

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

### 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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Instructional leadership team adds structure to specific areas - leading PLCs which will lead to effective collaborative planning, data analysis, reteach plans, and meaningful feedback. Campus administration will monitor and provide feedback on the implementation of the planning process.	There will be a consistent implementation of the Lesson Plan Cycle across the campus.	Campus will be proficient at data disaggregation to identify trends in misconceptions to determine root causes as to why students may not have learned the concept and create plans of action to reteach. Students will track individual data towards meeting a measureable goal.
<b>Desired 90-day Outcome</b>	Campus-wide consistent implementation of PLC process that leads to effective planning of engaging lessons.	Campus teachers will be proficient at leading PLCs in selecting activities and assessments that meet the rigor of state standards.	Campus will be proficient at data disaggregation, effective planning, and monitoring of student progress towards meeting campus annual goal.
<b>Barriers to Address During this Cycle</b>	Buy-in; not moving into action, resistance to change.	Teachers may not be confident in leading PLC. PLC members may not feel that their responsible for leading PLCs.	Time, Losing focus due to end of year responsibilities
<b>District Actions for this Cycle</b>	DSCI provides support and timely feedback to campus leaders on PLC process and lesson plans.	District policies and practices support effective instruction in schools.	District policies and practices support effective instruction in schools.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and 4th-5th grade math and reading and the district has effective systems for identifying and supporting struggling learners then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		



<b>REFLECTION and PLANNING for NEXT 90-DAY CYCLE</b>								
<p><b>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.</b></p>								
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?				<b>Carryover Action Steps</b>			<b>New Action Steps</b>	

## 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
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	Instructional leadership team adds structure to specific areas - leading PLCs which will lead to effective collaborative planning, data analysis, reteach plans, and meaningful feedback. Campus administration will monitor and provide feedback on the implementation of the planning process.	There will be a consistent implementation of the Lesson Plan Cycle across the campus.	Campus will be proficient at data disaggregation to identify trends in misconceptions to determine root causes as to why students may not have learned the concept and create plans of action to reteach. Students will track individual data towards meeting a measureable goal.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**SAN PEDRO ELEMENTARY**

**Targeted Improvement Plan**



## 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:**

San Pedro Elementary

**District Coordinator of School Improvement (DCSI) Name, Role:**

Lorena Ceballos

**Campus Number:**

178909-101

**Superintendent Name:**

Dr. Jose H. Moreno

**Date:**

Monday, August 31, 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.

<b>District Name</b>	Robstown ISD	<b>Campus Name</b>	San Pedro Elementary	<b>Superintendent</b>	Dr. Jose H. Moreno	<b>Principal</b>	Laura Cueva
<b>District Number</b>	178909	<b>Campus Number</b>	178909101	<b>District Coordinator of School Improvement (DCSI)</b>	Lorena Ceballos	<b>ESC Number</b>	2
<b>Is this a Turnaround Implementation Plan?</b>		<b>What Year was the TAP first implemented?</b>		<b>Was TAP Implementation Ordered or Voluntary?</b>		<b>ESC Support</b>	

**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.

<b>DCSI</b>	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.	Lorena Ceballos
<b>Principal Supervisor</b> <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.	Dr. Jose H. Moreno
<b>Principal</b>	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.	Laura Cueva
<b>Board Approval Date</b>	Anticipated date - December 14, 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>

<b>Data Analysis Questions</b>	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.	<p>Domain 1: Campus goal for domain 1 is 76 or above by increasing STAAR performance at the campus level in all subjects at Approaches Grade Level from 73% to 76% or above; Meets Grade Level from 36% to 45% or above; Masters Grade Level from 14% to 15% or above. Rationale: By achieving the domain goals, the campus will meet the overall rating goal from D (68) to a C (77) or above.</p> <p>Domain 2B: Campus goal for domain 2 is 80 or better. Rationale: By achieving the domain goals, the campus will meet the overall rating goal from D (68) to a C (77) or above.</p> <p>Domain 3: Campus goal for domain 3 is a 70 or above. Rationale: By achieving the domain goals, the campus will meet the overall rating goal from D (68) to a C (77) or above.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Increase STAAR performance at the campus level in all subjects at Approaches Grade Level from 73% to 76% or above; Meets Grade Level from 36% to 45% or above; Masters Grade Level from 14% to 15% or above. Special Education performance will increase at Approaches Grade Level from 33% to 40% or above; Meets Grade Level from 0% to 23% or above; Masters Grade Level from 0 to 12 or above%.</p> <p>Domain 2B: Increase STAAR performance at the campus level in all subjects at Approaches Grade Level from 73% to 76% or above; Meets Grade Level from 36% to 45% or above; Masters Grade Level from 14% to 15% or above. Special Education performance will increase at Approaches Grade Level from 33% to 40% or above; Meets Grade Level from 0% to 23% or above; Masters Grade Level from 0 to 12 or above%.</p> <p>Domain 3: The campus goal is to have the Hispanic student group meet both Reading (37) and Math (40); and the EcoDis student group meet targets for both Reading (33) and Math (36) in order to meet overall domain goals.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

### 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.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full 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.	4 - Partial Implementation
5.3 Data-driven instruction.	5 - Full Implementation

### PRIORITIZED FOCUS AREAS

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

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

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

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	With clear roles and responsibilities of each of our roles on our campus which include counselor, lead teachers and instructional coaches, we will be able to impact our student achievement by effectively improving the delivery of instruction aligned to the objective driven lesson activities with measurable student outcomes based on data driven instruction	This new school year we will begin a new lesson plan format that will require support to ensure our teachers plan effective lesson activities that will provide rigor and purpose for learning. With support by campus administration and C&I team, the guidance provided will help teachers utilize the new format efficiently. The new lesson plan will provide structure for well developed plans with formative assessments to evaluate the measurable outcome for the SE's.	Last school year, we began the process of implementing our data walls so we could see the progression of students moving from approaches to meets to masters. We used the data from reporting period assessments and benchmarks in grades 2 and 3. In the PK, K and first grades, we were not specific as to what data we would use since we had a variety of data sources. This school year, we will be more specific as to when data will be analyzed for lower grades. Also, we will identify student groups according to the indicators that most impact domain 3.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	The campus leaders will continue to attend district principal meetings and coaching sessions. The principal will build capacity by training and coaching Instructional Leadership Team as well as new asst. principal. ILT members will assist with implementation of campus-wide initiatives that include trainings assigned by campus principal.	Campus principal will schedule meet weekly meetings with ILT members to build capacity on campus processes and expectations. Campus leaders and ILT members will provide training to campus staff on planning process that includes data analysis to inform instructional practices. ILT members will provide on-going support to their grade level members on the new virtual teaching and learning expectations.	Campus principal will schedule meet weekly meetings with ILT members to build capacity on campus processes and expectations. Campus leaders and ILT members will provide training to campus staff on planning process that includes data analysis to inform instructional practices. ILT members will provide on-going support to their grade level members on the new virtual teaching and learning expectations.

<p><b>Barriers to Address throughout this year</b></p>	<p>Lack of time to plan our calendar for the year for CLT meetings and Academic Support meetings with each grade level.</p>	<p>Setting time each week to review lesson plans together.</p>	<p>Not feeling confident enough to understand and not spending quality time analyzing data.</p>
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>Campus principal will hold meetings to discuss campus priorities and solicit input from stakeholders that include ILT members. By allowing stake holders to prioritize campus milestones; the members will commit to executing and implementing the plan.</p>	<p>The campus administrators will meet with Instructional Leadership Team weekly to provide guidance on PLC topics of discussion. Standing grade-level meetings with campus administrators will allow all teacher to have direct support from campus administrators.</p>	<p>Data Driven Instruction was a district-wide focus for all campuses. Data-disaggregations meetings were led by DCSI at the district level. Campus leaders selected the data reports that were used district-wide at each campus. Teachers were involved in the process of data disaggregation and implemented the process during PLCs. Campus leaders will continue to use the process for data analysis and tracking of student progress for overall campus, teacher and student performance.</p>
<p><b>Desired Annual Outcome</b></p>	<p>To develop a common language across grade levels to include, data, curriculum and instructional practices.</p>	<p>Targeted planning and implementation of student expectations at the level of the state standard.</p>	<p>Common understanding of how to interpret data, monitor and adjust instructional strategies, that will result in an overall growth in student achievement.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	To develop a common language across grade levels to include, data, curriculum and instructional practices.	Targeted planning and implementation of student expectations at the level of the state standard.	Common understanding of how to interpret data, monitor and adjust instructional strategies, that will result in an overall growth in student achievement.
<b>Desired 90-day Outcome</b>	PLCs practices will reflect a process of instructional decisions based on assessment data and reflection of teaching strategies.	Classroom instruction incorporates rigorous, high-quality experiences that include Lead4ward high-yield strategies that promote critical-thinking skills.	A tracking system will be utilized to monitor and track student progress using current assessment data
<b>Barriers to Address During this Cycle</b>	Finding the time to ensure the process of data tracking is taking place.	Ensure interruptions do not supercede the meetings with teachers each week.	Grade level CLT members do not share information regarding the data wall structures that are in place.
<b>District Actions for this Cycle</b>	The DCSI will ensure that common formative assessments include challenging student expectations so that campus can track progress.	The Principal Supervisor will provide ongoing coaching support that includes instructional rounds and feedback to campus leaders.	The district will have effective systems for identifying and supporting struggling learners.

<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>
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**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
Campus leader will meet with teachers to review lesson plans and provide lesson planning support and feedback. Campus leader in collaboration with teachers will identify an area of reinforcement and an area of refinement in lessons. Intervention and RTI	PFA 2	December 2, 2020 - February 28, 2021	Lesson Plans, TEKS Resource System, Lead4ward Field Guides,	Principal and Teachers	Agenda, Minutes, Revised Lesson Plans	December 2, 2020 - February 28, 2021		



**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

**At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.**

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

**Carryover Action Steps**

**New Action Steps**



### CYCLE 3 90-DAY OUTCOMES (March-May)

**Essential Action:** Pre-populates from the 'Foundations' tab.

**Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.

**For each Prioritized Focus Area, please complete the following sections:**

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

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

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

**District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	To develop a common language across grade levels to include, data, curriculum and instructional practices.	Targeted planning and implementation of student expectations at the level of the state standard.	Common understanding of how to interpret data, monitor and adjust instructional strategies, that will result in an overall growth in student achievement.
<b>Desired 90-day Outcome</b>	Campus is proficient at planning and tracking data for challenging student expectations that are not being mastered.	Walk-throughs and Observations will reflect consistent implementation of campus expectations of the lesson cycle.	Student progress toward measurable goals will be visible in each and every classroom and throughout the school to foster student ownership and goal setting.
<b>Barriers to Address During this Cycle</b>	Prioritizing time to ensure tracking of data is implemented.	Providing effective and timely feedback to teachers.	Common understanding of FERPA regulations as it pertains to disclosure of student data.
<b>District Actions for this Cycle</b>	DCSI and Principal Supervisor will provide support and resources to campus leaders in quest to have all teachers be proficient at planning and tracking data.	DCSI and Principal Supervisor will provide on-going support and coaching to campus leaders in conducting instructional rounds and collecting data to improve implementation of lesson cycles.	DCSI and Principal Supervisor will provide ongoing support to campus leaders through data meetings to ensure that campus meets their overall goal.

<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader and the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers) and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners. Then, we will develop campus instructional leaders with clear roles and responsibilities and create objective-driven daily lesson plans with formative assessments and engage in data-driven instruction</p>
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**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
Additional support will be provided to campus staff who are struggling with planning and tracking data.	PF 1	March 2, 2021 - May 21, 2021	One to one sessions with mentor teachers, data sources	Principal, assigned Mentor, teacher	Calendar of meetings, agenda, and minutes.	March 2, 2021 - May 21, 2021		

Data on Sharepoint will be used student progress towards meeting class goals.	PF 3	March 2, 2021 - May 21, 2021	Microsoft	Classroom Teachers	Classroom Observations	March 2, 2021 - May 21, 2021		
Review and Refine Instructional Action Plans based on new assessment data.	PF1	March 2, 2021 - May 21, 2021	Actions Plans, Assessment Data, Scope and Sequence	Classroom Teachers	Item Analysis Report, Student Expectation Progress Report	March 2, 2021 - May 21, 2021		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

## 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			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

# **LOTSPEICH ELEMENTARY**

## **Targeted Improvement Plan**



## 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](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Lotspeich Elementary	Lorena Ceballos
<b>Campus Number:</b>	<b>Superintendent Name:</b>
178909103	Dr. Jose Moreno
<b>Date:</b>	
Monday, August 31, 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.

<b>District Name</b>	Robstown ISD	<b>Campus Name</b>	Lotspeich Elementary	<b>Superintendent</b>	Dr. Jose Moreno	<b>Principal</b>	Vanessa Perez-Peterson
<b>District Number</b>	178909	<b>Campus Number</b>	178909103	<b>District Coordinator of School Improvement (DCSI)</b>	Lorena Ceballos	<b>ESC Number</b>	2
<b>Is this a Turnaround Implementation Plan?</b>	No	<b>What Year was the TAP first implemented?</b>		<b>Was TAP Implementation Ordered or Voluntary?</b>		<b>ESC Support</b>	

**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.

<b>DCSI</b>	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.	Lorena Ceballos
<b>Principal Supervisor</b> <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.	Dr. Jose H. Moreno
<b>Principal</b>	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.	Vanessa Perez-Peterson

<b>Board Approval Date</b>	Anticipated date - December 14, 2020.
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### 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>

<b>Data Analysis Questions</b>	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.	<p>Domain 1: 78% at Approaches, 46% at Meets and 33% at Masters                      Rationale: The goals set at each performance level will contribute to the attainment of the overall campus rating of an 84 (B). The goals were set using campus trend data, student performance data in previous grade, and current local assessment data to set baseline.</p> <p>Domain 2B: A component score of 52 (88 scale score).                      Rationale: This goal is dependent on Relative Performance due to campus not being rated on Academic Growth.</p> <p>Domain 3: 74 Scale Score                      Rationale: The goal includes meeting All Student Group in Reading and Math, Hispanic and EcoDis - Reading Targets in Student Achievement and Hispanic and EcoDis will meet targets in Student Success Status.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: The all student group will increase from 74 to 78 at approaches; from 38% to 46% at the meets; and 29% to 33% at the masters grade level standard.</p> <p>Domain 2B: There will be an increase from 84 scale score to an 88.</p> <p>Domain 3: In Student Achievement: The Hispanic student group will increase from 33% to a 37% in Reading. The EcoDis student group will increase from 30% to 33% in Reading. In Student Success Status: The Hispanic student group will increase components score from 47 to 52; and EcoDis student group will increase component score from 44 to 48.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

### 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.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial 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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	We have clear job descriptions and performance goals, but need to tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices. This will help us effectively evaluate instructional practices, instructional delivery, Response to Intervention and DDI practices to improve student learning. ☐	We realize that we are moving to a new lesson plan format which not only reorganizes the curriculum and aligns it to new instructional resources. However, teachers will need to practice to get confident in the utilization of the lesson plan template to deliver effective instruction and administrators will provide timely feedback to teachers in order to make the necessary adjustments to lesson plans	We recognized last year that we needed to develop stronger data practices on our campus, especially in data tracking of student reading levels. We've partnered with Scholastic to reinstitute a Balanced Literacy approach with a focus on Guided Reading. We have also partnered with Lead4ward to take a deeper look at state curricular standards and the depth of rigor for our instruction & assessments. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus. ☐
<b>How will the campus build capacity in this area? Who will you partner with?</b>	District will continue to provide coaching sessions to all campus leaders including training opportunities for teacher leaders. Campus principals developed a list of duties for campus administrators. Weekly meetings with campus instructional leadership team will be scheduled to discuss PLC topics for the week, instructional strategies and upcoming plans. ILT will lead campus initiatives during grade level meetings and PLCs.	Campus teacher leaders are selected to plan specific contents and disseminate curriculum plans to grade levels peers. All campus teachers have a specific role and responsibility during the planning instruction. Campus administrators will implement a weekly teacher lesson plan submission process with timely feedback.	Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings. ☐

<p><b>Barriers to Address throughout this year</b></p>	<p>We have a tendency to "put out fires" during the day rather than maintain a prioritized calendar for the day. We also have a tendency to deprioritize time to meet as an admin team when issues arise. Meetings that are scheduled either have low attendance due to conflicts with teachers or other meetings that are scheduled at the same time. The admin team has not been supportive in the growth of teachers instructionally and does not take the time to work with teachers in a timely manner. The admin team does not always feel comfortable leading instruction in areas where they do not feel they have an instructional strength. There was some resistance around being coached at first (thinking the growth process was a "gotcha"), but we're trying to utilize colleagues to help with that mindset. Time - figuring out how to structure our time to ensure that we actually meet as an admin team while also doing all of our instructional responsibilities and maintain a prioritized calendar that aligns with our campus goals and objectives.</p>	<p>Teachers expressing concern around the time required to lesson plan and the lack of collaboration in some areas (science &amp; social studies) when planning with amore rigorous format. The admin team has only set up expectations for submitting by a certain day, but has not developed a system for effective review with fidelity or timely feedback for teachers. A mindset that if we push teachers too far with lesson planning, they won't be receptive to our work with other district initiatives (Restorative Practices, Balanced Literacy, TEKS Resource System). We can't move too quickly. Time - teachers finding the time to develop lesson plans and admin finding the time to review them. Also, the time to learn and become well versed in all of the new initiatives that we are undertaking (pulled in too many directions). Lack of collaborative opportunities prevents effective planning in the areas of Science and Social Studies along with new staff on campus who are not as familiar with the curriculum/TEKS. Also, administrators do not feel confident providing feedback to teachers due to the lesson plan format and areas we may be lacking in specific elementary curricular areas (i.e. Balanced Literacy).</p>	<p>Use of data on various assessment items was not always streamlined or consistent to drive instructional practices particularly in the areas of intervention for struggling learners. No tracking progress artifacts in the classroom or hallways to foster student ownership and goal setting. Some fear of beginning the data meetings, especially in content areas where admin aren't content experts and teachers aren't confident utilizing student data to change instructional practices. Some teachers blame students rather than be reflective of instructional practices. Lack of training and practice creating and using various student data reports (DMAC, I-Station, TPRI, etc.). Specific system of what data reports to use to identify areas of strengths, areas of improvement and create plans of action.</p>
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>Campus principal will hold meetings to discuss campus priorities and solicit input from stakeholders that include ILT members. By allowing stake holders to prioritize campus milestones; the members will commit to executing and implementing the plan.</p>	<p>The campus administrators will meet with Instructional Leadership Team weekly to provide guidance on PLC topics of discussion. Standing grade-level meetings with campus administrators will allow all teacher to have direct support from campus administrators.</p>	<p>Lotspeich Elementary initiated the use of a data room during the 2019-2020 school year, the teachers were involved in the development of the data analysis process and tracking of student progress. Lotspeich Elementary initiated the use of a data room during the 2019-2020 school year, the teachers were involved in the development of the data analysis process and tracking of student progress. Teacher commitment in this process was evident through PLC agenda and minutes, instru</p>
<p><b>Desired Annual Outcome</b></p>	<p>Instructional Leadership team adds structure to two specific areas- (1)leading PLC's so that they lead to effective collaborative planning, data analysis, and reteach plans, and (2)effective and regular ILT meetings so that we are stretegic on how we plan our time.</p>	<p>100% of teachers will be proficient at accessing and utilizing instructional tools to develop rigorous lesson plans and assessments that are aligned to the state standards.</p>	<p>Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.</p>	<p>The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.</p>	<p>The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.</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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Instructional Leadership team adds structure to two specific areas- (1)leading PLC's so that they lead to effective collaborative planning, data analysis, and reteach plans, and (2)effective and regular ILT meetings so that we are stretegic on how we plan our time.	100% of teachers will be proficient at accessing and utilizing instructional tools to develop rigorous lesson plans and assessments that are aligned to the state standards.	Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings.
<b>Desired 90-day Outcome</b>	ILT will lead data conversations and disaggregations during PLCs.	Lesson Plans will reflect use of instructional tools.	Implementation of data analysis and student monitoring process set in Cycle I will lead to an increase in student performance as measured by district assessment.
<b>Barriers to Address During this Cycle</b>	Consensus on what data to display and how and where.	Classroom interruptions, time management of lesson, pacing.	Not all members of PLC are familiar with process of data disaggregation
<b>District Actions for this Cycle</b>	Opportunities for ongoing support and coaching.	Scheduled opportunities for curriculum planning.	Provide on going support and coaching.

<p><b>District Commitment</b> <b>Theory of Action</b></p>	<p>The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.</p>	<p>The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.</p>	<p>The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.</p>
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**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><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Instructional Leadership team adds structure to two specific areas- (1)leading PLC's so that they lead to effective collaborative planning, data analysis, and reteach plans, and (2)effective and regular ILT meetings so that we are stretegic on how we plan our time.	100% of teachers will be proficient at accessing and utilizing instructional tools to develop rigorous lesson plans and assessments that are aligned to the state standards.	Evidence of aligned Data-driven instruction (DDI) practices will occur after district assessment across grade levels during PLC meetings.
<b>Desired 90-day Outcome</b>	PLCs will use current data to inform instructional decisions that will influence interventions.	There is a consistent implementation of the instructional tools (TEKS Resource System, DMAC, and Lead4ward) that is reflected in the planning of rigorous lessons aligned to the state standards.	80% of students will master identified student expectations (Big Rocks).
<b>Barriers to Address During this Cycle</b>	Not all teachers will be confident in leading data conversations, or utilizing the tools and process.	Balancing planning adjustments within a scope and sequence.	Ensuring that all student needs are met.
<b>District Actions for this Cycle</b>	Provide training opportunities for teachers in need of data support.	District ensures that district developed assessments are aligned to the scope and sequence.	Ensuring that district assessments are aligned to scope and sequence and standards of TEKS.
<b>District Commitment Theory of Action</b>	The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.	The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.	The district provides ongoing support and coaching for the campus leaders. The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools. The campus will be able to build campus instructional leaders with clear roles and responsibilities, develop objective-driven daily lesson plans with formative assessments, and implement effective data-driven practices.



## 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
ILT members will lead assessment data analysis to make instructional adjustments that address areas of concern in their Action Plans.	PF 1.1; 5.1; 5.3	March, 2021 - May, 2021	Data Results, Walk-through Calendar	Campus Administration	Lesson Plan, Walk-throughs and feedback.	March, 2021 - May, 2021		
All students in 2nd and 3rd grade will track their data and update regularly to show progress.	PF 5.3	March, 2021 - May, 2021	Student Data Trackers, current assessment data	Teachers, students	Copy of student trackers.	March, 2021 - May, 2021		
Teachers will track student data on mastery of content and progress for PK - 3rd. Tracking of data will be evident throughout the campus.	PF 5.3	March, 2021 - May, 2021	Student Data Trackers	Teachers	Copy of student trackers.	March, 2021 - May, 2021		

Instructional Calendars will have targeted student expectations and student groupings based on data analysis.	PF 5.3	March, 2021 - May, 2021	Instructional Calendars, Intervention Lesson Plans, Student groups	Instructional Coaches, Teachers	Intervention Lesson Plans, Instructional Calendars	March, 2021 - May, 2021		
All lesson plans and intervention plans will reflect the use of instructional tools to include Lead4ward strategies discussed during PLCs.	PF 5.1	March, 2021 - May, 2021	Lesson Plans, Instructional Tools, Technology	Campus Administration, teachers	Lesson Plan Feedback and Walk-through feedback.	March, 2021 - May, 2021		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

## 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			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			