

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	San Elizario Independent School District	Campus Name	Lorenzo G. Alarcon	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Monika Ruiz
District Number		Campus Number	071-904	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

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.	
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.	
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.	Monika Ruiz

DATA ANALYSIS

Using your accountability data from 2022 and 2023, and any relevant student achievement data from 2023-2024, 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.

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 5.1: Special Education population will increase the meets by 2% in the areas of math and reading. Math meets 18% and Readding meets 12%
	What changes in student group and subject performance are included in these goals?	We want to show growth in our SPED population in the meets performance level.
	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 (principal, assistant principal, counselors, teacher 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.	2 - Planning for Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

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

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

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.3	
Rationale	The campus has a new leadership team this year (Principal, Assistant Principal, and Instructional Specialist). While practices and policies have been established, they need to be followed with more fidelity. The mission and vision of the campus must be revisited to create an alignment between all stakeholders.	The campus has a new leadership team with a new vision and new district expectations. Teachers need more support and training in understanding data and how it drives next steps in instruction.	
How will the campus build capacity in this area? Who will you partner with?	Through our Site-based Committee, we will begin reviewing our mission and vision statements. Input will be provided from all stakeholders to include teachers/staff, students, parents, and community members. A Principal's Advisory Committee, made up of student representatives, will be created for student input.	The instructional leadership team on campus will meet weekly to review data and set expectations for teachers during PLT meetings. We will continue to guide them in creating student groups for intervention and providing post data information to mark growth or lack of growth. Coaching and support of teachers will be crucial for building capacity in this area.	
Barriers to Address throughout this year	One barrier could be getting the diverse groups to come to a consensus. The time of year could also be a factor in the creation of the updated mission and vision for the campus.	A barrier could include teachers struggling to see a shift in focus from teaching to student learning.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Meetings will be set up to meet with each group of stakeholders to get feedback. Buy-in will happen naturally because they are being included in the decision-making process.	Once teachers begin to see the success in student performance, they will realize the importance of knowing their data.	

<p>Desired Annual Outcome</p>	<p>Our desired outcome is to create clear, inclusive, and achievable mission and vision statements.</p>	<p>Our desired annual outcome is close academic gaps for students by using data to plan the reteach and/or interventions and to follow through with reassessment data for review.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district supports training for teacher's in research based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.</p>	<p>If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 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.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

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.

Just like in Domain 1, please include the 2019 and 2021 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.

Please enter a Summative Goal as well.

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 and 2021 TELPAS data (if applicable). 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 enter a Summative Goals as well.

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

										% of Assessments

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2022 Results	2023 Results	Cycle 1			Cycle 2			Cycle 3			2023 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	3rd	All	Reading	Approaches	STAAR	59%	63%	MAPS	60%	65%	MAPS	61%		MAPS	62%		63%
		3rd	All	Reading	Meets	STAAR	21%	29%	MAPS	22%	21%	MAPS	23%		MAPS	24%		25%
		3rd	All	Reading	Masters	STAAR	13%	11%	MAPS	14%	6%	MAPS	15%		MAPS	16%		17%
		4th	All	Reading	Approaches	STAAR	67%	59%	MAPS	68%	65%	MAPS	69%		MAPS	70%		71%
		4th	All	Reading	Meets	STAAR	43%	25%	MAPS	44%	38%	MAPS	45%		MAPS	46%		47%
		4th	All	Reading	Masters	STAAR	23%	6%	MAPS	24%	12%	MAPS	25%		MAPS	26%		27%
		5th	All	Reading	Approaches	STAAR	81%	70%	MAPS	82%	69%	MAPS	83%		MAPS	84%		85%
		5th	All	Reading	Meets	STAAR	50%	42%	MAPS	51%	25%	MAPS	52%		MAPS	53%		54%
		5th	All	Reading	Masters	STAAR	22%	18%	MAPS	23%	4%	MAPS	24%		MAPS	25%		26%
		6th	All	Reading	Approaches	STAAR	54%	73%	MAPS	55%	68%	MAPS	56%		MAPS	57%		58%
		6th	All	Reading	Meets	STAAR	31%	41%	MAPS	32%	29%	MAPS	33%		MAPS	34%		35%
		6th	All	Reading	Masters	STAAR	9%	13%	MAPS	10%	10%	MAPS	11%		MAPS	12%		13%
		3rd	All	Mathematics	Approaches	STAAR	57%	73%	MAPS	58%	57%	MAPS	59%		MAPS	60%		61%
		3rd	All	Mathematics	Meets	STAAR	17%	20%	MAPS	18%	20%	MAPS	19%		MAPS	20%		21%
		3rd	All	Mathematics	Masters	STAAR	5%	6%	MAPS	6%	2%	MAPS	7%		MAPS	8%		9%
		4th	All	Mathematics	Approaches	STAAR	66%	69%	MAPS	67%	62%	MAPS	68%		MAPS	69%		70%
		4th	All	Mathematics	Meets	STAAR	28%	37%	MAPS	29%	12%	MAPS	30%		MAPS	31%		32%
		4th	All	Mathematics	Masters	STAAR	13%	10%	MAPS	14%	5%	MAPS	15%		MAPS	16%		17%
		5th	All	Mathematics	Approaches	STAAR	80%	76%	MAPS	81%	70%	MAPS	82%		MAPS	83%		84%
		5th	All	Mathematics	Meets	STAAR	41%	40%	MAPS	42%	28%	MAPS	43%		MAPS	44%		45%
5th	All	Mathematics	Masters	STAAR	14%	7%	MAPS	15%	4%	MAPS	16%		MAPS	17%		18%		
6th	All	Mathematics	Approaches	STAAR	68%	83%	MAPS	69%	63%	MAPS	70%		MAPS	71%		72%		

		6th	All	Mathematics	Meets	STAAR	20%	32%	MAPS	21%	33%	MAPS	22%		MAPS	23%		24%
		6th	All	Mathematics	Masters	STAAR	1%	6%	MAPS	2%	2%	MAPS	3%		MAPS	4%		5%
		5th	All	Science	Approaches	STAAR	60%	53%				MAPS	62%		MAPS	63%		64%
		5th	All	Science	Meets	STAAR	29%	25%	4 and 8 Weeks Assessment	30%	24.43%	MAPS	31%		MAPS	32%		33%
		5th	All	Science	Masters	STAAR	8%	6%	4 and 8 Weeks Assessment	9%	2.71%	MAPS	10%		MAPS	11%		12%
2. Domain 3 Focus 1	Focus 1 Components (Choose	3rd-6th	SPED	Mathematics	Meets	STAAR	12%	18%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EB	Mathematics	Meets	STAAR	18%	28%	MAPS	19%		MAPS	20%		MAPS	21%		22%
3. Domain	Focus 2 Component	3rd-6th	SPED	Reading	Meets	STAAR	12%	12%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EB	Reading	Meets	STAAR	27%	24%	MAPS	28%		MAPS	29%		MAPS	30%		31%
4. Domain 3 Focus 3	ELP Component	All	Emergent Bilinguals (EBs)	TELPAS	All	TELPAS			Benchmark	52%		Benchmark	53%		Benchmark	54%		55%

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			
Desired Annual Outcome			
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action		If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.	

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

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>	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			
Desired Annual Outcome			
Desired 90-day Outcome			
Barriers to Address During this Cycle			

<p>District Actions for this Cycle</p>			
<p>District Commitment Theory of Action</p>		<p>If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.</p>	

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.

<p>Action Step</p>	<p>Prioritized Focus Area</p>	<p>Start Date/End Date</p>	<p>Resources Needed</p>	<p>Person(s) Responsible</p>	<p>Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i></p>	<p>Evidence Collection Date</p>	<p>Progress toward Action Step</p>	<p>Necessary Adjustments / Next Steps</p>
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Lead4ward: SPED intervention Math and Reading	5.1	12/5 and 12/7/2023	TBD	Administration and Instructional Specialist	Sign in sheet, Lesson plans, walk through's	on-going	Some Progress	A full-day training will be done on December 5 and 7 by Lead4ward.
Follow up guided reading observations	5.1	1/26/2024	TBD	Administration and Instructional Specialist	Feedback forms from Region 19	1/26/2024	Some Progress	Region 19 representative will follow up guided reading training with classroom observations.
PLC Process	5.1	8/2/2023- May	PLC Agenda, PLC roles, PLC schedule	Leadership Team, Instructional Officer, Teachers	Agendas, sign in sheets, lesson plans	on-going	Some Progress	

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	3.1	5.3	0
Desired Annual Outcome	Our desired outcome is to create clear, inclusive, and achievable mission and vision statements.	Our desired annual outcome is close academic gaps for students by using data to plan the reteach and/or interventions and to follow through with reassessment data for review.	
Desired 90-day Outcome	The vision and mission statements will be reviewed and revised by 50% of stakeholders (Principal's Advisory Council and Site-based committee).	MAP EOY data will show a 5% increase in student achievement in Reading and Math	
Barriers to Address During this Cycle	Scheduling meetings could be a barrier during testing season.	Teacher misconceptions about the importance of data analysis could create a barrier.	
District Actions for this Cycle	The district actions below will help support this cycle: *collaboration with Assistant Superintendent to align the vision and mission to district goals *timely feedback on progress	A district action for this cycle is to have Planning and Instruction department to assist in data analysis and modeling reteach or intervention lessons for teachers.	
District Commitment Theory of Action	If the district supports training for teacher's in research based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.	If the district supports the professional learning community process, then our teachers can successfully begin to close gaps in student learning and strengthen their craft.	

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

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?			