2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

• the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;

- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:				
RISE Academy	Dr. Bobby Martinez				
Campus Number:	Superintendent Name:				
020901005	Carol Nelson				
Date:					
Wednesday, September 9, 2020					
Texas Educa	tion Agency				

District Name

District Number

DCSI

Principal

Is this a Turnaround

Principal Supervisor

Board Approval Date

Data Analysis

Implementation Plan?

ordered to implement the TAP or if implementation is voluntary.

Alvin ISD

020901

12-08-2020

No

Carol Nelson Campus Name RISE Academy Superintendent Principal Brandy Johanson **District Coordinator of** 020901005 School Improvement Campus Number Dr. Robert Martinez ESC Number 4 (DCSI) Was TAP Implementation What Year was the TAP NA ESC Support NA first implemented? Ordered or Voluntary? **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. 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 Dr. Bobby Martinez 11/13/20 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. 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 <Enter Name and Date> the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as * Only necessary if the DCSI is NOT the Principal supervisor. indicated herein. 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 Brandy Johanson 11/13/20 this campus. I agree to carry out the plan elements as indicated herein. **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 https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html groups you will be monitoring for progress. Include CCMR goals, if applicable. Domain 1: 95% Rationale: We consistently perform higher in Domain 1. This will remain our focus. What accountability goals for each Domain has your campus set for the year? Be sure to include how you Domain 2B: N/A to AEA campuses determined the goal for each domain and how these goals will impact your overall Accountability Rating. Rationale: Domain 3: 90 Rationale: Our goal is to have two student groups that have not met the federal target 2 years in a row to meet targets. This will cause our Domain 1:

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

Questions	What changes in student group and subject	t performance are included in these goals?	Domain 1: Domain 2B:	and Eco Dis in ELA. Focus 2: All Students a	ind Hispanic in ALL Subjects.			
	If applicable, what goals has your campus s	set for CCMR and Graduation Rate?	what could be measured for	e were at a 90 scaled score for graduation rate and 93 for CCMR in 2019. We would've had a scaled score of 92 for Domain 3 using onl nat could be measured for 2020, graduation and CCMR points. Our goal is maintain an A. The improvement has been due to increased vareness of CCMR indicators, Graduation calculations and PEIMS coding.				
		CAMPUS FO	OCUS AREAS					
Use information from yo	our Reflective Prioritization Activity and ESF L	Diagnostic (if available) to complete the following section.						
		Essential Action		Implementation Lev	vel (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus inst	tructional leaders with clear roles and respons	sibilities.			4 - Partial Implementation			
2.1 Recruit, select, assign	n, induct and retain a full staff of highly quali	ied educators.			4 - Partial Implementation			
3.1 Compelling and aligr	ned vision, mission, goals, and values focused	on a safe environment and high expectations.			4 - Partial Implementation			
4.1 Curriculum and asses	ssments aligned to TEKS with a year-long scop	e and sequence.			5 - Full Implementation			
5.1 Objective-driven dail	ly lesson plans with formative assessments.			2 -	Planning for Implementation			
5.3 Data-driven instructi	ion.			3	- Beginning Implementation			
		PRIORITIZED	FOCUS AREAS					
Complete each section b	pelow (please refer to your RPA):							
Essential Action: From t	the drop-down menu, select 2-3 Essential Act	ons the campus has selected to prioritize in the 2020-2021 school year	r.					
	reason(s) this campus chose to focus on these							
		ternal/external capacity building efforts or cohorts in which you will p	articipate this year. You can r	efer to the Vetted Improvement Programs	found here: https://texasesf.org/vetted-programs/			
Barriers: For each priori	itized focus area selected, list the barriers to i	mplementation the campus may face throughout the year.						
Desired Annual Outcom	e: For each prioritized focus area selected, cr	eate your annual goal that is specific, measurable, attainable, and rea	listic.					
District Commitment Th https://texasesf.org/fra		a selected, list what the district will do to support the campus to achie	eve its desired annual outcom	e. Be sure to reference the District Comm	itments found in the ESF located here:			
		Prioritized Focus Area #1	Priorit	ized Focus Area #2	Prioritized Focus Area #3			
Essential Action		5.1		5.3				
Rationale		This area continues to be an area that our teachers need to grow in. They started using the TEA exemplar plan components last year. We need to continue to practice focused, meaningful planning and increase the use of formative assessments. Teachers will have to learn how to teach virtually and face to face at the same time.	expectations and solidify tea utilization of data. The struc model using data in PLCs un teachers. Teachers will track	but we need to continually increase achers' and students' understanding and cture is in place but we will continue to til it becomes second nature for student groups after each assessment to at needs in order to meet goals in				

How will the campus build capacity in this area? Who will you partner with?	We will provide additional training for distance learning including Google Suite, Virtual teaching, online tools and more. We will use district specialists, Region services or other contracted services.	We will provide additional training and a framework for Data meetings with the principal. Data will be used in PLC discussions. Additional training on AWARE will be provided. We will use district specialists, Region services or other contracted services.	
Barriers to Address throughout this year	Teachers will have to add distance learning components for COVID this year. Interruptions in the walkthrough schedule with district meeting conflicts and other principal-related responsibilities. Admin Intern will have to be trained. Teacher assignments may need to change mid-year due to various staffing situations.	One of our challenges this year will be to make sure we are using formative assessments frequently and obtaining valid data from our virtual students.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Priorities will be communicated in the beginning of the year staff development, weekly PLCs, and parent meetings. Teachers will work collaboratively to determine what distance learning needs to look like and how they need to add it in their plans.	Priorties will be communicated in weekly PLCs, classroom discussion, and parent meetings. Periodic surveys will be provided at PLCs to ensure that everyone is informed. Buy in is created when teachers see the benefits of using data in their planning and with students in assessment scores and student success. Data room will be utilized so teachers have visual representation of individual student needs and identify those students that need to be moved up a level in Domain 1 for accountability.	
Desired Annual Outcome	All teachers will hold a one on one discussion with the principal around lesson plans and formative assessments at least once per quarter.	Teachers will meet with an administrator after disaggregating data at least once per quarter.	
District Commitment Theory of Action	If the District policies and practices support effective instruction in schools then our teachers will receive the professional development and coaching appropriate to their needs and instruction.	If the district provides assessments that are graded and ensures that schools receive detailed reports within two instructional days then teachers will have accurate and timely data for creating student interventions.	lfthen,

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 2-4 targets to track this year. You can choose 1-2 targets from the 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. 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 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.

												% of Ass	essments					
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)		Cycle 1			Cycle 2			Cycle 3		2021 Accountability Goal
								(Optional)	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
		All	All	Reading	Approaches	STAAR	53	MAP	District Pre-Assessment	80	56	NWEA MAP	85		TEA Interim	90		
		All	All	Reading	Meets	STAAR	23	MAP	District Pre-Assessment	23	14	NWEA MAP	30		TEA Interim	37		
		All	All	Reading	Masters	STAAR	2	MAP	District Pre-Assessment	16	3	NWEA MAP	18		TEA Interim	20		
		All	All	Mathematics	Approaches	STAAR	92	MAP	СВА	85	90.91	TEA Interim	90		TEA Interim	95		
		All	All	Mathematics	Meets	STAAR	56	MAP	СВА	53	77.27	TEA Interim	55		TEA Interim	57		
		All	All	Mathematics	Masters	STAAR	28	MAP	СВА	20	55.55	TEA Interim	22		TEA Interim	28		
		All	All	Science	Approaches	STAAR	83	NA	СВА	85	96	СВА	90		TEA Interim	95		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Science	Meets	STAAR	35	NA	СВА	33	52	СВА	39		TEA Interim	44		
		All	All	Science	Masters	STAAR	13	NA	СВА	18	0	СВА	20		TEA Interim	25		
		All	All	Social Studies	Approaches	STAAR	76	NA	СВА	85	73.08	СВА	90		TEA Interim	95		
		All	All	Social Studies	Meets	STAAR	48	NA	СВА	48	26.92	СВА	52		TEA Interim	56		
		All	All	Social Studies	Masters	STAAR	27	NA	СВА	20	7.69	СВА	23		TEA Interim	28		
		All	All	Writing	Approaches	STAAR	NA											
		All	All	Writing	Meets	STAAR	NA											
		All	All	Writing	Masters	STAAR	NA											
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic	All	Hispanic	ELA	44% Meets	STAAR	23Meets/2Masters		District Pre-Assessment	25 Meets	54/ <u>19</u> /4		35 Meets			45 Meets		
	Achievement or Student Success indicators)	All	EcoDis	ELA	33% Meets	STAAR	24 Meets/3Masters		District Pre-Assessment	25 Meets	51/ <u>14</u> /2		30 Meets			35 Meets		
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic	All	Hispanic	ALL Subjects	41 Meets	STAAR	34 Meets / 8 Masters		Various	30 Meets	72/ <u>38</u> /11		36 Meets			41 Meets		
	Achievement or Student Success indicators)	All	ALL Students	ALL Subjects	47 Meets	STAAR	38Meets/21Masters		Various	30 Meets	90/ <u>40</u>/ 15		38 Meets			47 Meets		
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	NA											

STUDENT DATA

	CYCLE 1 90-DAY OUTCOMES (September - November)											
Essential Action: Pre-populat	es from the 'Foundations' tab.											
Desired Annual Outcome: Pro	e-populates from the 'Foundations' tab.											
For each Prioritized Focus Are	r each Prioritized Focus Area, please complete the following sections:											
Desired 90-Day Outcome: De	scribe the specific, measurable goal the campus plans to achieve by the en	d of this cycle for each prioritized focus area.										
Barriers: For each prioritized	focus area selected, list the barriers to implementation the campus may fa	ice <u>during this cycle</u> .										
District Actions for this Cycle:	List what the district will do to support the campus to achieve the desired	d outcome during this 90-day cycle.										
District Commitment Theory o	of Action: Pre-populates from the 'Foundations' tab.											
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3									
Essential Action	5.1	5.3	0									
Desired Annual Outcome	All teachers will hold a one on one discussion with the principal around lesson plans and formative assessments at least once per quarter.	Teachers will meet with an administrator after disaggregating data at least once per quarter.	0									
Desired 90-day Outcome	Teachers will be using all components of the TEA Exemplar lesson plan including virtual and F2F instruction. Formative assessments will be a focus.	Leadership will meet with teachers to disaggregate Cycle 1 data. Data will be used in planning small groups and interventions.										
Barriers to Address During this Cycle	Teachers are already overwhelmed by having to plan for virtual and F2F instruction. High mobility from students switching back and forth from virtual to F2F increases gap opportunities.	It could be difficult to obtain valid data from virtual students. Teachers are overwhelmed by learning new apps, software, teaching methods.										
District Actions for this Cycle	Provide professional development and coaches training. District provided virtual platform training. District trains administrators in evaluative walks and calibration walks. District provides new teacher training.	District provides AWARE platform and tests for teachers to use to collect accurate and timely data. District provides training for teachers to create tests that can be taken online with immediate data results so student interventions can be created.										
District Commitment Theory of Action	If the District policies and practices support effective instruction in schools then our teachers will receive the professional development and coaching appropriate to their needs and instruction.	If the district provides assessments that are graded and ensures that schools receive detailed reports within two instructional days then teachers will have accurate and timely data for creating student interventions.	Ifthen,									

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Model Lesson planning for Virtual and F2F for teachers using the TEA Exemplar components.	5.1	September 15-May 2021	Electronic template/Rubric	Principal, AP	Agenda, Training Slides, Lesson plans	8/12/2020	Met	Will review as needed.
MAP testing beginning in October of first time testers and retesters to determine, intervention groups and tutoring groups.	5.1	July 1- March	NWEA MAP Tests	Principal, Counselor	IStatt teedback on lesson plans Self	Ongoing (MAP tests given 3 times yearly)	Some Progress	Continue into next cycle due to schedule changes neccessitated by virtual and F2F transitions.
Data-tracking artefacts and goals for STAAR performance posted throughout the campus, both inside and outside classrooms and included in lesson plans.	5.3	August 12- May 28	Assessment data, prepared goal posters,	Principal, Counselor	Goal Posters, Student Trackers, Lesson Plans	Ongoing	Some Progress	Continue into next cycle. Cycle 1 results posted in foyer.
Instructional leaders will maintain a set protocol and written agenda for data discussions following each assessment focused on reforming intervention groups during our STAAR focus.	5.3	August 12-June 1	AWARE training, Coaching cycles	Principal, Admin intern	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK breakdown in Scope& Sequence. Exemplars of student work. Reteach and intervention plans.	Ongoing	Some Progress	Continue into next cycle due to schedule changes neccessitated by virtual and F2F transitions.
Develop lesson plans for each intervention group included in the current lesson plan template. Develop plans for intervention groups during school closures.	5.1	August 12-June 1	Test data, intervention resources	Principal, Admin intern, teachers	Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection documents.	Ongoing	Some Progress	Continue into next cycle due to schedule changes neccessitated by virtual and F2F transitions.
Data meetings will be held with principal and assistant principal after MAP testing and other major assessments.	5.3	August 12-June 1	Data Meeting Form	Principal, Admin intern	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK breakdown in Scope& Sequence. Exemplars of student work. Reteach and intervention plans.	Ongoing	Some Progress	Continue into next cycle.
Professional development plan to include best practices in planning for face to face and distance learning.	5.1	August 12-June 1	Google Suite Training, Virtual Instruction Training	Principal, Admin intern, teachers	Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection documents.	Ongoing	Some Progress	Continue into next cycle due to schedule changes neccessitated by virtual and F2F transitions.

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?	90 Day outcomes were met. Cycle 1 data meetings have been conducted success formative assessments while teaching virtual and face to face students simultane								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The performance goals that were met were Math and Science at Approaches and Subjects were met. Students are showing progress. We kept our goals the same a account for learning gaps in the Spring and during the phase in for this year. Read Approaches than our 2019 results. Separately, English 2 scores were significantly come to us with academic gaps. We have had the English 2 students for a longer tracking at least every 3 weeks and we are seeing a promising rate of growth. We MAP Reading test to ensure we are receiving accurate data for Reading. Math wil assessments again.	Is last year in order to keep expectations high. We did not lower them to ding continues to be a problem but they are showing a higher % at higher than English 1. This is expected because all students are At-risk and period of time and have been able to fill in more gaps. We are testing and expect to meet goals in Cycle 2. For Cycle 2, we will be using the NWEA							
	Carryover Action Steps	New Action Steps							
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Action steps on lines 17-22 will be continued in Cycle 2.	Cycle 1 Test results will be used to create a data wall to track student groups. Student Led Conferences. Bi-weekly Planning sessions with administration added for Reading & Math.							

	CYCLE 2 90-DAY OUTCOMES (December-February)										
Essential Action: Pre-populate	ssential Action: Pre-populates from the 'Foundations' tab.										
esired Annual Outcome: Pre-populates from the 'Foundations' tab.											
For each Prioritized Focus Area	or each Prioritized Focus Area, please complete the following sections:										
Desired 90-Day Outcome: Des	cribe the specific, measurable goal the campus plans to achieve by the	e end of this cycle for each prioritized focus area.									
Barriers: For each prioritized f	ocus area selected, list the barriers to implementation the campus ma	ay face <u>during this cycle</u> .									
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 o	f Action: Pre-populates from the 'Foundations' tab.										
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3								
Essential Action	5.1	5.3	0								
Desired Annual Outcome	around lesson plans and formative assessments at least once	Teachers will meet with an administrator after disaggregating data at least once per quarter.									
Desired 90-day Outcome	Teachers will be using all components of the TEA Exemplar lesson plan including virtual and F2F instruction. Formative assessments will be a focus.	Leadership will meet with teachers to disaggregate Cycle 2 data. Data will be used in planning small groups and interventions.									
Barriers to Address During this Cycle	and F2F instruction. High mobility from students switching back	It could be difficult to obtain valid data from virtual students. Teachers are overwhelmed by learning new apps, software, teaching methods.									
District Actions for this Cycle	land timely data. District provides training for feachers to create tests that can be										
District Commitment Theory of Action	In schools then our teachers will receive the protessional	If the district provides assessments that are graded and ensures that schools receive detailed reports within two instructional days then teachers will have accurate and timely data for creating student interventions.									

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Map testing of first time testers and retesters to determine, intervention groups and tutoring groups.	5.1	July 1- Dec 15	MAP Tests	Principal, Counselor	Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection documents.	Ongoing (Map test 3 times yearly)	Some Progress	
Data-tracking artefacts and goals for STAAR performance posted throughout the campus, poth inside and outside classrooms and included n lesson plans.	5.3		Assessment data, prepared goal posters,	Principal, Counselor	Goal Posters, Student Trackers, Lesson Plans	Ongoing	Some Progress	
Instructional leaders will maintain a set protocol and written agenda for data discussions following each assessment focused on reforming intervention groups during our STAAR focus.	5.3	August 12-June 1	AWARE training, Coaching cycles	Principal, Admin	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK breakdown in Scope& Sequence.	Ongoing	Some Progress	
Develop lesson plans for each intervention group ncluded in the current lesson plan template. Develop plans for intervention groups during school closures.	5.1	August 12-June 1	Test data, intervention resources	intern, teachers	Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection documents.	Ongoing	No Progress	
Data meetings will be held with principal and assistant principal after MAP testing and other major assessments.	5.3	August 12-June 1	Data Meeting Form	Principal, Admin intern	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK breakdown in Scope& Sequence.	Ongoing	Some Progress	
Professional development plan to include best practices in planning for face to face and distance earning.	5.1	August 12-June 1	Google Suite Training, Virtual Instruction Training	Principal, Admin	Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection documents.	Ongoing	Some Progress	
Using Cycle 1 Assessments to create a data wall in order to track student groups.	5.3	15-Dec	MAP Data	intern, teachers	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK breakdown in Scope& Sequence. Exemplars of student work. Reteach and intervention plans. Data analysis docs; student trackers,	15-Dec	No Progress	
Bi-weekly lesson planning sessions will be held with English and Algebra in order to provide instructional support to teachers.	5.3	November 1-May 28	TEA Interim	Principal, Admin intern, teachers	feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK breakdown in Scope& Sequence.	15-Dec		
Student Led Conferences will be held in order for students to share academic progress to parents using Cycle 1 and Cycle 2 Tests.	5.3	28-Feb	Student Data Folders	Principal	that includes data analysis. TEK breakdown in Scope& Sequence.	28-Feb		
Mandatory after school tutorials will be held weekly for students needing additional ntervention.	5.3	Jan 28- May 28	Cycle 2 data		Examplars of student work Reteach and Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK	Ongoing		

REFLECT	ION and PLANNING for NEXT 90-DAY CYCLE	
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan the action steps you will carry-over to the next cycle and any new action steps you have discovered nection steps you will carry-over to the next cycle and any new action steps you have discovered nection steps you will carry-over to the next cycle and any new action steps you have discovered nections are steps you will carry-over to the next cycle and any new action steps you have discovered nections are steps you will carry-over to the next cycle and any new action steps you have discovered nections are steps you will carry-over to the next cycle and any new action steps you have discovered nections are steps you		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Action steps on lines 16-23, 25-26 will be continued in Cycle 3.	Saturday ELA Camp, Mandatory Tutorials, Parent STAAR Night

	CYCLE	3 90-DAY OUTCOMES (March-May)								
Essential Action: Pre-populate	es from the 'Foundations' tab.									
Desired Annual Outcome: Pre	sired Annual Outcome: Pre-populates from the 'Foundations' tab.									
For each Prioritized Focus Area	r each Prioritized Focus Area, please complete the following sections:									
Desired 90-Day Outcome: Des	scribe the specific, measurable goal the campus plans to achieve by the	e end of this cycle for each prioritized focus area.								
	focus area selected, list the barriers to implementation the campus ma									
-	List what the district will do to support the campus during this 90-day	r cycle to achieve the desired outcome.								
District Commitment Theory o	of Action: Pre-populates from the 'Foundations' tab.									
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3							
Essential Action	5.1	5.3	0							
	All teachers will hold a one on one discussion with the principal around lesson plans and formative assessments at least once per quarter.	Teachers will meet with an administrator after disaggregating data at least once per quarter.	0							
Desired 90-day Outcome	Teachers will be using all components of the TEA Exemplar lesson plan including virtual and F2F instruction. Formative assessments will be a focus.	Leadership will meet with teachers to disaggregate Cycle 3 data. Data will be used in planning small groups and interventions.								
Barriers to Address During this Cycle	Teachers are already overwhelmed by having to plan for virtual and F2F instruction. High mobility from students switching back and forth from virtual to F2F increases gap opportunities.	It could be difficult to obtain valid data from virtual students. Teachers are overwhelmed by learning new apps, software, teaching methods.								
District Actions for this Cycle										
District Commitment Theory of Action	If the District policies and practices support effective instruction in schools then our teachers will receive the professional development and coaching appropriate to their needs and instruction.	If the district provides assessments that are graded and ensures that schools receive detailed reports within two instructional days then teachers will have accurate and timely data for creating student interventions.	lfthen,							

Cycle 3 (Mar-May)

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Map testing of first time testers and retesters to determine, intervention groups and tutoring groups.	5.1	July 1- Dec 15	MAP Tests	Principal, Counselor	Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection	Ongoing (Map test 3 times yearly)	Some Progress	
Data-tracking artefacts and goals for STAAR performance posted throughout the campus, both inside and outside classrooms and included in lesson plans.	5.3	August 12- May 28	Assessment data, prepared goal posters,	Principal, Counselor	Goal Posters, Student Trackers, Lesson Plans	Ongoing	Some Progress	
Instructional leaders will maintain a set protocol and written agenda for data discussions following each assessment focused on reforming intervention groups during our STAAR focus.	5.3	August 12-June 1	AWARE training, Coaching cycles	Principal, Admin intern	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK	Ongoing	Some Progress	

Develop lesson plans for each intervention group included in the current lesson plan template. Develop plans for intervention groups during school closures.	5.1	August 12-June 1	Test data, intervention resources	Principal, Admin intern, teachers	Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection documents.	Ongoing	Some Progress
Data meetings will be held with principal and assistant principal after MAP testing and other major assessments.	5.3	August 12-June 1	Data Meeting Form	Principal, Admin intern	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers.	Ongoing	Some Progress
Professional development plan to include best practices in planning for face to face and distance learning.	5.1	August 12-June 1	Google Suite Training, Virtual Instruction Training	Principal, Admin intern, teachers	Reference Staff feedback on lesson plans. Self reflection	Ongoing	Significant Progress
TEA Interim will be administered in March in all subjects in order to create individualized learning plans and interventions.	5.3	23-Mar	TEA Interim	Principal, Admin intern, teachers	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK		
Saturday ELA Camp will be held for students that need additional intervention.	5.3	27-Mar	Interim Data	Principal, Admin intern, teachers	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that		
Parent STAAR Night	5.3	24-Mar	Intervention Resources	Principal, Admin intern, teachers	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers.		
Mandatory after school tutorials will be held weekly for students needing additional intervention.	5.3	18-Jan	Cycle 2 data	Principal, Admin intern, teachers	PIC Agenda and protocol that Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that	Ongoing	
Bi-weekly lesson planning sessions will be held with English and Algebra in order to provide instructional support to teachers.	5.3	November 1-May 28	TEA Interim	Principal, Admin intern, teachers	Data analysis docs, student trackers, feedback reports to teachers, hallway data trackers. PLC Agenda and protocol that includes data analysis. TEK	15-Dec	

I	t				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.								
For each of the Prioritized Focus Areas, did you achieve not?	e your desired 90-day outc	ome? Why or why						
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column you continue working on in the next cycle? What new A cycle?				Carryover Actio	n 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								

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3				
Essential Action							
Rationale							
How will you communicate these priorities to your stakeholders? How will you create buy-in?							
Desired Annual Outcome							
Desired 90-Day Outcome							
How will the campus build capacity in this area? Who will you partner with?							
Barriers to Address throughout the year							
District Actions for this Cycle							
District Commitment Theory of Action							
ACTION PLAN							

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,

- the start date/end date during this specific cycle,

- the resources needed to accomplish this task,

- the person(s) responsible for ensuring task is accomplished,

- the evidence that will be used to determine progress toward the action step, and

- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps