

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.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Edward K. Downing Elementary

Dr. Stacy Johnson, Exec. Dir. of Leadership

Campus Number:	Superintendent Name:
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068901131

Dr. Scott Muri

Date:

Thursday, September 10, 2020



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Ector County ISD	Campus Name	Edward K. Downing Elementary	Superintendent	Dr. Scott Muri	Principal	Marcos Lopez
District Number	068901	Campus Number	000000131	District Coordinator of School Improvement (DCSI)	Dr. Stacy Johnson	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	Dr. Autumn Sloan

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Stacy Johnson 9-14-20
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 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.	Marcos Lopez 9-14-20
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://rptsrv1.tea.texas.gov/perfreport/tap/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: 70 Rationale: Historically E. K. Downing Elementary has had difficulty meeting domain 1 due to most of our students simply meeting Approaches, by setting the average to 70 should be an attainable goal for our school. Domain 3: Academic Achievement in Reading Hispanic Target 40 Eco Dis 40. Academic Achievement in Math Hispanic Target 40 and Eco Dis 40. Rationale: Hispanic and Economically Disadvantage are the two largest student population and two lowest performing. The academic achievement makes up to 30% of Domain III.
	What changes in student group and subject performance are included in these goals?	Domain 1: Maintaining or exceeding expectations for 3rd and 5th grade Reading and math and expect to show considerable amount of growth in 4th grade reading, math, writing, and 5th grade science. Domain 3: Expected to see growth in Hispanic, White, EL, and Economically Disadvantage in areas of Reading and Math in all grades 3rd-5th.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1	3.1	5.1

Rationale	At the end of the 2019-2020 school year, EKD currently had 19 teacher vacancies.	With 19 new teachers on campus for the upcoming year, mission, vision, goals, and values will need to be reintroduced and throughout the school year revisited. Milestones from Feb/March 2020 showed no progress to some progress.	New teachers would be unfamiliar with grade level TEKS, lesson plan format, expectations of quality of lessons and level of instruction.
How will the campus build capacity in this area? Who will you partner with?	EKD will participate in Opportunity Culture throughout the school year. EKD has a partnership with UTPB for student teachers and Human Resources using the Odessa Pathways to Teaching program.	Partner with parents, HEB, Boys and Girls Club, District Communication department. Name branding items for the community, telling our story with the core values. Feature teacher of the week, student of the month, parent of the month. Repurpose through social media.	Partner with 2 instructional specialists, Big Rock, Region 18, Opportunity Culture, and district internal supports to set up mini PD sessions to help teachers know how to unpack the TEKS standard, assist instructional delivery, appropriate exit tickets, and active monitoring.
Barriers to Address throughout this year	Staff and admin communication. Teachers not feeling supported.	Time and an assigned person to oversee the process, campus buy in as staff not seeing it as something else to do.	All teachers are not at the same level of instructional capacity.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Communicate through Social media, Morning announcements, Facebook Live, school events, parent programs monthly pending CDC regulations and involving stakeholders through survey feedback. Allow grade level teachers to be part of the hiring process will create buy-in.	Communicate through Social media, Morning announcements, Facebook Live, school events and parent programs monthly pending CDC regulations. Involving stakeholders through survey feedback.	Communicate through agendas and facilitation of grade level meetings, PLC, campus meetings and trainings. This communication and involvement will solicit buy-in.
Desired Annual Outcome	Fully staffed with highly qualified staff in all positions with 10% turnover or less.	Community, students, staff become familiar with core values. School provides positive branding through social media and school/community wide campaign.	All instructional staff have clear and concise expectations of instruction and effective lesson plans measured with the lesson plan rubric.
District Commitment Theory of Action	If ECISD continues to provide support through Opportunity Culture and Odessa Pathway to Teaching then EKD will be able to better meet its staffing potential.	If the District provides coaching in helping grow our mission and vision then, EKD will continue to disseminate our core values throughout the campus and community.	If the District will continue to provide instructional coaches in the areas of Math and Reading and continue to support Opportunity Culture then, EKD can continue to help provide quality coaching to teachers in helping them develop an appropriate lesson.

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	2.1	3.1	5.1
Desired Annual Outcome	Fully staffed with highly qualified staff in all positions with 10% turnover or less.	Community, students, staff become familiar with core values. School provides positive branding through social media and school/community wide campaign.	All instructional staff have clear and concise expectations of instruction and effective lesson plans measured with the lesson plan rubric.
Desired 90-day Outcome	Continue to search for highly qualified applicants to fill any vacancies that are currently in place. Have all instructional staff identified by tiers in order to provide various level of support.	Core values are developed by leadership team and are put on display through the school, website, and social media. Leadership team comes up with an ACRONYM for the core values so that it is easily remembered.	All instructional staff is aware of the lesson plan and instructional delivery expectations. Measure teacher lesson plans based on lesson plan rubric. Identify areas of need in lesson planning and instructional delivery. Practice clinics are created to address areas of growth for instructional staff will begin.
Barriers to Address During this Cycle	Low applicant pool.	Some staff members not on board with the core values.	Practice clinics will be after school and there may be a low level of commitment from the staff required to attend.
District Actions for this Cycle	ECISD will continue to provide support through Opportunity Culture and Odessa Pathway to Teaching.	ECISD will continue to provide coaching to help grow our mission and vision.	ECISD will continue to provide instructional coaches in the areas of Math and Reading and continue to support Opportunity Culture.
District Commitment Theory of Action	If ECISD continues to provide support through Opportunity Culture and Odessa Pathway to Teaching then EKD will be able to better meet its staffing potential.	If the District provides coaching in helping grow our mission and vision then, EKD will continue to disseminate our core values throughout the campus and community.	If the District will continue to provide instructional coaches in the areas of Math and Reading and continue to support Opportunity Culture then, EKD can continue to help provide quality coaching to teachers in helping them develop an appropriate lesson.

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
Schedule MCL conferences bimonthly to provide feedback and support to the grade level	2.1	Oct 1/ May 20, 21	MCL, schedule of conferences	Principal	Schedule of meetings	bimonthly		
T-TESS goals have been identified for each teacher and will be reviewed with teacher	2.1	Sept 1/Sept 30	Eduphoria, Teacher goals	Teachers/assigned evaluators	Goals in Eduphoria	September 2020		
ACRONYM will be and placed on all social media	3.1	Sept 1/ Oct 30	access to social media	Leadership team	Evidence on Social Media	October 2020		
Core values will be reviewed with staff, students in morning assembly	3.1	11/1/20-5/20/21	Core values	Principal	Recorded Morning assembly	Daily		
Lesson plan rubric will be created and distributed to teachers	5.1	9/30/20	Lesson plan rubric	Leadership team	Lesson plan rubric	9/30/20		
Expectations of lesson plans and instructional delivery placed in handbook and review at set grade level meetings	5.1	9/1/20-5/20/21	Handbook and set expectations, agenda, minutes	Principal	Handbook, minutes	9/30/20		
Instructional delivery and lesson plans areas of growth will be identified to use in practice clinics.	5.1	9/1/20-5/20/21	walkthroughs, rubrics	Leadership team	list of identified areas of growth	weekly		
Practice clinics created and scheduled	5.1	Oct 16	schedule of practice clinics, GBF, RELAY, staff strengths	Administrative team	Schedule of practice clinics and titles	monthly		

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 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	2.1	3.1	5.1
Desired Annual Outcome	Fully staffed with highly qualified staff in all positions with 10% turnover or less.	Community, students, staff become familiar with core values. School provides positive branding through social media and school/community wide campaign.	All instructional staff have clear and concise expectations of instruction and effective lesson plans measured with the lesson plan rubric.
Desired 90-day Outcome	Continue to monitor applicant pool for current vacancies. T-Tess evaluations to be completed on all probationary teachers by Dec 18th and term contract teachers by Feb 1. Ten Walkthroughs per teacher will be completed by Feb 1.	Continue promoting core values through morning announcements, social media, showcasing core values within students and staff.	Continue with walkthroughs, teacher coaching conferences, and practice clinics.
Barriers to Address During this Cycle	Scheduling the evaluations and the time on task for walkthroughs and administering the evaluations.	Some staff members may not be on board with core values.	Planning the practice clinics and scheduling the best person to conduct
District Actions for this Cycle	ECISD to continues to provide support through Opportunity Culture and Odessa Pathway to Teaching.	ECISD provides coaching in helping grow our mission and vision.	ECISD will continue to provide instructional coaches in the areas of Math and Reading and continue to support Opportunity Culture.
District Commitment Theory of Action	If ECISD continues to provide support through Opportunity Culture and Odessa Pathway to Teaching then EKD will be able to better meet its staffing potential.	If the District provides coaching in helping grow our mission and vision then, EKD will continue to disseminate our core values throughout the campus and community.	If the District will continue to provide instructional coaches in the areas of Math and Reading and continue to support Opportunity Culture then, EKD can continue to help provide quality coaching to teachers in helping them develop an appropriate lesson.

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
Continue with MCL bimonthly coaching and feedback conferences to provide feedback and	2.1	Jan 4- March 4, 21	MCL and agendas	MCL and principal	minutes and agenda	Bimonthly		
T-TESS evaluations for all instructional staff will occur.	2.1	by 2/1/21	T-TESS evaluations	Teacher and evaluators	Evaluations completed in Eduphoria	Feb 1		
Walkthroughs continued for all teachers	2.1	Jan 4- March 4, 21	Walkthrough data	campus administrators	Walkthroughs completed in Eduphoria	Weekly		
Middle of year goal review for all teachers	2.1	Dec 1, 20- Jan 30, 21	Goals in Eduphoria	teachers and campus administrators	Minutes of meeting	Jan 30		
Showcase examples of students and staff with core values through social media	3.1	Jan 4- March 4, 21	Social media and examples of students and staff displaying	teachers, counselor	Social media posts of monthly examples	Monthly		
Collecting and reviewing trend data on completed walkthroughs to create and schedule future practice clinics	5.1	Jan 4- March 4, 21	Eduphoria	campus administrators and instructional specialist	Data collected through Eduphoria	Monthly		

Schedule learning walks for teachers in need of certain examples of quality levels of instruction.	5.1	Jan 4- March 4, 21	Teachers who exemplify quality levels of instruction, GBF, RELAY	MCL, instructional specialists	Schedule for learning walks with list of observers and who was observed	Monthly		

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 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	2.1	3.1	5.1
Desired Annual Outcome	Fully staffed with highly qualified staff in all positions with 10% turnover or less.	Community, students, staff become familiar with core values. School provides positive branding through social media and school/community wide campaign.	All instructional staff have clear and concise expectations of instruction and effective lesson plans measured with the lesson plan rubric.
Desired 90-day Outcome	Identified the upcoming vacant positions and in district transfers. Develop traits wanting for upcoming applicants. Begin the interview process and be 100% staffed for the 2021-2022 school year by May 30th.	Staff, students, and community are well versed in the school core values due to the amount of exposure through parent meetings, website, social media, branding items. Campus created survey to be sent out to parents, staff and students if the core values that the school adopted hold true throughout the school year and has been well communicated in a variety of ways.	Teachers will have identified the upcoming year goals toward continuing to grow in providing highly effective instruction and developing effective lesson plans. Campus created survey toward staff on effectiveness of practice clinics.
Barriers to Address During this Cycle	Teachers unexpectedly resigning due to unforeseen situations. Low applicant pool.	Development of an effective survey and parent participation.	Due to the fact that this is usually testing season, there will be the barrier of time and awaiting current testing results
District Actions for this Cycle	ECISD will continue to provide support of Opportunity Culture and Odessa Pathway to Teaching.	The district will continue to provide coaching to help grow the mission and vision.	The district will continue to provide instructional specialist in the areas of Math and Reading and support for Opportunity Culture.
District Commitment Theory of Action	If ECISD continues to provide support through Opportunity Culture and Odessa Pathway to Teaching then EKD will be able to better meet its staffing potential.	If the District provides coaching in helping grow our mission and vision then, EKD will continue to disseminate our core values throughout the campus and community.	If the District will continue to provide instructional coaches in the areas of Math and Reading and continue to support Opportunity Culture then, EKD can continue to help provide quality coaching to teachers in helping them develop an appropriate lesson.

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
Identify staffing needs with leadership team for 2021-2022	2.1	Mar 30/ May 18	List of current vacancies and staffing report	leadership team	Staffing report and vacancy list	Mar 30		
Create ideal applicant traits for each position	2.1	April 16	list of applicant traits	leadership team	list of traits	April 16		
Develop a hiring protocol using the ESF success criteria.	2.1	April 16	protocol guidelines, ESF success criteria	campus admin, assigned interview team	List of interviews with the artifacts for the interview	continuous until positions filled		
Create survey for staff, students and parents to get feedback on communication of core values and how well they were implemented and	3.1	May 1	Survey	leadership team	survey	May 1		
Send survey and evaluate feedback.	3.1	May 10	Survey and feedback	leadership team	Survey feedback	May 10		

Summative conferences will be completed and end of year goals reviewed. New goals identified to assist with building capacity in staff retention.	2.1	May 18	Eduphoria	teachers and campus administration	Eduphoria report	May 18		
Final analysis of trend walkthroughs will occur to determine how well practice clinics are working.	5.1	May 18	Eduphoria	campus administration	Analysis report	May 18		
Survey will be given to staff to determine their opinions of the efficacy of the practice clinics.	5.1	May 1	Survey	leadership team	Survey	May 1		

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

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?			

