

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: |
| RISE Academy | Dr. Bobby Martinez |
| Campus Number: | Superintendent Name: |
| 020901005 | Carol Nelson |
| Date: | |
| Wednesday, September 9, 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 | Alvin ISD | Campus Name | RISE Academy | Superintendent | Carol Nelson | Principal | Brandy Johanson |
| District Number | 020901 | Campus Number | 020901005 | District Coordinator of School Improvement (DCSI) | Dr. Robert Martinez | ESC Number | 4 |
| Is this a Turnaround Implementation Plan? | No | What Year was the TAP first implemented? | NA | Was TAP Implementation Ordered or Voluntary? | | ESC Support | NA |
| 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. Bobby Martinez 11/13/20 | |
| Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i> | I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. | | | | | <Enter Name and Date> | |
| Principal | I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein. | | | | | Brandy Johanson 11/13/20 | |
| Board Approval Date | 12-08-2020 | | | | | | |
| DATA ANALYSIS | | | | | | | |
| Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable. | | | | | | https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html | |
| Data Analysis Questions | What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating. | | | Domain 1: 95% Rationale: We consistently perform higher in Domain 1. This will remain our focus. | | | |
| | What changes in student group and subject performance are included in these goals? | | | Domain 2B: N/A to AEA campuses 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 | | | |
| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | | | Domain 1: Domain 2B: Domain 3: Focus 1: Hispanic and Eco Dis in ELA. Focus 2: All Students and Hispanic in ALL Subjects. We 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 only what could be measured for 2020, graduation and CCMR points. Our goal is maintain an A. The improvement has been due to increased awareness of CCMR indicators, Graduation calculations and PEIMS coding. | | | |
| CAMPUS FOCUS AREAS | | | | | | | |
| Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section. | | | | | | | |
| Essential Action | | | | Implementation Level (1 Not Yet Started - 5 Fully Implemented) | | | |
| 1.1 Develop campus instructional leaders with clear roles and responsibilities. | | | | 4 - Partial Implementation | | | |
| 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | | | | 4 - Partial Implementation | | | |
| 3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations. | | | | 4 - Partial Implementation | | | |
| 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | | | | 5 - Full Implementation | | | |
| 5.1 Objective-driven daily lesson plans with formative assessments. | | | | 2 - Planning for Implementation | | | |
| 5.3 Data-driven instruction. | | | | 3 - Beginning Implementation | | | |
| PRIORITIZED FOCUS AREAS | | | | | | | |
| Complete each section below (please refer to your RPA): | | | | | | | |
| Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year. | | | | | | | |
| Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year. | | | | | | | |
| Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://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 | 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. | | We made progress in 19-20 but we need to continually increase expectations and solidify teachers' and students' understanding and utilization of data. The structure is in place but we will continue to model using data in PLCs until it becomes second nature for teachers. Teachers will track student groups after each assessment to determine individual student needs in order to meet goals in Domain 3. | | | | |

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|---|--|--|--------------------|
| <p>How will the campus build capacity in this area? Who will you partner with?</p> | <p>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.</p> | <p>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.</p> | |
| <p>Barriers to Address throughout this year</p> | <p>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.</p> | <p>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.</p> | |
| <p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p> | <p>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.</p> | <p>Priorities 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.</p> | |
| <p>Desired Annual Outcome</p> | <p>All teachers will hold a one on one discussion with the principal around lesson plans and formative assessments at least once per quarter.</p> | <p>Teachers will meet with an administrator after disaggregating data at least once per quarter.</p> | |
| <p>District Commitment Theory of Action</p> | <p>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.</p> | <p>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.</p> | <p>If....then,</p> |

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 | 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. | |
| 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. | If....then, |

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>90 Day outcomes were met. Cycle 1 data meetings have been conducted successfully. Teachers are using the TEA Exemplar lesson plan components and formative assessments while teaching virtual and face to face students simultaneously.</p> | |
| <p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p> | <p>The performance goals that were met were Math and Science at Approaches and Meets. Our subgroup goals of All Subjects/All Students and Hispanics in All Subjects were met. Students are showing progress. We kept our goals the same as last year in order to keep expectations high. We did not lower them to account for learning gaps in the Spring and during the phase in for this year. Reading continues to be a problem but they are showing a higher % at Approaches than our 2019 results. Separately, English 2 scores were significantly higher than English 1. This is expected because all students are At-risk and come to us with academic gaps. We have had the English 2 students for a longer period of time and have been able to fill in more gaps. We are testing and tracking at least every 3 weeks and we are seeing a promising rate of growth. We expect to meet goals in Cycle 2. For Cycle 2, we will be using the NWEA MAP Reading test to ensure we are receiving accurate data for Reading. Math will take the TEA Interim. Science and Social Studies will take district based assessments again.</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> |
| | <p>Action steps on lines 17-22 will be continued in Cycle 2.</p> | <p>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.</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 | 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 2 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. | |

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 <small>(May be requested by Specialist)</small> | 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, 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 breakdown in Scope& Sequence. | 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 | 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 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 | |
| Using Cycle 1 Assessments to create a data wall in order to track student groups. | 5.3 | 15-Dec | MAP Data | 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 breakdown in Scope& Sequence. Exemplars of student work. Reteach and intervention plans | 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 | 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 | 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 | Teachers, Counselor, Admin intern, Principal | 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 | 28-Feb | | |
| Mandatory after school tutorials will be held weekly for students needing additional intervention. | 5.3 | Jan 28- May 28 | Cycle 2 data | 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 | Ongoing | | |

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> |
| | <p>Action steps on lines 16-23, 25-26 will be continued in Cycle 3.</p> | <p>Saturday ELA Camp, Mandatory Tutorials, Parent STAAR Night</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 | 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 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 | 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. | If...then, |

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 |
|---|------------------------|---------------------|---|-------------------------|---|-----------------------------------|-----------------------------|------------------------------------|
| 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, 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 | |

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|--|-----|-------------------|---|-----------------------------------|---|---------|----------------------|--|
| 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. PLC Agenda and protocol that | 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 | Lesson Plans, Scope and Sequence, Staff feedback on lesson plans. Self reflection documents. | 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. PLC Agenda and protocol that | | | |
| Mandatory after school tutorials will be held weekly for students needing additional intervention. | 5.3 | 18-Jan | Cycle 2 data | Principal, Admin intern, teachers | 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 | | |

| | | | | | | | |
|--|--|--|--|-------------------------------|--|-------------------------|--|
| 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 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 | | | |

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

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

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

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

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

ACTION PLAN

