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:
Burleson Elementary		Alicia Press
Campus Number:		**Superintendent Name:**
068901103		Dr. Scott Muri
Date:		

Wednesday, August 26, 2020

CAMPUS INFORMATION

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

District Name	Ector County ISD	Campus Name	Burleson	Superintendent	Dr. Scott Muri	Principal	Mr. Tristan Specter
District Number	068901	Campus Number	068901103	District Coordinator of School Improvement (DCSI)	Mrs. Alicia Press	ESC Number	18
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Pam Haley

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Alicia Press 8/26/20
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	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.	Tristan Specter 8/26/20
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For the 2021 school year, Burleson will increase their Domain 1 score from 56 scaled to 70 scaled (41 raw). Overall approaches will grow from 55% to 70%. Meets will grow from 25% to 35%, and Masters will grow from 11% to 18%. Rationale: This school year, the Burleson ILT will focus on calibrating expectations and support for thorough lesson plans and effective DDI. In addition, the team will receive weekly support from Big Rocks and the DCSI. Because of this, it is feasible to increase 15 points in Approaches, 10 in Meets, and 7 in Masters. Domain 2B: The Domain 2B goal is to score 75 (scaled) in 2021. Rationale: Our Domain 1 goal of reaching 41 raw points, paired with our economically disadvantaged percentage of 82%, will automatically yield a component score of 75.
	What changes in student group and subject performance are included in these goals?	Domain 1: All subjects and all students Domain 2B: All subjects and all students Domain 3: Hispanic and Economically Disadvantaged in both reading and math.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

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.	3 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Beginning Implementation
5.3 Data-driven instruction.	3 - 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	1.1	5.1	5.3
Rationale	Last year the process was started for clear, written, and transparent roles and responsibilities. Because of its effectiveness, the work should continue while continuing to be refined. The Burleson leadership team experienced 100% retention rate.	While a consistent lesson planning template is in place, the plans, as a whole, lack the specificity they need to account for the diversity within each classroom. Overall, rigor in lesson planning and delivery in the classroom is not where it needs to be.	PLC are consistent and mapped out at the start of every school year. Within the PLC, consistent protocols are used to analyze student data but more refinement is needed to accelerate effectiveness.
How will the campus build capacity in this area? Who will you partner with?	Burleson will partner with Big Rock to build capacity within the ILT to effectively calendar their time, lead effective DDI practices, and ensure the quality of observation feedback practices.	The ECISD Curriculum Department will lead professional development on both lesson planning and rigor. Burleson will partner with RELAY to conduct quarterly rigor audits.	Burleson will partner with Big Rock to build capacity within the ILT to effectively calendar their time, lead effective DDI practices, and ensure the quality of observation feedback practices.
Barriers to Address throughout this year	Campus leaders may get caught up in day-to-day operations and lose focus of their primary instructional leadership responsibilities.	Time is the primary barrier...time to build effective plans, time to train, and time to give quality feedback. In addition, students are returning to school further behind due to the setbacks of Covid-19. Restricting the number of students in building and less face-to-face time for Burleson scholars will only widen the gap.	After implementing DDI in 2019/2020, the ILT realized that a standard 45 minute conference period was not enough time to get through the full data protocol. In 2020/2021, the master schedule will be adjusted to allow grades 3, 4, and 5 more PLC time.
How will you communicate these priorities to your stakeholders? How will create buy-in?	The ILT will communicate priorities through multiple channels: staff meetings, community meetings, PLCs, CIT, and feedback meetings. The team plans to create buy-in through giving the staff voice in decision-making processes and experiencing success.	The ILT will communicate priorities through multiple channels: staff meetings, community meetings, PLCs, CIT, and feedback meetings. The team plans to create buy-in through giving the staff voice in decision-making processes and experiencing success.	The ILT will communicate priorities through multiple channels: staff meetings, community meetings, PLCs, CIT, and feedback meetings. The team plans to create buy-in through giving the staff voice in decision-making processes and experiencing success.

Desired Annual Outcome	The Burleson ILT will have extremely clear roles and responsibilities for each member. ILT calendars will be mapped out weekly to ensure instructional leadership is prioritized and thoroughly planned.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained in RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
District Commitment Theory of Action	IF we heavily invest in the leadership development of Burleson's ILT, AND they build a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND the principal maintains accountability and follow-up with the support of the campus EDL, THEN the campus will have put in place the enabling conditions for optimal student learning.	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.

STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	3,4,5	All	Reading	Approaches	STAAR	59		Cumulative SCA data	59		Cumulative SCA data	63		STAAR Release Test	67		70
		3,4,5	All	Reading	Meets	STAAR	26		Cumulative SCA data	26		Cumulative SCA data	29		STAAR Release Test	32		35
		3,4,5	All	Reading	Masters	STAAR	11		Cumulative SCA data	11		Cumulative SCA data	14		STAAR Release Test	16		18
		3,4,5	All	Mathematics	Approaches	STAAR	55		Cumulative SCA data	55		Cumulative SCA data	62		STAAR Release Test	65		70
		3,4,5	All	Mathematics	Meets	STAAR	26		Cumulative SCA data	26		Cumulative SCA data	29		STAAR Release Test	31		35
		3,4,5	All	Mathematics	Masters	STAAR	12		Cumulative SCA data	12		Cumulative SCA data	14		STAAR Release Test	16		18
		5	All	Science	Approaches	STAAR	44		Cumulative SCA data	44		Cumulative SCA data	55		STAAR Release Test	63		70
		5	All	Science	Meets	STAAR	23		Cumulative SCA data	23		Cumulative SCA data	27		STAAR Release Test	31		35
		5	All	Science	Masters	STAAR	9		Cumulative SCA data	9		Cumulative SCA data	12		STAAR Release Test	15		18
		4	All	Writing	Approaches	STAAR	51		Cumulative SCA data	51		Cumulative SCA data	62		STAAR Release Test	66		70
		4	All	Writing	Meets	STAAR	23		Cumulative SCA data	23		Cumulative SCA data	27		STAAR Release Test	31		35
		4	All	Writing	Masters	STAAR	5		Cumulative SCA data	5		Cumulative SCA data	8		STAAR Release Test	13		18
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement and Student Success	3,4,5	Hispanic	ELAR	Meets	STAAR	25		Cumulative SCA data	25		Cumulative SCA data	30		STAAR Release Test	33		37
		3,4,5	Hispanic	ELAR	Masters	STAAR	11		Cumulative SCA data	11		Cumulative SCA data	14		STAAR Release Test	16		18
3. Domain 3 Focus 2	Focus 2 Components Academic Achievement and Student Success	3,4,5	Econ Dis	ELAR	Meets	STAAR	26		Cumulative SCA data	26		Cumulative SCA data	29		STAAR Release Test	33		35
		3,4,5	Econ Dis	ELAR	Masters	STAAR	11		Cumulative SCA data	11		Cumulative SCA data	14		STAAR Release Test	16		18
4. Domain 3 Focus 3	Academic Achievement	3,4,5	Econ Dis	Mathematics	Meets	STAAR	26		Cumulative SCA data	26		Cumulative SCA data	29		STAAR Release Test	32		35

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	1.1	5.1	5.3
Desired Annual Outcome	The Burleson ILT will have extremely clear roles and responsibilities for each member. ILT calendars will be mapped out weekly to ensure instructional leadership is prioritized and thoroughly planned.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained in RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Desired 90-day Outcome	ILT will begin work on calendaring expectations with support/training from Big Rock. As a result, 75% of ILT time will be dedicated to instructional leadership activities	All teachers will be trained on how to backwards-design lesson plans and implement them in the classroom. Administrators will begin providing bite-sized feedback on the plans that will be focused on teacher actions that would have the greatest impact on student learning.	The ILT will improve their understanding of the RELAY/PLC/Big Rocks process and what is expected in weekly data meetings. Implementation will begin after training.
Barriers to Address During this Cycle	Time. The Instructional Leadership Team will schedule their days to ensure they are spent improving instruction in the building rather than getting caught-up in managerial tasks.	Training quality. It is imperative that the teachers are provided a quality professional learning experience on lesson planning and are provided ongoing support in the creation of quality plans.	Training quality. It is critical that the Instructional Leadership Team understands the expectations of the weekly data meetings and the RELAY/Big Rock process. Administrators must be willing to take the time to pre-plan and script out the PLCs to ensure their effectiveness.
District Actions for this Cycle	The DCSI will find an appropriate and aligned capacity-building provider (Big Rock) and schedule weekly training opportunities.	The ECISD Curriculum Department will partner with the campus to train teachers on the lesson planning process using the materials/recourses available to them.	The DCSI will train the principal on the DDI cycle twice- both times providing time for practice. In addition, she will train/coach the entire Instructional Leadership Team on the protocols at least one time on-site.
District Commitment Theory of Action	IF we heavily invest in the leadership development of Burleson's ILT, AND they build a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND the principal maintains accountability and follow-up with the support of the campus EDL, THEN the campus will have put in place the enabling conditions for	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.

ACTION PLAN

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

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step _(May be requested by Specialist)_	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Schedule and implement recurring weekly ILT meetings every Monday morning at 8:00AM.	1.1	9.1.20	ILT calendar, agenda template, roles matrix, meeting	Specter	Agenda framework, written norms, and PLC calendar	Ongoing		
Instructional Leadership Team will intentionally plan and schedule time for weekly teacher observation/feedback	1.1	9.5.20	calendar with face-to-face feedback time and ILT notes on feedback to teachers	Specter, Villareal, Munoz, Braddock	ILT coaching logs	Ongoing		
ILT will map out and implement a PLC schedule for each grade level that allows for pre-unit planning, post-assessment data analysis, re-teach creation, and re-evaluation analysis.	1.1	9.5.20	Assessment calendars and unit maps	Munoz, Braddock	PLC calendar, agenda, and minutes	9.5.20		
The District will provide a leadership coach for the campus that will oversee the development of the ILT's instructional leadership through routine walkthroughs, feedback, and coaching.	1.1	9.1.20	Leadership Coach	Superintendent	Action Step Tracker	Ongoing		
Develop clear, written, and transparent roles and responsibilities with measurable performance expectations for ILT members.	1.1	9.1.20	Written roles and responsibilities for Principal, AP and ISs	Specter	Written roles and responsibilities for Principal, AP and ISs	9.1.20		

Complete teacher training on Eduphoria on how to input lesson plans. Train instructional staff on the new lesson-planning protocol.	5.1	9.5.20	Computer, In focus, Teacher computers	Braddock & Munoz	Teacher Lesson plans and reteach lesson plans	9.5.20		
Partner with the Curriculum Department to plan, schedule, and complete a full day of lesson plan training for teacher teams.	5.1	9.16.20	Lesson plan template, District curriculum/TRS resources, student Eduphoria	Nanez	Teacher lesson plans	9.16.20		
Campus administration will begin providing bite-sized feedback on lesson plans.	5.1	9.1.20	Forethought, teacher lesson plans, District/TRS	Specter, Villareal	Feedback posted to lesson plans	Ongoing		
Principal, IC and Lead teacher will receive Big Rock training on RTC and calendaring in collaboration with the DCSI	5.3 and 1.1.	9.1.20	RELAY resources and staff	Specter, Braddock, Villareal	PLC agendas/minutes following the DDI protocols	Ongoing		
Lead DDI meetings following the See it, Name It, Do It protocol.	5.3	9.1.20	Written protocol	Specter and Press	DDI Script	Ongoing		
Finalize and implement a data tracker to measure achievement.	5.3	9.5.20	Data tracker	Specter and Press	Data tracker	Ongoing after every SCA		

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?		
	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?		

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	1.1	5.1	5.3
Desired Annual Outcome	The Burleson ILT will have extremely clear roles and responsibilities for each member. ILT calendars will be mapped out weekly to ensure instructional leadership is prioritized and thoroughly planned.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained in RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Desired 90-day Outcome	The second 90 days will be centered around refining the work of the ILT to effectively lead and coach teachers. This team will also be responsible for regular data analysis to monitor/adjust coaching, PLCs, and lesson planning processes.	Lesson plans will reflect prioritized standards that were studied through know/show charts in PLCs. In addition, teachers will implement the bite-sized feedback that was provided from campus administration.	The ILT will conduct weekly data meetings with fidelity using the assigned and trained protocols.
Barriers to Address During this Cycle	Continue to ensure that the Instruction Leadership Team is prioritizing school-wide academic improvement and not getting focused on minor managerial tasks.	Maintaining quality and frequent feedback from the Instructional Leadership Team.	Ensure that re-teach and re-evaluation is happening on a regular cadence and is improving student outcomes.
District Actions for this Cycle	DCSI works alongside the ILT to coach the principal (and the team) through effective ILT meetings.	Curriculum Department supports the ILT with helping the team prioritize standards and create the foundations of know/show charts before each PLC.	DCSI attends PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation.
District Commitment Theory of Action	IF we heavily invest in the leadership development of Burleson's ILT, AND they build a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND the principal maintains accountability and follow-up with the support of the campus EDL, THEN the campus will have put in place the	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ILT meetings will be utilized to analyze short-cycle assessment results, prepare for effective PLC meetings, and monitor/adjust the observation calendar to prioritize feedback/coaching to the teachers that need it most.	1.1	12.1.20	ILT calendar, agenda template, roles matrix, meeting norms	Specter	Coaching logs & PLC artifacts	Ongoing		
PLCs will follow the established cycle of: 1. Planning/TEKS breakdown (know/show charts) 2. Data analysis and creation of re-teach plans 3. Data analysis of benchmark results.	1.1 and 5.3	12.1.20	Assessment calendars, unit maps, highly tested SE's, know/show charts	ILT	PLC Artifacts, know/show charts, teacher exemplars, students data, reteach notes	Ongoing		
Teachers will use know-show charts to create meaningful daily lesson objectives paired with a measurable and aligned exit ticket	5.1 and 5.3	12.1.20	Know-show charts	ILT	Know-show charts	Ongoing		

Administrators will continue to provide bite-sized feedback on lesson plans. They will check on the campus-defined critical components: objective, "I Do" exit ticket, math talks and time stamps.	5.1	12.1.20	Eduphoria Forethought, teacher lesson plans, District & TRS curriculum resources	Specter, Villareal	Feedback posted to lesson plans	Ongoing		
Principal and ILT will receive job-embedded coaching on DDI through DCSI and Big Rock	5.3	12.1.20	Big Rock contract	Specter, Press	Video assignments	Ongoing		
DCSI will provide the principal with monitoring and continued coaching on weekly data meetings.	5.3	12.1.20	DDI protocols	Press	PLC artifacts	Ongoing		
The leadership team will implement clear roles and responsibilities that are documented and communicated during weekly ILT meetings and through TPESS.	1.1	12.1.20	Goal setting documents, TPESS documents	ILT	TPESS	Ongoing		
ILT will work with ELA and Math teachers to ensure the alignment of resources before they become student facing work.	5.1 and 5.3	12.1.20	Audit protocol	ILT and Press	Walkthrough documentation and lesson plans	Ongoing		
ILT will progress monitor the previous cycle to monitor progress and make adjustments as needed	1.1, 5.1, 5.3	12.1.20	ILT meeting agendas, lesson plan feedback, PLC minutes, achievement results	ILT and Press	List of next steps	Ongoing		
Burleson will receive "Deep Support" from certified Big Rocks trainers on-site. The campus will create and execute weekly action plans based on the results on onsite visits and student achievement data.	5.1 and 5.4	12.1.20	Big Rock action plans	Press, Specter	Action Plans	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.

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?		

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	1.1	5.1	5.3
Desired Annual Outcome	The Burleson ILT will have extremely clear roles and responsibilities for each member. ILT calendars will be mapped out weekly to ensure instructional leadership is prioritized and thoroughly planned.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained in RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Desired 90-day Outcome	The third 90 day cycle will reflect the consistent use of written protocols in ILT and grade-level meetings, as well as a prioritization of coaching for teachers yielding the lowest percentage of students achieving annual growth targets.	All teachers will continue to improve/adjust lesson plans by implementing bite-sized feedback from administrators into their lesson plans. All teachers will use PLC artifacts to improve teaching and learning in their classrooms	As a result of a relentless focus on DDI, a minimum of 70% of Burleson students will be on track to score "Approaches" STAAR.
Barriers to Address During this Cycle	The Instruction Leadership Team will need to continue to prioritize/protect their time to ensure a 40%+ prioritization of instructional leadership elements.	It will be imperative that quality re-teach and re-assessment plans are written that reflect diverse classrooms/student needs.	Ensure that re-teach and re-evaluation is happening on a regular cadence and is improving student outcomes.
District Actions for this Cycle	Ongoing/job-embedded principal coaching from the DCSI.	The DCSI and campus principal will work collaboratively with the ILT to create data-informed tutoring and reteach plans for the school-wide review cycle.	DCSI attends PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation.
District Commitment Theory of Action	IF we heavily invest in the leadership development of Burleson's ILT, AND they build a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND the principal maintains accountability and follow-up with the support of the campus FDL, THEN the campus will have put in place the	IF every lesson is aligned to the standards and student need, AND is executed by highly effective teachers, THEN student learning will increase.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ILT will plan and complete teacher training on an effective STAAR review.	5.1	3.1.20	Highly tested SE's, STAAR Data, STAAR Test, Lead4ward resources	Principal & IC's	STAAR Review lesson plans	STAAR data release		
ILT will calibrate and analyze the effectiveness and impact of lesson plan feedback and adjust accordingly.	5.1	3.1.20	Lesson plans, feedback, calibration tool	Specter, Villareal	Calibration rubric	Ongoing		
Campus administration will continue to provide bite-sized feedback on lesson plans. Face-to-face coaching will be provided as a progressive step for teachers in need of improvement in lesson planning and/or student outcomes.	5.1	3.1.20	Eduphoria Forethought, teacher lesson plans, District/TRS curriculum resources	Specter, Villareal	Feedback posted to lesson plans	Ongoing		
Principals & IC will continue to receive Big Rock support on ILT structures, observation feedback and DDI	5.3 and 1.1	3.1.20	Big Rock resources and staff	ILT	Video artifacts	Ongoing		

All students will set goals and track their own data to improve ownership and mastery.	5.3	3.1.20	Data trackers	Specter	Copies of student trackers	Ongoing		
PLCs will follow the established cycle of: 1. Planning/TEKS breakdown (know/show charts) 2. Data analysis and creation of re-teach plans 3. Data analysis of benchmark results.	5.3	3.1.20	Student tests, Individual Response Report in Eduphoria; LLI Kit	ILT	Student outcomes	Ongoing		
The principal will monitor the leadership team's implementation of clear roles and responsibilities that are documented and communicated during weekly ILT meetings and through TPESS.	1.1	3.1.20	Goals, TPESS documents	ILT	TPESS documents	Ongoing		
ILT will progress monitor the previous cycle to monitor progress and make adjustments as needed	1.1, 5.1, 5.3	12.1.20	ILT meeting agendas, lesson plan feedback, PLC minutes, achievement results	ILT and Press	List of next steps	Ongoing		
Teachers will use know-show charts to create meaningful daily lesson objectives paired with a measurable and aligned exit ticket	5.1 and 5.3	3.1.20	Know-show charts	Specter, Braddock, Munoz	Know-show charts	Ongoing		
ILT meetings will continue to be utilized to analyze short-cycle assessment results, prepare for effective PLC meetings, and monitor/adjust the observation calendar to prioritize feedback/coaching to the teachers that need it most.	1.1	3.1.20	ILT calendar, agenda template, roles matrix, meeting norms	ILT	PLC and ILT meeting and minutes	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.

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?		

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

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