

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	Ross Elementary	Superintendent	Dr. Scott Muri	Principal	Susan Hendricks
District Number	068901	Campus Number	00000119	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?	NA	Was TAP Implementation Ordered or Voluntary?		ESC Support	Shea Burtal

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 10.5.20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Susan Hendricks 9-11-20
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.	<p>Domain 1: In 2021, Ross will increase the Domain 1 score from 24 (raw) to 41 (raw) as measured by the end of year STAAR Assessment. The Approaches goal will be 75, Meets will be 35, and Masters 13. Rationale: This year Ross went to an Opportunity Culture program and were able to hire one master teacher per grade level, 2nd - 5th. With high-quality teachers coaching the other teachers on the grade level, we feel that 70 is achievable.</p> <p>Domain 2B: The goal at Ross is to reach 65 (scaled) in 2021. Rationale: Our Domain 3 component goal is 41. This numbers paired with our 60% economically disadvantaged rate yields a 65. For alignment, our Domain 2B goal is 65.</p> <p>Domain 3: Our Domain 3 goal will improve from 48 to a 69 (scaled). Rationale: The Hispanic and Economically Disadvantaged subgroups make up 58.4% and 60% of our population, respectively. For this reason, these groups will be our target, paired with special education that has the smallest gap to close.</p>
	What changes in student group and subject performance are included in these goals?	Domain 1, 2B, 3: Ross needs to work to improve the overall meets and masters percentages in both reading and math across all grade levels. Hispanic, Economically Disadvantaged, and SPED (Domain 3 will be a target population.
	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.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning 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	4.1	5.1	5.3
Rationale	Teachers will give a short pre-assessment before each unit. This will help target students prior knowledge of skills. They will then use the unit assessment and the pre-assessment data to plan backwards. Teachers will create a know and show chart to include strategies they will use to teach at personalized and high levels. Teachers will determine if the strategies worked, keeping a playbook of high rigor, highly effective strategies. A PLC agenda will be utilized by the MCL's and teacher teams to ensure there is a connection between the assessments and resources used to teach to ensure students reach mastery of the TEKS.	During the planning backwards phase, teachers will utilize pacing calendars break down their TEKS, create daily objectives and then match exit tickets. It is critical that teachers are laser-focused on teaching high leverage skills with evidence based high-rigor strategies. Teachers will aggressively monitor student work on a daily basis and use the data from the exit tickets to determine the next instructional steps. Whether students are working virtually or face to face they will be required to turn in a daily assignment/ product or an exit ticket that match the daily objective. This will inform them of adjustments needed to be made for instruction for the next day.	The Multi-Classroom Leaders and administration will be leading PLC's until all grade levels are comfortable with the DDI process, including scripting. Teachers will aggressively monitor day to day individual work and exit tickets to adjust instruction right then or for the next day. Groups of students can be worked with by the Team Reach Teacher, the Teacher Resident, Reach Associate, or classroom teacher. Once the unit assessment has been given, teachers will continue to use the See It, Name It, Do It model to identify re-teach gaps using Eduphoria data and student faced work. Teachers will script their re-teach and go live to get feedback from their team and administration. We will also determine which strategies worked according to the data and add it to our playbook of strategies for Ross. Data from pre and unit assessments will help create a personalized plan for each student.
How will the campus build capacity in this area? Who will you partner with?	Multi-Classroom Leaders will need to be 2 weeks ahead in planning. They will look at the unit assessment, TEKS, and utilize the TEKS Resource System to determine the skills needed to master the MCL's and teacher teams planning will be used to build capacity with all teachers.	Multi-Classroom Leaders will coach teachers on how to use a pacing calendar in order to ensure that the highest leverage TEKS/skills have the most face time. They will write daily objectives to focus the lesson and match with exit tickets to ensure all students mastered the concept.	Multi-Classroom Leaders will coach teachers on how to use a pacing calendar in order to ensure that the highest leverage TEKS/skills have the most face time. They will write daily objectives to focus the lesson and match with exit tickets to ensure all students mastered the concept. In addition, some members of the ILT will engage in RELAY this year and DDI will be a focus lever.
Barriers to Address throughout this year	Virtual learning will be a barrier. Students will need to complete their exit ticket, independent assignment, and unit assessments in front of the teacher to ensure proper CFUS.	COVID is a barrier. It will be more difficult to teach groups of students and one-on-one while trying to maintain social distancing. Virtual students may lack the discipline and/or home support to consistently engage/learn in a virtual environment.	With a small staff, scheduling becomes a barrier. The Ross team will need to prioritize WDM and PLC's to ensure success.

How will you communicate these priorities to your stakeholders? How will create buy-in?	ILT will ensure multiple avenues of communication are effectively utilized. This includes parent meetings, PLCs, staff development sessions, and regular written communication to stakeholders.	Parents will receive the guidelines and a parent handbook for consistency. Communication from the teachers will be key. The campus will have a student/parent engagement committee that will be charged with coming up with new and creative ways to communicate and get parents engaged in the learning process with their child on a daily basis.	ILT will ensure multiple avenues of communication are effectively utilized. This includes parent meetings, PLCs, staff development sessions, and regular written communication to stakeholders.
Desired Annual Outcome	By the end of the year, teachers will be able to plan backward and lead discussions that align rigorous strategies/materials to master each high leverage TEK for every unit. This will yield an increase in student learning and student achievement. (C overall accountability grade.)	By the end of the year, teachers will have planned out daily objectives and utilized daily exit tickets for each unit in order to make adjustments in instructional resources and strategies to reach mastery.	By the end of the year, the Ross ILT will build teacher capacity through 90 minute weekly PLC's through the use of the DDI process
District Commitment Theory of Action	If we engage students to learn a rigorous standards-based curriculum, AND invest in the professional learning of teachers to deeply understand the standards, AND choose rigorous and aligned instructional materials THEN every student that graduates from Ross will be prepared for middle school.	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.

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	% 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	40		Cumulative Short Cycle Assessment	40		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75
		3rd	All	Reading	Meets	STAAR	14		Cumulative Short Cycle Assessment	14		Cumulative Short Cycle Assessment	20		STAAR Released Test	30		35
		3rd	All	Reading	Masters	STAAR	3		Cumulative Short Cycle Assessment	3		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13
		3rd	All	Mathematics	Approaches	STAAR	38		Cumulative Short Cycle Assessment	38		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75
		3rd	All	Mathematics	Meets	STAAR	10		Cumulative Short Cycle Assessment	10		Cumulative Short Cycle Assessment	20		STAAR Released Test	30		35
		3rd	All	Mathematics	Masters	STAAR	0		Cumulative Short Cycle Assessment	0		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13
		4th	All	Reading	Approaches	STAAR	46		Cumulative Short Cycle Assessment	46		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75
		4th	All	Reading	Meets	STAAR	21		Cumulative Short Cycle Assessment	21		Cumulative Short Cycle Assessment	20		STAAR Released Test	30		35
		4th	All	Reading	Masters	STAAR	6		Cumulative Short Cycle Assessment	6		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13
		4th	All	Mathematics	Approaches	STAAR	34		Cumulative Short Cycle Assessment	34		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75
		4th	All	Mathematics	Meets	STAAR	13		Cumulative Short Cycle Assessment	13		Cumulative Short Cycle Assessment	20		STAAR Released Test	30		35
		4th	All	Mathematics	Masters	STAAR	0		Cumulative Short Cycle Assessment	0		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13
		4th	All	Writing	Approaches	STAAR	34		Cumulative Short Cycle Assessment	34		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75
		4th	All	Writing	Meets	STAAR	8		Cumulative Short Cycle Assessment	8		Cumulative Short Cycle Assessment	20		STAAR Released Test	30		35
		4th	All	Writing	Masters	STAAR	2		Cumulative Short Cycle Assessment	2		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13
		5th	All	Reading	Approaches	STAAR	72		Cumulative Short Cycle Assessment	45		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75
		5th	All	Reading	Meets	STAAR	33		Cumulative Short Cycle Assessment	15		Cumulative Short Cycle Assessment	25		STAAR Released Test	30		35
		5th	All	Reading	Masters	STAAR	10		Cumulative Short Cycle Assessment	5		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13
		5th	All	Mathematics	Approaches	STAAR	67		Cumulative Short Cycle Assessment	45		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75
		5th	All	Mathematics	Meets	STAAR	24		Cumulative Short Cycle Assessment	15		Cumulative Short Cycle Assessment	25		STAAR Released Test	30		35
5th	All	Mathematics	Masters	STAAR	8		Cumulative Short Cycle Assessment	5		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13		
5th	All	Science	Approaches	STAAR	49		Cumulative Short Cycle Assessment	49		Cumulative Short Cycle Assessment	60		STAAR Released Test	70		75		
5th	All	Science	Meets	STAAR	15		Cumulative Short Cycle Assessment	15		Cumulative Short Cycle Assessment	20		STAAR Released Test	30		35		

		5th	All	Science	Masters	STAAR	6		Cumulative Short Cycle Assessment	6		Cumulative Short Cycle Assessment	7		STAAR Released Test	13		13
2. Domain 3 Focus 1	Focus 1 Components (Academic Achievement)	3rd-5th	Economically Disadvantaged	Reading	Meets	STAAR	19		Cumulative Short Cycle Assessment	19		Cumulative Short Cycle Assessment	25		STAAR Released Test	30		33
		3rd-5th	Hispanic	Reading	Meets	STAAR	22		Cumulative Short Cycle Assessment	22		Cumulative Short Cycle Assessment	30		STAAR Released Test	35		37
		3rd-5th	Economically Disadvantaged	Mathematics	Meets	STAAR	11		Cumulative Short Cycle Assessment	15		Cumulative Short Cycle Assessment	25		STAAR Released Test	34		36
3. Domain 3 Focus 2	Focus 2 Components (Academic Achievement)	3rd-5th	Hispanic	Mathematics	Meets	STAAR	18		Cumulative Short Cycle Assessment	20		Cumulative Short Cycle Assessment	30		STAAR Released Test	35		40
		3rd-5th	Sped Current	All	SPED	STAAR	22		Cumulative Short Cycle Assessment	21		Cumulative Short Cycle Assessment	22		STAAR Released Test	23		
4. Domain 3 Focus 3	Special Education	3rd-5th	Sped Current	All	SPED	STAAR	22		Cumulative Short Cycle Assessment	21		Cumulative Short Cycle Assessment	22		STAAR Released Test	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
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, teachers will be able to plan backward and lead discussions that align rigorous strategies/materials to master each high leverage TEK for every unit.	By the end of the year, teachers will have planned out daily objectives and utilized daily exit tickets for each unit in order to make adjustments in instructional resources and strategies to reach mastery.	By the end of the year, MCL's will build teacher capacity through 90 minute weekly PLC's through the use of the DDI process (See It, Name It, Do It Framework). With an increase in time to analyze various forms of student data, teachers will have left PLC's prepared with a scripted re-teach plan to enhance instruction and effectiveness. 69% of students will show at least a years growth by the end of the 2020-2021 in Domain 2A.
Desired 90-day Outcome	Create systems and structures that allow for regular assessment and intervention.	All MCL's will be trained on how to backwards-design lesson plans and implement them in the classroom. 2nd- 5th grade reading and math teachers will receive modeling and coaching from MCL's on school-wide strategies.	The Ross Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student and teacher progress will be tracked.
Barriers to Address During this Cycle	Ensuring the school has an effective and reliable way to monitor assessments and CFUs for students learning in the virtual environment.	Timing- MCL's will not be fully trained until the beginning of October through Relay training. They will first need to first be trained before coaching the teachers. This system won't be fluid until Cycle 2.	Timing- MCL's will not be fully trained until the beginning of October through Relay training. They will first need to first be trained before coaching the teachers. This system won't be fluid until Cycle 2.
District Actions for this Cycle	Partner with C&I to conduct training and provide resources on how to effectively backwards design using District-supported resources.	Partner with both Public Impact and Relay to provide continuous training and coaching to MCLs in both planning and DDI to ensure effectiveness. DCSI will provide coaching and support to campus leadership.	
District Commitment Theory of Action	If we engage students to learn a rigorous standards-based curriculum, AND invest in the professional learning of teachers to deeply understand the standards, AND choose rigorous and aligned instructional materials THEN every student that graduates from Ross will be prepared for middle school and beyond.	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:

- 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
Campus and district will work to create an assessment calendar that tests all 1st - 5th graders in reading and math a minimum every 6 weeks	4.1	All Year	Calendar and SCA's	District/ MCL's/ Teachers	Completed SCA's	End of Each Unit		
Campus will create grade level schedules that allow for instructional adjustment (reteach)	4.1	Beginning of Each Unit	Unit Days	MCL's/Teachers/ Administration	Grade Level Unit Calendars	End of Each Unit		
2nd - 5th grade MCL's and grade level teams will receive initial training in backward planning using the district scope and sequence and resources.	5.1	Beginning of First and 2nd Units	Teks Resource System, District Resources, Campus Protocol	Principal	Know and Show, Grade Level Unit Calendar	Beginning of Each Unit		
2nd - 5th grade MCL's and teachers will receive initial training on how to create exemplars for their unit/module. This process will improve determining student gaps when analyzing student product.	5.1	Beginning of First and 2nd Units	Short Cycle Assessment	Principal	Teacher Exemplars	Beginning of Each Unit		
Principal, AP, and MCL's will receive DDI Training (See It, Name It, Do It) from Relay.	5.3	Throughout October	Relay Training	MCL's and Principal	Relay Training Completion	End of Training Days		
Create and implement a data tracker to track individual student growth in 2nd- 5th grade math and reading.	5.3	Prior to the First Unit Assessment	Data Tracker	MCL's and Teachers	Data Tracker	After Each Unit Test		
Assign a coach to every instructional team member. Establish a baseline for real-time coaching and conduct regular rounds to provide feedback to staff on a regular and ongoing basis.	5.1 5.3	2-Sep-20	Baselining tool	DCSI and ILT	RTC calendars	30-Nov-20		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, teachers will be able to plan backward and lead discussions that align rigorous strategies/materials to master each high leverage TEK for every unit.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Administration and instructional specialists will guide the teachers through backward planning until the teachers are comfortable doing it on their own.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student PROGRESS will be tracked after every short-cycle and benchmark assessment.
Desired 90-day Outcome	Ensure alignment of instructional materials and classroom implementation.	Administrators and MCL's will provide bite-sized feedback on weekly lesson plans that would have the greatest impact on student learning. (Continuous improvement model.)	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be tracked. Teachers will begin to feel comfortable sharing their successes with each other and adjust plans to ensure student success.
Barriers to Address During this Cycle	Instructional resources are difficult to plan due to COVID restrictions on grouping and sharing of materials. Training on online engagement tools will be necessary.	Teachers will need to monitor and adjust on a daily basis in order to re-teach effectively and fluidly. It will be difficult to break the existing habit of waiting on the short cycle assessment data to correct misconceptions.	Teachers feel vulnerable sharing what is working and what isn't working as they teach. Creating the growth mindset with not only their students but with themselves as educators is paramount to the PLC process working.
District Actions for this Cycle	Partner with the IT Department to ensure teachers have access to high-quality digital engagement tools and the training needed to use them effectively.	Public Impact, Relay, and DCSI will coach MCLs and administrators as they work to change the culture on campus.	
District Commitment Theory of Action	If we engage students to learn a rigorous standards-based curriculum, AND invest in the professional learning of teachers to deeply understand the standards, AND choose rigorous and aligned instructional materials THEN every student that graduates from Ross will be prepared for middle school and beyond.	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:

- 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
MCL's will conduct curriculum audits on instructional materials to ensure alignment to the TEKS, focused daily objective and exit ticket.	4.1	12-1-20/2-28-20	Lesson Plan Feedback Form /Observation Feedback Form	MCL's	Feedback Forms	2/28/2020		
Select and use instructional materials that are intentionally designed to meet the need of Hispanic, Economically Disadvantaged, and Special Education students.	4.1	12-1-20/2-28-20	Lesson Plans	MCL's and Teachers	Lesson Plans	2/28/2020		
Grade levels will continue to backward planning for upcoming units using the district scope and sequence and resources.	5.1	Beginning of each unit	Teks Resource System, District Resources, Campus Protocol	MCL's and Teachers	Know and Show, Grade Level Unit Calendar	Beginning of each unit		
MCL's and teachers will create exemplars for each unit/module.	5.1	Beginning of each unit	Short Cycle Assessment	MCL's and Teachers	Exemplar	Beginning of each unit		
MCL's and teachers will continue to be coached by the Principal through the process of understanding how to identify the highest leverage TEK by analyzing their data.	5.3	End of each unit	Short Cycle Assessment, Data	Principals and MCL's	Reteach Assessments and Data	End of each unit		
MCL's and teachers will continue to be coached and use the process (See It, Name It, Do It) from Relay to identify gaps in student learning.	5.3	End of each unit	Data, Student Work	Principals and MCL's	Scripts for Data Meetings	End of each unit		
2nd - 5th grade teachers and students will continue to use a data tracker to track individual student growth. Students that are not on track to meet growth will be provided intervention via the classroom teacher or before/after school for tutoring.	5.3	Throughout the year analyzing MAP, exit tickets, and SCA data	MAP, SCA data	Principals and MCL's	Data tracker and reteach assessments	Throughout the year		
ILT will provide bite-sized, actionable feedback on lesson plans weekly.	5.1	Weekly	Google Sheets	Principal	Google Sheet with administrative team comments on lesson	26-Feb-21		

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.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>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?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

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	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, teachers will be able to plan backward and lead discussions that align rigorous strategies/materials to master each high leverage TEK for every unit.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Administration and instructional specialists will guide the teachers through backward planning until the teachers are comfortable doing it on their own.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Desired 90-day Outcome	Ross will implement high-fidelity, personalized, professional learning for all Prek-5 teachers through job-embedded coaching.	During this cycle, our goal is that all teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan.	As a result of a relentless focus on DDI, a minimum of 69% of Ross students will be on track to exhibit one year of growth on STAAR.
Barriers to Address During this Cycle	Possible resistance- teachers may not want to be coached or use different instructional strategies.	Time to plan effective reteach- it will be imperative that quality re-teach and re-assessment plans are written that reflect diverse classrooms/student needs.	Some teachers will still be resistant to sharing or seeing that the DDI process is beneficial for their entire grade level.
District Actions for this Cycle	DCSI will actively coach the ILT to refine the SND process in WDM to continually improve the scripting, practicing, and implementation of reteach plans.		
District Commitment Theory of Action	If we engage students to learn a rigorous standards-based curriculum, AND invest in the professional learning of teachers to deeply understand the standards, AND choose rigorous and aligned instructional materials THEN every student that graduates from Ross will be prepared for middle school and beyond.	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:

- 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
ILT will continue to provide feedback on lesson plans weekly.	5.1	3-1-20/5-15-20	School-wide Instructional Strategies and District and Research Based Instructional	MCL's	Lesson Plans	5/15/2020		
All Ross teachers will be coached to analyze and compare strategies for rigor that will accelerate student learning.	4.1	3-1-20/5-15-20	Rigorous Instructional Strategies	MCL's	Lesson Plans	5/15/2020		
MCL's will plan and complete teacher training on an effective STAAR review	5.1	3-1-20/5-15-20	High Rigor STAAR Materials	MCL's	STAAR Review Plan	5/15/2020		

Grade levels will receive continued training in backward planning using the district scope and sequence and resources to include engaging and rigorous activities.	5.1 and 4.1	3-1-20/5-15-20	Teks Resource System, District Resources, Campus Protocol	MCL's	Know and Show, Grade Level Unit Calendar	5/15/2020		
PLCs will follow the established cycle of: 1. Planning/TEKS breakdown (know/show charts) 2. Data analysis and creation of re-teach plans 3. Data analysis of benchmark results.	5.3	3-1-20/5-15-20	Student tests, Individual Response Report in Eduphoria	MCL's and Teachers	PLC Minutes	5/15/2020		
2nd - 5th grade teachers and students will continue to use a data tracker to track individual student growth. Students that are not on track to meet growth will be provided intervention via the classroom teacher or before/after school for tutoring.	5.3	3-1-20/5-15-20	Student Data Tracker	MCL and Teachers	Data Trackers	5/15/2020		
Leadership team will monitor reteach lessons and reteach assessments while providing evidence-based feedback to teachers through the observation/feedback process.	5.3	15-Mar-21	Reteach schedules for each teacher, reteach assessment data, observation/feedback script	ILT	Reteach data, original TEKS data before reteach, observation/feedback scripts	24-May-21		
Principal and ILT will participate in joint observation rounds to ensure calibration of teacher feedback	5.1 and 5.3	3-1-20/5-15-20	Calibration tool	DCS, Principal, Assistant Principal, MCLs	Observation data	2-Mar-21		

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.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>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?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

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
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

