Park Crest MS

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Planning for Implementation	Some Progress
	3		3.1	3 - Beginning 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.

DSCI Job Description

Campus Name:		District Coordinator of School Improvement (DCSI) Name, Role:	
Ireland Elementary		Andrea Martin	
Campus Number:		Superintendent Name:	
068901114		Scott Muri	
Date:			
Thursday, September 17, 2020			

TEA
Texas Education Agency

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	IRELAND EL	Superintendent	SCOTT MURI	Principal	KATY OCHOA
District Number	000068901	Campus Number	068901114	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	Sha Hartzer

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 9/17/20
Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.*	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.	
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.	Katy Ochoa 9/17/20
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

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: 41 component score C rating Rationale: The amount of progress made in 2019-20 indicates a C to be a reasonable goal. Domain 2B: Our goal is to reach a component score of 70 specifically for our economically disadvantaged students in 2021. Rationale: We have an eco dis % of 54% and we are confident our students will perform at similar or higher levels than comparable campuses with similar demographics. Domain 3: 49 (raw score) C rating Rationale: This will demonstrate appropriate growth for Ireland students.
	What changes in student group and subject performance are included in these goals?	Domain 1: 18-19 data in 4th writing was significantly lower than what was anticipated in 19-20. We will be pushing more students to meets and masters for all subjects by at least 10%. Domain 2B: We will target the eco dis population across all subjects. Domain 3: We will be pushing more students to meets and masters for all subjects by at least 10%. We will target the eco dis and white populations success.
	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.	5 - Full 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.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - 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://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	1.1	5.1	5.3

Rationale	Leadership is the cornerstone of school improvement. Circumstances during the 19-20 school year prohibited our team from operating at its full capacity.	Without objective driven plans, learning is left to chance. Without formative assessments there is no measure along the way toward summative assessment. Supporting teachers with planning does not change. It will be critical, however, in incorporating new and potentially different learning environments. At the same time it ensures synchronous and asynchronous learning will be sound, regardless of the method (virtual or in person). There is a need for consistent, intentional observation and specific feedback to grow teachers in this area. That is	Without a systematic approach to allow data to inform our instruction school improvement does not occur. Monitoring data does not have an ending. It is ongoing in support of the campus plan to grow all students' academic performance. The processes ensure deeper understanding of where each student is academically and how to address his/her needs and provides teachers feedback on their instructional practices.
How will the campus build capacity in this area? Who will you partner with?	Capitilize on RELAY processes. Now Principal, AP and Instructional Specialist have ALL been trained. We will partner with Region 18 EFT support as well as NIET.	We will continue with extended planning (CIA) expanding to grade levels beyond testing, NIET partnership and EFT support. 10 teachers will participate in RELAY for Teachers in the fall of 2020. Instructional Technology department will provide professional development in July & August and assigned specialist will follow up throughout the year with needed development opportunities.	We will continue with extended planning (CIA), DDI meetings, PLCs, NIET partnership and EFT support. 10 teachers will participate in RELAY for Teachers in the fall of 2020.
Barriers to Address throughout this year	Preparedness to address flexibility needed for COVID-19 effects on school.	The variation in teacher schedules	The variation in teacher schedules, data collection due to different landscape of assessing students.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Preparedness to address flexibility needed for COVID-19 effects on school. Consistent communication through social media opportunities.	The teachers who've worked through the CIA process developed an appreciation and "need" for the extended planning. Those teachers will assist in promoting the value to the other teachers on campus experiencing CIA for the first time.	Continuity of staffing will lend itself to springboard the deepening of capacity and reviewing the "what if" of pre-COVID data will give us a baseline. Schedule will still reflect PLC and DDI meeting times (virtual or face to face).
Desired Annual Outcome	By the end of 20-21 school year, 100% of the fully executed systems and clear expectations will demonstrate an increase in instructional leadership capacity, which will be evident in autonomy of leadership team's roles & responsibilities (faciliation of PLC & DDI).	By the end of the 20-21 school year, the routine, intentional, targeted feedback given to teachers for 90% of weekly lesson plans will positively impact teacher practice and delivery, which will lead to improved learner outcomes.	We will implement full DDI processes & systems (protocols, reteach planning) with 100% fidelity by May 2020.
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), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading then the DCSI will be able to provide adequate support for campus's success.	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading then the DCSI will be able to provide adequate support for campus's success.	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading then the DCSI will be able to provide adequate support for campus's success.

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.

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	2019 Results	2020 Baseline Data NWEA MAP	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	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	64%		Short Cycle Assessments	65%		Short Cycle Assessment/Benchmark	70%		Short Cycle Assessment	74%		74
		All	All	Reading	Meets	STAAR	30%		Short Cycle Assessments	31%		Short Cycle Assessment/Benchmark	35%		Short Cycle Assessment	40%		40
		All	All	Reading	Masters	STAAR	13%		Short Cycle Assessments	15%		Short Cycle Assessment/Benchmark	20%		Short Cycle Assessment	23%		23
		All	All	Mathematics	Approaches	STAAR	65%		Short Cycle Assessments	66%		Short Cycle Assessment/Benchmark	70%		Short Cycle Assessment	75%		75
		All	All	Mathematics	Meets	STAAR	30%		Short Cycle Assessments	31%		Short Cycle Assessment/Benchmark	35%		Short Cycle Assessment	40%		40
		All	All	Mathematics	Masters	STAAR	14%		Short Cycle Assessments	15%		Short Cycle Assessment/Benchmark	20%		Short Cycle Assessment	24%		24
		All	All	Science	Approaches	STAAR	47%		Short Cycle Assessments	50%		Short Cycle Assessment/Benchmark	54%		Short Cycle Assessment	57%		57
		All	All	Science	Meets	STAAR	15%		Short Cycle Assessments	20%		Short Cycle Assessment/Benchmark	23%		Short Cycle Assessment	25%		25
		All	All	Science	Masters	STAAR	3%		Short Cycle Assessments	8%		Short Cycle Assessment/Benchmark	10%		Short Cycle Assessment	13%		13
		All	All	Social Studies	Approaches	STAAR	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		All	All	Social Studies	Meets	STAAR	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		All	All	Social Studies	Masters	STAAR	N/A		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		All	All	Writing	Approaches	STAAR	37%		Short Cycle Assessments	40%		Short Cycle Assessment/Benchmark	45%		Short Cycle Assessment	47%		47
		All	All	Writing	Meets	STAAR	14%		Short Cycle Assessments	17%		Short Cycle Assessment/Benchmark	20%		Short Cycle Assessment	24%		24
		All	All	Writing	Masters	STAAR	3%		Short Cycle Assessments	8%		Short Cycle Assessment/Benchmark	10%		Short Cycle Assessment	13%		13
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	White	Mathematics	Meets	STAAR	35%		Short Cycle Assessments	37%		Short Cycle Assessment/Benchmark	42%		Short Cycle Assessment	47%		47
		All	Eco Dis	Mathematics	Meets	STAAR	28%		Short Cycle Assessments	30%		Short Cycle Assessment/Benchmark	34%		Short Cycle Assessment	38%		38
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	White	Reading	Meets	STAAR	35%		Short Cycle Assessments	40%		Short Cycle Assessment/Benchmark	42%		Short Cycle Assessment	45%		45
		All	Eco Dis	Reading	Meets	STAAR	30%		Short Cycle Assessments	34%		Short Cycle Assessment/Benchmark	38%		Short Cycle Assessment	40%		40
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	67%		K-12 Summit	57%		K-12 Summit	67%		K-12 Summit	77%		77

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 20-21 school year, 100% of the fully executed systems and clear expectations will demonstrate an increase in instructional leadership capacity, which will be evident in autonomy of leadership team's roles & responsibilities (faciliation of PLC & DDI).	By the end of the 20-21 school year, the routine, intentional, targeted feedback given to teachers for 90% of weekly lesson plans will positively impact teacher practice and delivery, which will lead to improved learner outcomes.	We will implement full DDI processes & systems (protocols, reteach planning) with 100% fidelity by May 2020.
Desired 90-day Outcome	During Sept-Nov, Principal will model PLC & DDI & other system protocols for AP & Instructional Specialist on a weekly basis (1-3 times).	During Sept-Nov, Principal will model observation/feedback cycle of lesson plans with AP & Instructional Specialist within Leadership Team Meetings 1-3 times within Cycle 1.	During Sept-Nov, Principal, AP and instructional specialist will recalibrate 100% of the teachers with the RELAY data protocol, including Know and Show charts, data trackers, and aggressive monitoring data.
Barriers to Address During this Cycle	Phase in of students to campus due to COVID-19 precaution/Beginning of School Plan; unable to have consistent routines	Time constraints to review plans at the deepest level for quality.	Gathering data from remote learners.
District Actions for this Cycle	DCSI attends DDI, Leadership Team Meetings, PLCs; Biweekly onsite visits to include walk throughs and routine data reviews.	The district curriculum department provides an exemplar lesson plan format for both remote and face to face instruction.	DCSI attends DDI, Leadership Team Meetings, PLCs.
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), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading

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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Calibrate with Assistant Principal for RELAY (observation/feedback cycle, DDI/PLC meeting protocols, lesson planning)	1.1, 5.1, 5.3	September 2020	_Get Better Faster, Data Driven Instruction 2.0_ , RELAY training materials	Principal	Zoom meeting recordings	October 15		
Calibrate observation/feedback with NIET training for appraisers in calibration & capacity with TTESS rubric performance levels.	1.1, 5.1	October 2020	Training materials	Principal	completed activities from training	November 20		
Create the system for monitoring lesson planning including establishing 3 person team of monitoring lesson plans and providing feedback, strategic scheduling/assigning teachers to monitor.	1.1, 5.1	September 2020	Lesson Plan exemplar (in person and virtual), admin calendars, leadership protocol expectations for lesson planning	Principal	Assignment schedule, lesson plan feedback protocol document, Google Sheet Data Collected from Feedback	November 20		
Create a Google Sheet for tracking lesson plan feedback and action steps from walk throughs from the Leadership Team and train the team on utilization.	5.1	October 2020	Feedback Google Sheet	Principal	Google Sheet	November 1		

Action Step		Date	Resources	Person Responsible	Evidence	Date		
Add modeling of lesson plan observation/feedback to Leadership Team Meeting agendas (1-3 agendas)	5.1	October 2020	Meeting Schedule, leadership protocol expectations for lesson planning	Principal	Meeting schedule, lesson plan feedback protocol document	November 20		
All teachers (K-5) will participate in Curriculum, Instruction, Assessment (CIA) extended planning sessions where they will create quality lesson plans including formative assessments.	5.1, 5.3	November 2020	Curriculum materials, lesson plan template, CIA agenda and protocol	Instructional Specialist(s)	CIA calendar, planning products (i.e. pacing calendar, activities, completed Know & Show charts)	November 2020		
Revisit the RELAY reteach planning data protocol, focusing on new teachers, practicing the writing and execution of the reteach lesson.	5.1, 5.3	October 2020	RELAY training materials and reteach planning protocol	Principal, Instructional Specialist	DDI meeting agendas, minutes	November 2020		
Implement ECISD's virtual contingency plan as needed for COVID closures of classrooms/campus	5.1	October 2020	ECISD plan	Principal	Attendance reports	November 2020		
Hire a part time reading interventionist to provide targeted assistance in small groups for the students who are working towards meets and masters levels to reteach targeted TEKS.	5.3	November 2020	Hiring Pool	Principal	Contract of employment	November 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?	

	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 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 20-21 school year, 100% of the fully executed systems and clear expectations will demonstrate an increase in instructional leadership capacity, which will be evident in autonomy of leadership team's roles & responsibilities (faciliation of PLC & DDI).	By the end of the 20-21 school year, the routine, intentional, targeted feedback given to teachers for 90% of weekly lesson plans will positively impact teacher practice and delivery, which will lead to improved learner outcomes.	We will implement full DDI processes & systems (protocols, reteach planning) with 100% fidelity by May 2020.
Desired 90-day Outcome	During Dec-Feb, Principal will observe and offer feedback (1-5 precise pieces) for AP & Instructional Specialist's co-faciliation of PLC & DDI protocols 1 time per week.	During Dec-Feb, Principal will review lesson plans with the AP and instructional specialist and coach them through appropriate feedback (1-5 bite sized pieces of feedback with action steps to improve upon lesson plan content) 3-5 times within Cycle 2.	During Dec-Feb, DDI meetings will focus on modeling/coaching of reteach planning protocol 1-2 times per month. Principal, AP and instructional specialist will observe reteach plan execution in classroom instruction for effectivness.
Barriers to Address During this Cycle	Unknown ramifications of potential COVID-19 closures.	Time constraints to review plans at the deepest level for quality.	Time constraints of scheduling the follow up observations.
District Actions for this Cycle	DCSI attends DDI, Leadership Team Meetings, PLCs and provides feedback and 1-2 action steps for principal.	The district curriculum department provides an exemplar lesson plan format for both remote and face to face instruction.	DCSI will particpate in observation walk throughs with Principal, AP and/or instructional specialist every other week.
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), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade

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
Calibrate with Assistant Principal for RELAY (observation/feedback cycle, DDI/PLC meeting protocols)	1.1, 5.1, 5.3	September 2020	*Get Better Faster, Data Driven Instruction 2.0 ,* RELAY training materials	Principal & AP	Agendas, Minutes	February 26		
On-site calibration utilizing NIET training for appraisers utilizing TTESS rubric performance levels.	1.1, 5.1	October 2020	TTESS Rubric	Principal & AP	Walk through forms, Eduphoria trend reports, Leadership Team meeting agendas, "Status of the Staff" w/action plan for Observation/Feedback cycle	February 26		

Action Step	TEP		Resources		Person(s) Responsible	Evidence			
Debrief/reflection meeting with co-facilitator following PLC, DDI meeting	1.1, 5.3		December 2020	*Get Better Faster, Data Driven Instruction 2.0* , RELAY training materials	Principal & AP, Instructional Specialist	Meeting notes/minutes, PLC/DDI meeting agendas, script of feedback, recording of co-facilitation meeting	February 26		
Lesson Plan improvement PD during PLC for teachers utilizing observation/feedback data from Cycle 1	5.1		January 2021	Lesson Plan Templates, collected feedback data from AP, Principal, Instructional	Principal, AP, Instructional Specialist	PLC Agenda, Observation Trends Document for training	January 2021		
Add lesson plan observation/feedback coaching sessions to Leadership Team Agendas (3-5 times)	1.1, 5.1		January 2021	Lesson Plans, Protocol, Agenda, Minutes	Principal	Meeting notes/minutes	February 2021		
All teachers (K-5) will participate in Curriculum, Instruction, Assessment (CIA) extended planning sessions where they will create quality lesson plans including formative assessments.	5.1, 5.3		December 2020	Curriculum materials, lesson plan template, CIA agenda and protocol	Instructional Specialist(s)	CIA calendar, planning products (i.e. pacing calendar, activities, completed Know & Show charts)	February 2021		
Principal, AP & Instructional Specialist will facilitate reteach planning during DDI meetings.	5.1, 5.3		January 2021	RELAY Reteach Planning Protocol, assessment data	Principal, AP, Instructional Specialist	Agendas, Minutes, Reteach Lesson Plans	February 2021		
Principal, AP & Instructional Specialist will walk through classrooms to observe reteach plans in action.	5.1, 5.3		January 2021	Reteach Lesson Plans, Observation walk through form	Principal, AP, Instructional Specialist	Walk through form data	February 2021		
Utilize a part time reading interventionist to provide targeted assistance for the students who are working towards meets and masters levels in small group instruction focusing on reteach of targeted TEKS.	5.3		December, 2020	Curriculum materials, lesson plan template, Individual student goals and data	Principal, AP	Schedule, lesson plans, student data	February, 2021		
Implement ECISD's virtual contingency plan as needed for COVID closures of classrooms/campus	5.1		December 2020	ECISD plan	Principal	Attendance reports	February 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 20-21 school year, 100% of the fully executed systems and clear expectations will demonstrate an increase in instructional leadership capacity, which will be evident in autonomy of leadership team's roles & responsibilities (faciliation of PLC & DDI).	By the end of the 20-21 school year, the routine, intentional, targeted feedback given to teachers for 90% of weekly lesson plans will positively impact teacher practice and delivery, which will lead to improved learner outcomes.	We will implement full DDI processes & systems (protocols, reteach planning) with 100% fidelity by May 2020.
Desired 90-day Outcome	During March-May, Principal will observe and offer feedback (1-5 precise pieces) for AP & Instructional Specialist's leading of PLC & DDI protocols 1 time per week.	During March-May, Principal, AP and instructional specialist will independently review 90% of weekly lesson plans, providing appropriate feedback (1-5 bite sized pieces of feedback with action steps to improve upon lesson plan content).	During March-May, Leadership will facilitate, observe & offer feedback to teachers during reteach planning protocol 1-2 times per month. Principal, AP and instructional specialist will observe reteach plan execution in classroom instruction for effectivness.
Barriers to Address During this Cycle	Unknown ramifications of potential COVID-19 closures.	Time constraints to review plans at the deepest level for quality.	Time constraints of scheduling the follow up observations.
District Actions for this Cycle	DCSI attends DDI, Leadership Team Meetings, PLCs and provides feedback and 1-2 action steps for principal. DCSI will monitor for execution of action steps provided.	The district curriculum department provides an exemplar lesson plan format for both remote and face to face instruction.	DCSI can particpate in observation walk throughs with Principal, AP and/or instructional specialist.
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), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and	If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade

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
Coaching meeting using job embedded feedback loops with facilitator following PLC, DDI meeting	1.1, 5.1, 5.3	December 2020	*Get Better Faster, Data Driven Instruction 2.0* , RELAY training materials	Principal & AP, Instructional Specialist	Meeting notes/minutes, PLC/DDI meeting agendas, script of feedback, recording of co-facilitation meeting	May 2021		
Add weekly agenda point of discussion for lesson planning observation/feedback to identify teachers still needing assistance.	5.1	March 2021	Feedback Google Sheet	Principal & AP, Instructional Specialist	Meeting notes/minutes, agendas	May 2021		

Principal, AP and instructional specialist will independently review weekly lesson plans, providing appropriate feedback (1-5 bite sized pieces of feedback with action steps to improve upon lesson plan content).	5.1	March 2021	Feedback Google Sheet, Lesson Plans	Principal & AP, Instructional Specialist	feedback Google sheet		May 2021	
All teachers (K-5) will participate in Curriculum, Instruction, Assessment (CIA) extended planning sessions where they will create quality lesson plans including formative assessments.	5.1, 5.3	March 2021	Curriculum materials, lesson plan template, CIA agenda and protocol	Instructional Specialist(s)	CIA calendar, planning products (i.e. pacing calendar, activities, completed Know & Show charts)		May 2021	
Principal, AP and instructional specialist will provide feeback about reteach lesson observations in person or by email.	5.1, 5.3	March 2021	Reteach Lesson Plans, observation forms	Principal & AP, Instructional Specialist	emails/meeting notes		May 2021	
Utilize a part time reading interventionist to provide targeted assistance for the students who are working towards meets and masters levels in small group instruction focusing on reteach of targeted TEKS.	5.3	March 2021	Curriculum materials, lesson plan template, Individual student goals and data	Principal, AP	Schedule, lesson plans, student data		May 2021	
Implement ECISD's virtual contingency plan as needed for COVID closures of classrooms/campus	5.1	March 2021	ECISD plan	Principal	Attendance reports		May 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?		

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		
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://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
Essential Action			
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	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