procedure for lesson plan submission, review, and feedback.	5.1	9/1/20-11/30/20	Planning Time	Principal and Instructional Specialist	Lesson plan feedback form	11/30/2020		
All teachers will write daily exit tickets that are aligned to the daily learning objective.	5.3	10/1/20-11/30/20	Planning Time/PLC	Principal and Instructional Specialist	Lesson Plans	11/30/2020		
Administrators will create an extended PLC schedule to allow for lesson planning/data review based on the Data Driven Instruction protocol.	5.3	9/1/20-11/30/20	Planning Time/PLC	Principal and Instructional Specialist	PLC schedule, agenda and sign-in sheets	11/30/2020		
Administrators will create grade level planning meetings where teachers can share student work and pre-plan for PLCs.	5.3	9/1/20-11/30/20	Planning Time/PLC	Principal and Instructional Specialist	Grade level meeting notes	11/30/2020		
Instructional Specialists will provide weekly after school practice clinics based on teacher needs and data.	5.3	9/1/20-11/30/20	Planning Time/PLC	Principal and Instructional Specialist	Sign-in sheets	11/30/2020		
Instructional Specialist will provide Aware (item analysis, standard breakdown, student individual responses) training.	5.3	9/1/20-11/30/20	Eduphoria Aware/PLC time	Principal and Instructional Specialist	PLC Agendas and sign-in sheets	11/30/2020		
Administrators will create a data analysis tool tracker for teachers to track student's instructional weakness and to plan for interventions.	5.3	9/1/20-11/30/20	Planning Time/PLC	Principal and Instructional Specialist	Completed data tracker forms	11/30/2020		
Teachers and administrators will develop a system for students to track their own data.	5.3	9/1/20-11/30/20	Planning Time/PLC	Principal and Instructional Specialist	Completed student data tracker forms	11/30/2020		
Administrators will develop campus-wide systems for monitoring reading levels and math fluency.	5.3	9/1/20-11/30/20	Planning Time/PLC	Principal and Instructional Specialist	Data for 100% of students	11/30/2020		
All students (1st-5th) will take district short cycle assessments. These data sets will be analyzed using the see-in, name-it, do it protocol for data analysis.	5.3	9/1/20-11/30/20	District Short Cycle Assessments and Aware	Principal, Instructional Specialist, Teachers	Data on Aware	11/30/2020		
Campus administrators will research and purchase rigorous intervention resources.	5.3	9/1/20-11/30/20	Time	Principal and Instructional Specialist	P.O. for resources	11/30/2020		
Adopt campus-wide test taking strategies for synchronous and asynchronous testing.	5.3	9/1/20-11/30/20	Planning Time	Principal, Instructional Specialist, Teachers	Use of campus wide strategies by all teachers	11/30/2020		
Administrators and instructional specialists will attend RELAY training	5.3	9/21, 9/22, 9/23,9/24, 9/30, 10/1	RELAY Training, Time	Principal and Instructional Specialist	RELAY attendance sheets	11/30/2020		
The DCIT and the campus ILT will focus efforts this cycle on setting enabling conditions to improve student culture. With 65% of teachers being new to the profession, it is imperative that they learn strategies to maximize on task learning behaviors on their classroom. Perfecting these management systems in cycle one will help the school accelerate rigor in cycles two and three. DCSI and administrators will conduct regular real-time coaching sessions while taking baseline measurements until on task learning behaviors are consistently 90% or above.	5.1 and 5.3	9/1/20-11/30/20	None	DCSI and ILT	Baseline/coaching logs	11/30/2020		

**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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>



### 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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	70% of Burnet students will meet or exceed their growth targets in all academic content areas. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.	0
<b>Desired 90-day Outcome</b>	100 % of Burnet teachers will be using the adopted lesson plan form with 100% of the required components included. Exit tickets will be aligned to the daily objective.	100% of teachers will be using data trackers to identify instructional gaps in teaching/learning.	
<b>Barriers to Address During this Cycle</b>	This cycle, the campus ILT will have to monitor teacher morale. With so many being new to the profession and the intensity in which the ILT is rolling out training/expectations, the team will have to be keenly aware of teacher capacity/fatigue.		
<b>District Actions for this Cycle</b>	The C&I Department will work heavily with PLCs to train differentiated planning and execution based on data.	DCSI will actively and regularly coach the campus principal and her ILT on the targeted calibration of these action steps. Together they will continually monitor and adjust as needed.	
<b>District Commitment Theory of Action</b>	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to our most effective educators THEN student outcomes will improve.	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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Coach instructional staff on how to create differentiated paths of instruction to address the needs of special populations.	5.1	12/1/20-2/28/20	Student data (Aware)	Principal, Instructional Specialist, Teachers	RTI Plans, Intervention plans			
The ILT will work with teachers to build plans for addressing/reteaching underperforming TEKS.	5.1	12/1/20-2/28/20	Re-teach lesson plans	Principal, Instructional Specialist, Teachers	Re-teach plans, intervention plans			
PLCs will work with District Coordinators (all content areas) to understand, write, and execute differentiated lesson plans.	5.1	12/1/20-2/28/20	PLC Agenda and sign-in sheets	Principal, Assistant Principal and Instructional Specialist (campus and district), Teachers	Re-teach plans, intervention plans			
Administration and instructional specialists will provide targeted feedback to teachers on lesson plans on a weekly basis.	5.1	12/1/20-2/28/20	Lesson plan feedback form	Principal, Assistant Principal and Instructional Specialist (campus and district)	Completed lesson plan feedback form			
Administration and instructional specialists will monitor/coach the alignment of exit tickets to daily objectives.	5.1	12/1/20-2/28/20	Exit tickets, lesson plans	Principal, Assistant Principal and Instructional Specialist	Exit tickets, lesson plans			
Administrators and instructional specialists will monitor/coach independent practice assignments for alignment and rigor.	5.1	12/1/20-2/28/20	Lesson Plans, classroom observations	Principal, Assistant Principal and Instructional Specialist	Lesson plans			
Administrators and instructional specialists will work with Executive Director of Leadership (Alicia Press) to provide training on aggressive monitoring for the ILT.	5.1	12/1/20-2/28/20	Agenda, sign in sheets	Principal, Assistant Principal, Instructional Specialist, Executive Director	Learning walks documentation with aggressive monitoring as a focus			
Administrative/Leadership team will conduct Learning Walks as a team to calibrate at least once a month.	5.3	12/1/20-2/28/20	Calendar, debriefing notes	Principal, Assistant Principal and Instructional Specialist	Learning walks documentation and campus plans.			
Individualized data driven intervention plans will be maintained for struggling learners	5.3	12/1/20-2/28/20	AWARE, Data Tracking Sheets	Principal, Assistant Principal and Instructional Specialist (campus and district), Teachers	Student intervention plans, RTI notes			
Continue to develop/improve re-teach lessons and reassessments based on short cycle assessments.	5.3	12/1/20-2/28/20	Re-teach lesson plans	Principal, Assistant Principal and Instructional Specialist (campus and district), Teachers	Re-teach plans			
Teachers will conduct student data conferences (1:1) with students.	5.3	12/1/20-2/28/20	Student data trackers and student goal sheets.	Principal, Assistant Principal and Instructional Specialist (campus and district)	Conference summaries			
ILT will leverage a virtual data wall in PLCs to highlight school-wide gaps/areas of improvement.	5.3	12/1/20-2/28/20	Data trackers, PLC time.	Principal, Assistant Principal and Instructional Specialist (campus and district)	Completed data trackers			
Every instructional team member (principal, AP, IS, and teacher) will be assigned a coach who will be responsible for providing regular, targeted, and bite-	5.1 and 5.3	12/1/2020	Coaching assignments	DCSI/Principal	Coaching logs			
Develop and implement a campus-wide after school tutoring plan for struggling students.	5.3	12/1/20-2/28/20	Data trackers	Principal, Assistant Principal and Instructional Specialist (campus and district)	Tutoring schedule, plans			
Administrators and instructional specialists will attend RELAY	5.3	12/1/20-2/28/20	RELAY Training, Time	Principal and Instructional Specialist	RELAY attendance sheets			
Develop and implement campus-wide in-school intervention plan for students limited by transportation before/after school.	5.3	12/1/20-2/28/20	Data trackers	Principal, Assistant Principal and Instructional Specialist (campus and district)	Daily schedule reflecting the intervention times			

### 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?		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?	Carryover Action Steps	

### 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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	70% of Burnet students will meet or exceed their growth targets in all academic content areas. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.	0
<b>Desired 90-day Outcome</b>	All teachers will continue to improve/adjust lesson plans by implementing bite-sized feedback from administrators into their lesson plans. All teachers will use PLC artifacts to improve teaching and learning in their classrooms	Burnet will score 75/35/13 on the DBA this March. Data from this assessment will drive an intensive six-week intervention cycle for students that fell short of their individualized goal.	
<b>Barriers to Address During this Cycle</b>	The Instruction Leadership Team will need to prioritize/protect their time to ensure a 70%+ prioritization of instructional leadership elements.	ILT will need to monitor teacher/initiative fatigue	
<b>District Actions for this Cycle</b>	C&I will provide continued support for creating and implementing differentiated and data-informed lesson plans that are executed and measured daily.	DCSI will coach ILT on DDI practices to continue to refine/improve this critical lever.	
<b>District Commitment Theory of Action</b>	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to our most effective educators THEN student outcomes will improve.	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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus administration will continue to provide bite-sized feedback on lesson plans. Face-to-face coaching will be provided as a progressive step for	5.1	3/1/30-5/30/20	None	Administrators, Instructional Specialists	Lesson plan feedback sheet			
Begin planning summer PD based on instructional needs.	5.1	3/1/30-5/30/20	None	Administrators, Instructional Specialists	Staff development needs assessment			
Teachers will conduct 2nd student data and goal setting conferences.	5.3	3/1/30-5/30/20	Student data sheets and student goal sheets	Teachers	Conference summaries			
Each grade-level will conduct a parent data meeting (after the administration of the district benchmark)	5.3	3/1/30-5/30/20	Student data sheets and student goal sheets	Administrators and teachers	Sign-in sheets			
Administrators will meet with each teacher individually to review data and student progress in March.	5.3	3/1/30-5/30/20	Aware, MAP, Imagen Learning/Math data	Administrators	Meeting Summaries			
Teachers will continue with after school tutoring. ILT will study data points to measure effectiveness	5.3	3/1/30-5/30/20	Data trackers and Aware data	Administrators and teachers	Attendance Sheets			
Begin Saturday School.	5.3	3/1/30-5/30/20	Data trackers and Aware data	Administrators and teachers	Attendance Sheets			

PLCs will continue to follow the established cycle of: 1. Planning/TEKS breakdown (know/show charts) 2. Data analysis and creation of re-teach	5.3	3/1/30-5/30/20	PLC time	Administrators, Instructional Specialists	Agenda and sign-in sheets			
ILT will implement the RELAY levers of lesson planning, DDI, and observation feedback.	5.1, 5.3	3/1/30-5/30/20	Coaching Time	Administrators, Instructional Specialists	RELAY observation sheets			

**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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

**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	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

### 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 campus's 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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	Overall, instructional staff continues to struggle with understanding the TEKS. Because of this, instructional materials are too frequently misaligned, and the full breath/depth of the standards are never taught in their entirety. For 2020-21 most teachers at Burnet will be novice teachers and will need the support to understand the lesson planning process and the use of data.	Data has been disaggregated but not down to the individual student level. It is essential that we know which students are in each subpopulation and if they are making growth throughout the year. The PLCs will be utilized to drive these conversations and planning.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs)	PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs)	
<b>Desired Annual Outcome</b>	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	70% of Burnet students will meet or exceed their growth targets in all academic content areas. The PLC schedule will be structured to allow ample-time for pre-planning, data analysis, and to plan for re-teach/re-assessment.	
<b>Desired 90-Day Outcome</b>	Create a staff development plan based on instructional needs and data.	Create a staff development plan based on instructional needs and data.	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to our most effective educators THEN student outcomes will improve.	
<b>Barriers to Address throughout the year</b>	Limitations due COVID (uncertainty, distance learning), planning time/planning process (content vs grade level), teacher capacity (new teachers/ACPs), a new leadership team, and the master calendar are all barriers that will need to be addressed.	Limitations due COVID (uncertainty, master scheduling, and distance learning) are our primary concerns.	
<b>District Actions for this Cycle</b>			
<b>District Commitment Theory of Action</b>	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.	

### 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:

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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	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
Administrative team will finalize staff development plan summer and start of following school year based on data and campus needs.	5.1, 5.3	6/1/20-8/31/20	Campus and District Data	Administrators and instructional specialists	Staff Development Agenda	7/31/2020		
Evaluate processes and procedures for lesson planning and PLCs and make adjustments if needed.	5.1, 5.3	6/1/20-8/31/20	Time	Administrators and instructional specialists	Teacher Feedback form	7/31/2020		
Review STAAR data and identify strengths and weaknesses.	5.3	6/1/20-8/31/20	AWARE	Administrators and instructional specialists	Staff Development Agenda	7/31/2020		
Make adjustments to school plan based on teacher/parent/student feedback.	5.3	6/1/20-8/31/20	Staff, parent and student survey	Administrators and instructional specialists	CIP	7/31/2020		