

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

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

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

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

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

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

[DCSI Job Description](#)

Campus Name:		District Coordinator of School Improvement (DCSI) Name, Role:	
Hawthorne Academy		Maria Cordova	
Campus Number:		Superintendent Name:	
015907179		Pedro Martinez	
Date:			
Tuesday, November 10, 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	San Antonio ISD	Campus Name	Hawthorne Academy	Superintendent	Pedro Martinez	Principal	Valerie Walker
District Number	015907	Campus Number	015907179	District Coordinator of School Improvement (DCSI)	Mrs. Cordova	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Sandra Slough
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.					Maria Cordova - 12/14/2020	
Principal Supervisor <i>*Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.						
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Valerie Walker - 12/14/2020	
Board Approval Date	14-12-2020						
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://rplsrv1.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.			<p>Domain 1: For the 2020/2021 school year, our campus will increase our Domain 1: Approaches to 72%, Meets to 37%, and Masters to 13%. This will drive our overall rating to 73 rating for 2021. Rationale: Based on the students participating in online learning and in-person and our most recent MAP data, we know this goal is achievable.</p> <p>Domain 2B: Our goal for growth in Domain 2 is overall 74. This would be a result of a 5% increase in Approaches and Meet, and a 1% in Masters. Rationale: Our Economically Disadvantaged percentage of 74%. Therefore we need to set an ambitious but reachable growth score.</p> <p>Domain 3: We will increase our Domain 3 to an overall 74 in 2021. We must achieve 7/14 student groups meeting the targets for academic achievement and 10/14 student groups meeting the targets for growth. Rationale: Of the 14 eligible indicators/subgroups, only 3 met the target. Data indicates that our campus needs to implement strong Tier 1 instruction and differentiated instructional strategies to help our students in achieving growth across all indicators and to achieve at least a Meets level.</p>			
	What changes in student group and subject performance are included in these goals?			<p>Domain 1: All subjects are included in these goals, but we have a particular focus on Math and Reading. We will prioritize adding one year's growth to all of our students. Domain 2B: We are prioritizing increasing the achievement levels of our economically disadvantaged students. Domain 3: We are prioritizing all students, Hispanic students, economically disadvantaged students, English language learners, and special education students.</p>			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?						
CAMPUS FOCUS AREAS							
Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				2 - Planning for Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3 - Beginning Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				2 - Planning for Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				2 - Planning for Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				2 - Planning for Implementation			
5.3 Data-driven instruction.				2 - Planning for Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texas.esf.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://texas.esf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.1		5.3				
Rationale	Although teachers submit lesson plans, lessons continue to lack the level of rigor and alignment necessary to close the learning gaps. Upon review, it was apparent through the data and daily activities that students were not mastering the content. An objective driven lesson focuses exactly what teachers want our students to know and demonstrate. Therefore, the focus needs to be on an objective-aligned lesson plan and the daily formative assessment coupled with aggressive monitoring.		Our teachers were focused on bottom-line, whole class data rather than analyzing specific student data to drive and inform their next instructional moves including small groups, intervention and enrichment. Teachers and administration did not track data consistently to inform instruction. Data-driven instruction uses information gathered from formative and summative learning results to determine the most effective and influential next steps in instruction.				
How will the campus build capacity in this area? Who will you partner with?	Internally, we will utilize PLC, faculty meetings and PD days to provide professional development with the assistance of our instructional coaches, principal, and district Instructional Specialists. We will also collaborate with other academies within content areas.		We will partner with Instructional Specialists through PLC and PD to ensure ALL teachers are provided targeted professional development in a research-based system of collecting data, analyzing data, interpreting data, and knowing what to do for each of our students based on that data.				

Barriers to Address throughout this year	We need to change mindsets on the value of planning and daily formative checks. We also need to create a culture of formative mindfulness in which all lessons are designed around the standards and are flexible based on formative results. There is a general lack of knowledge and understanding of how to create aligned assessments.	There is a time management, mindset and skill barrier to address throughout the year to successfully complete the cycle of analyzing data, developing reteach plans which includes analysis of student work during PLCs.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Monthly Principal Chats and Family Engagement Nights are also forums to keep our students and parents abreast of our progress on benchmark assessments, simulations and campus data towards achieving our overall 78. The campus leadership team and teachers will share best practices relate to how they engage students in the objective and how they focus their assessments on meeting the whole objective. In order to create buy-in, we will create focused, actionable feedback and job-embedded professional development.	Monthly Principal Chats and Family Engagement Nights are also forums to keep our students and parents abreast of our progress on benchmark assessments, simulations and campus data towards achieving our overall 78. The campus leadership team and teachers will share best practices relate to how they engage students in the objective and how they focus their assessments on meeting the whole objective. In order to create buy-in, we will create focused, actionable feedback and job-embedded professional development.	
Desired Annual Outcome	Teachers utilize weekly PLCs to collaborate and create objective-aligned lesson plans and formative assessments with appropriate rigor and prioritization of TEKS to plan for instruction, intervention and enrichment. The campus instructional coaches provide effective feedback on all formative assessments to ensure alignment. In an effort to improve results and mastery across all grade levels, the principal reviews the feedback given. The administrative team circles back through walk-throughs to observe intentional checking for understanding that is aligned to the objective and the formative assessment.	Teacher teams use their protected time built into the master schedule to meet weekly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	

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

You will choose which tested subjects to track for these indicators.

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 enforce access, select the blue tab and click the Freeze Rows button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							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	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	75	79	CBA	79	47	CBA	79	36	STAAR SIMULATION	79	79	
		All	All	Reading	Meets	STAAR	37	41	CBA	41	17	CBA	41	13	STAAR SIMULATION	41	41	
		All	All	Reading	Masters	STAAR	15	19	CBA	19	6	CBA	19	4	STAAR SIMULATION	19	19	
		All	All	Mathematics	Approaches	STAAR	78	82	CBA	82	59	CBA	82	73	STAAR SIMULATION	82	82	
		All	All	Mathematics	Meets	STAAR	42	46	CBA	46	26	CBA	46	38	STAAR SIMULATION	46	46	
		All	All	Mathematics	Masters	STAAR	20	24	CBA	24	9	CBA	24	14	STAAR SIMULATION	24	24	
		All	All	Science	Approaches	STAAR	66	70	CBA	70	51	CBA	70	43	STAAR SIMULATION	70	70	
		All	All	Science	Meets	STAAR	30	34	CBA	34	24	CBA	34	17	STAAR SIMULATION	34	34	
		All	All	Science	Masters	STAAR	12	14	CBA	14	7	CBA	14	5	STAAR SIMULATION	14	14	
		All	All	Social Studies	Approaches	STAAR	65	69	CBA	69	39	CBA	69	69	STAAR SIMULATION	69	69	
		All	All	Social Studies	Meets	STAAR	15	19	CBA	19	9	CBA	19	42	STAAR SIMULATION	19	19	
		All	All	Social Studies	Masters	STAAR	5	9	CBA	9	4	CBA	9	18	STAAR SIMULATION	9	9	
		All	All	Writing	Approaches	STAAR	70	74	CBA	74	39	CBA	74	26	STAAR SIMULATION	74	74	
All	All	Writing	Meets	STAAR	32	36	CBA	36	6	CBA	36	8	STAAR SIMULATION	36	36			
All	All	Writing	Masters	STAAR	9	13	CBA	13	2	CBA	13	2	STAAR SIMULATION	13	13			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco DIs	Reading	Meets	STAAR	33	37	CBA	37	16	CBA	37	11	STAAR SIMULATION	37	37	
		All	Hispanic	Reading	Meets	STAAR	34	38	CBA	38	17	CBA	38	13	STAAR SIMULATION	38	38	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco DIs	Mathematics	Meets	STAAR	34	38	CBA	38	24	CBA	38	33	STAAR SIMULATION	38	38	
		All	Hispanic	Mathematics	Meets	STAAR	37	41	CBA	41	26	CBA	41	39	STAAR SIMULATION	41	41	
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	43	47	CBA	47	32	CBA	47	14	STAAR SIMULATION	47	47	

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	9
Desired Annual Outcome	Teachers utilize weekly PLCs to collaborate and create objective-aligned lesson plans and formative assessments with appropriate rigor and prioritization of TEKS to plan for instruction, intervention and enrichment. The campus instructional coaches provide effective feedback on all formative assessments to ensure alignment. In an effort to improve results and mastery across all grade levels, the principal reviews the	Teacher teams use their protected time built into the master schedule to meet weekly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	
Desired 90-day Outcome	Campus administration conducts 15 weekly walk-throughs and provides constructive feedback within 2 days regarding objective-aligned lessons and aggressive monitoring.	By the end of cycle 1, 100% of all teachers will understand the function and systems involved in professional learning communities and their proficiency level in deep data dives will increase by 40%.	
Barriers to Address During this Cycle	We need to change mindsets on the value of planning and daily formative checks. The administrative team is not calibrated on the look-fors in snapshot walk-throughs and how to provide feedback.	There is a time management, mindset and skill barrier to address throughout the year to successfully complete the cycle of analyzing data, developing reteach plans which includes analysis of student work during PLCs.	
District Actions for this Cycle	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and including primary grades math and reading.	The district ensures that schools receives timely, detailed data reports for assessments that they provide and grade. Instructional Specialists provide professional development on individualizing intervention and enrichment plans.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	

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>While we made progress on our focus areas, we did not meet our weekly walk-through/feedback goal due to failure to prioritize instructional over operational needs. Adjustments have been made in operational roles to free up opportunities to prioritize admin getting into classrooms. Teachers' proficiency levels did increase to our desired percentage due to professional development from our instructional specialists and accountability through</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not achieve our student performance goals. Lesson plans and observational walk-throughs indicate that 40% of our teachers understand and regularly, effectively implement objective-aligned checks for understanding at the depths of knowledge to achieve our performance goals. In addition, teachers share that they aren't sure how to implement re-teach/intervention plans within the course time.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>We will carryover all of the Action Steps from Cycle 1 to Cycle 2.</p>	<p>The administrative team will prioritize walk-through observations to provide corrective feedback, and we will provide professional development on re-teach plans/in-course interventions (based on the outcome of the checks for understanding and formative assessments). The leadership team will also prioritize instructional practice reviews in our leadership team meetings. Teachers will begin informal learning walks using the "See/Like/Change" model.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	5
Desired Annual Outcome	Teachers utilize weekly PLCs to collaborate and create objective-aligned lesson plans and formative assessments with appropriate rigor and prioritization of TEKS to plan for instruction, intervention and enrichment. The campus instructional coaches provide effective feedback on all formative assessments to ensure alignment. In an effort to improve results and mastery across all grade levels, the principal reviews the feedback given. The administrative team circles back through walk-throughs to observe intentional checking for understanding that is aligned to the objective and the formative assessment.	Teacher teams use their protected time built into the master schedule to meet weekly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	
Desired 90-day Outcome	Increased student engagement by 20% with virtual learning students. 100% of teachers are planning CFUs and daily exit ticket mastery is above 75% mastery	Each teacher will create and implement an action plan for students based on performance on tested content area assessments.	
Barriers to Address During this Cycle	Teachers consistently planning for CFUs and using a variety of types of formative assessments. We need to change mindsets on the value of planning and daily formative checks. We also need to create a culture of formative mindfulness in which all lessons are designed around the standards and are flexible based on formative results.	Teachers develop effective action plans based on individual student analysis and needs. Assuming all students can physically return to campus, a barrier will be addressing learning loss as a result of the pandemic.	
District Actions for this Cycle	The district provides professional development in Learning Targets/Content Objectives, how to align the student-friendly objectives with the curriculum and how to align assessments with the lesson objective.	The district provides professional development in Intervention planning and how to assign and design intervention plans to student groups based on individual needs.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	

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>We did not meet all, but we did make progress. We had an aggressive observation/feedback schedule and completed a significantly higher amount of walk-throughs and observations than we completed in the 1st cycle. Scheduling/Calendarizing our purposeful walk-throughs help us stick with them.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No - we did not. Although our student attendance was on target, our students were not completing assignments and demonstrating their level of mastery so that teachers knew how to support them. Our work completion rate was low compared to student attendance.</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 style="text-align: center;">Carryover Action Steps</p> <p>Administration will continue to conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach); since work completion was low, administration will continue to give feedback about Checking for Understanding but focus it on questioning that will signify whether or not adjustments in instruction need to be made.</p>	<p style="text-align: center;">New Action Steps</p> <p>Next cycle, we will begin learning walks and peer-feedback on exit tickets. We will focus on high yield instructional strategies and exit tickets that actually have students demonstrate mastery of the stated content objective.</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	Teachers utilize weekly PLCs to collaborate and create objective-aligned lesson plans and formative assessments with appropriate rigor and prioritization of TEKS to plan for instruction, intervention and enrichment. The campus instructional coaches provide effective feedback on all formative assessments to ensure alignment. In an effort to improve results and mastery across all grade levels, the principal reviews the feedback given. The administrative team circles back through walk-throughs to observe intentional checking for understanding that is aligned to the objective and the formative assessment.	Teacher teams use their protected time built into the master schedule to meet weekly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	0
Desired 90-day Outcome	100% of teachers make effective and appropriate adjustments to their objective-aligned lesson plans based on recurring analysis of formative assessment data.	100% of teachers make effective and appropriate intervention plans based on recurring analysis of individual student formative assessment data.	
Barriers to Address During this Cycle	A barrier will be the administrative team balancing time to ensure active monitoring of ALL planning and assessment protocols within the feedback coaching cycle.	A barrier will be the administrative team balancing time to ensure active monitoring of ALL intervention planning and teaching sessions.	
District Actions for this Cycle	The district ensures access to high-quality simulation and formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.	The district continues to ensure the provision of effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	If the principal supervisor provides regular coaching to the principal on the implementation of the improvement cycle and the principal's development of the instructional leadership team; and the district ensures the campus has access to high-quality unit tests for all tested grade and subjects and the district provides timely access to assessment results, then the campus will develop and maintain effective, data-driven instructional practices, improve the quality and alignment of objective-aligned lessons and formative assessments, and campus leaders will engage in instructional leadership practices that are more effective and supportive to improve overall student achievement.	0

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
Aggressive Monitoring Professional Development	1, 2	12/1-2/28, 2020	IS Support	Principal	Walk-through Data	Weekly		
Monitor Formative Assessment Aligned to Learning Target	1	12/1-2/28, 2020	IS Support	Principal	PLC Artifact, Formative	Weekly		
Walk-Throughs with face-to-face feedback	1	12/1-2/28, 2020	Performance Matters	Principal	Walk-through Data	Weekly		

Focus on Aggressive Monitoring in PLC	1, 2	12/1-2/28, 2020	IC Support	Principal	Walk-through Data	Weekly		
Exit Tickets and Check For Understanding at DOK3 and 4	1, 2	12/1-2/28, 2020	IS Support	Principal	PLC Artifact, Exit Tickets, Walk-through Data	Weekly		
Learning Walks "See/Like/Change"	1	February-March 2021	Student Data binders; student profiles, MAP data, benchmark	Administration	Campus Student STAAR Data Sheet	March 31, 2021		
Arrange observation calendar to prioritize feedback to teachers with lower student mastery on assessments, specifically CBAs	1, 2	March-May 2021	Data tracker, observation calendars	Principal Assistant Principal	Observation Outlook calendars	Ongoing		
Students and teachers track data for TEKS mastery and hold parent conferences with students who are not meeting data goals.	1, 2	End of March 2021	Classroom Student Data Tracker	Teachers, Students	calendars, sign in sheets	March 31, 2021		
Weekly one-to-one meetings with principal and ILT	1, 2	March-May 2021	ILT agendas	ILT	Agendas and feedback	May-21		
Analyze interim assessment data (MAP, CBA data) to create STAAR projections and intervention plans.	1, 2	February-March 2021	MAP data, STAAR data tracker, campus projection data	Research and Evaluation department, Principal, Assistant Principal	Data tracker	Feb-21		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

END OF YEAR REFLECTION

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
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

