

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:

MAVERICK ELEMENTARY

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

Eric Wicker - Senior Executive Director

Campus Number:

015907150

Superintendent Name:

PEDRO MARTINEZ

Date:

Monday, November 30, 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	SAISD	Campus Name	Maverick Elementary	Superintendent	Pedro Martinez	Principal	Leila Garza
District Number	015907	Campus Number	000000150	District Coordinator of School Improvement (DCSI)	Eric Wicker	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	Shannon Allen

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.	Eric Wicker - 11/29/2020
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.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Leila Garza, 11/29/2020
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://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Raw Score: 39; Scale Score: 67 Rationale: Our 2020-2021 goal remains the same as our 2019-2020 goal due to not testing last school year. Domain 2B: Raw Score: 39; Scale Score 74 Rationale: Our 2020-2021 goal remains the same as our 2019-2020 goal due to not testing last school year. Domain 3: Raw Score 73; Scale Score 76 Rationale: Our 2020-2021 goal remains the same as our 2019-2020 goal due to not testing last school year.
	What changes in student group and subject performance are included in these goals?	We are closely monitoring Hispanic and Eco Dis student groups because these groups were the closest to hitting the mark. We strongly feel with hyper monitoring these groups closely, we can hit their targeted goals.
	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.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	We believe as a campus, teachers have taken steps in submitting lesson plans that are aligned to grade level standards and DDI calendars. However, the gaps we face are grade levels are at different stages of including all of the success criteria and the preparation of pacing guides and exemplars for the lessons.	The campus is continuing to strengthen their implementation of Data Driven Instruction. Time to collect, analyze and change instruction will be a campus-wide initiative.	
How will the campus build capacity in this area? Who will you partner with?	Utilize the district specialist and campus instructional coach to provide support and training.	Provide training and practice creating and implementing DDI. Utilize the district specialist and campus instructional coach to provide support and training.	
Barriers to Address throughout this year	Teachers may feel that the time needed to create concurrent lesson plans will be overwhelming. The district lesson plans requirement does not require lesson plans to this extent. Time for teachers to develop lesson plans and time for admin to review them.	Being able to collect the data but not having the time to re-evaluate the data. It takes time to review the data and plan for the CIAP.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	In our monthly parent smore, our stakeholders will be informed of our cycle goals and progress towards these goals. We create buy-in by providing stakeholders with an opportunity to provide the campus with feedback through a survey attached to the smore.	In our monthly parent smore, our stakeholders will be informed of our cycle goals and progress towards these goals. We create buy-in by providing stakeholders with an opportunity to provide the campus with feedback through a survey attached to the smore.	
Desired Annual Outcome	All teachers will create, submit, and implement written lessons that are objective driven, have differentiated paths of instruction to meet varied learners, and include daily formative assessment along with exemplars. Campus leaders will review lesson plans weekly for alignment to standards, scope & sequence and expected rigor.	All grade levels, Pre-K - 5, will use Data Driven Instructional practices, procedures, and protocols in order to develop responsive instructional actions plans to address student academic needs.	
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	

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: 60/20/20.

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 combination 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 (EWM) track an average of Approaches, Meets and Masters (as one number)

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

High School or K-12 Campuses should use one number that is in relation to COMB.

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 you 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 changes in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

Core Metrics	Sub-Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% of Assessments									2021 Accountability Goal
									Cycle 1			Cycle 2			Cycle 3			
									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	68		BOY MAP	55	58	MOY MAP	55	62	STAAR	65	45	70
		All	All	Reading	Meets	STAAR	35		BOY MAP	36	36	MOY MAP	36	39	STAAR	42	35	44
		All	All	Reading	Masters	STAAR	14		BOY MAP	14	16	MOY MAP	14	18	STAAR	18	9	20
		All	All	Mathematics	Approaches	STAAR	68		BOY MAP	55	52	MOY MAP	55	51	STAAR	65	31	70
		All	All	Mathematics	Meets	STAAR	27		BOY MAP	40	34	MOY MAP	35	26	STAAR	44	13	46
		All	All	Mathematics	Masters	STAAR	19		BOY MAP	19	16	MOY MAP	19	8	STAAR	23	10	25
		All	All	Science	Approaches	STAAR	42		November CBA	50	52	MOY MAP	54	55	STAAR	56	26	60
		All	All	Science	Meets	STAAR	12		November CBA	14	22	MOY MAP	14	15	STAAR	18	4	20
		All	All	Science	Masters	STAAR	2		November CBA	4	6	MOY MAP	6	0	STAAR	8	0	10
		All	All	Social Studies	Approaches	STAAR			November CBA									
		All	All	Social Studies	Meets	STAAR			November CBA									
		All	All	Social Studies	Masters	STAAR			November CBA									
		All	All	Writing	Approaches	STAAR	64		November CBA	53	25		45		STAAR	55	19	65
		All	All	Writing	Meets	STAAR	19		November CBA	25	13		25		STAAR	31	6	40
All	All	Writing	Masters	STAAR	7		November CBA	4	7		8		STAAR	9	0	10		
2. Domain 2 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Academic Achievement	Reading	Hipanic	STAAR	14		November CBA	35	19		25		32		37	
		All	Academic Achievement	Mathematics	Hipanic	STAAR	27		November CBA	38	18		25		35		40	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Growth	Reading	Eso-Dia	STAAR	63		November CBA	62			63		64		64	
		All	Growth	Mathematics	Hipanic	STAAR	68		November CBA	68			68		69		69	
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	43			43			44		45		36	

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers will create, submit, and implement written lessons that are objective driven, have differentiated paths of instruction to meet varied learners, and include daily formative assessment along with exemplars. Campus leaders will review lesson plans weekly for alignment to standards, scope & sequence and expected rigor.	All grade levels, Pre-K - 5, will use Data Driven Instructional practices, procedures, and protocols in order to develop responsive instructional actions plans to address student academic needs.	
Desired 90-day Outcome	All teachers are successful in submitting aligned lesson plans, feedback is consistent in content, teachers are reflective in feedback and make adjustments as needed. We will continue to use this strategy even after the goal has been met.	Teachers have been given training in DDI and the time to practice and make adjustments. By the end of the 90-day period, teachers will be utilizing and implementing components of DDI during grade level PLCs. PLC time will be aligned with the guiding questions for the instructional cycle.	
Barriers to Address During this Cycle	Teachers having to adjust to include submitting reading plans that are for in-person and remote learners. Having the time, less if lessons are submitted late, to see the follow-through with feedback, for admin to submit feedback and teachers to respond.	The majority of our students are remote and the data is not accurate. Teachers need to have accurate data, to include anecdotal notes, small group time to have a true picture of students.	
District Actions for this Cycle	District Instructional Specialists will collaborate with campus Leadership Team to establish an Instructional Support Team that will provide individualized coaching to teachers on goal setting, data analysis, and lesson planning.	District Instructional Specialists will meet weekly with grade-level teams to support the creation of TEKS aligned lesson plans and daily formative assessments.	
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will utilize an adopted data tracker following common formative assessment in ELAR/SLAR, Math, & Science to create and implement CIAP.	5.3	Ongoing	Research based trackers	Teachers, Mrs. Ivy	DDI calendar	11/30/2020	Some Progress	We need to have student data from teachers to show formative assessments.
Professional development opportunities will be offered to staff around Data-Driven Instruction in order to build capacity.	5.3	11/3/2020-11/30/20		Admin	PD Questionnaire and sign-in sheet	11/30/2020	Met	
Campus leaders will establish procedures for lesson plan submissions in order to provide frequent feedback for the alignment to standards, the scope and sequence, and the expected level of rigor.	5.1	8/17/20-9/4/2020	Canvas; lesson plan template	Admin	Written feedback in canvas, unit planning templates	11/30/2020	Met	
Admin team will provide lesson plan feedback weekly to the same grade level teams for consistency to ensure objective-driven daily lesson plans with formative assessments are aligned with standards.	5.1	9/4/2020-ongoing	Calendarize feedback time	Mrs. Garza, Mrs. Williams, & Mrs. Ivy	Written feedback in Canvas	11/30/2020	Met	
Campus leaders will plan and organize the use of a campus -wide data tracker to monitor the progress of all students and provide evidence-based feedback to teachers. Campus leaders will develop a data conference log.	5.3	11/2/20-11/30/20	Research and Evaluation Data Time w/ Carol Williams	Admin	Data Tracker, data conference log with teacher feedback	11/30/2020	Some Progress	ongoing with support from Carol Williams
To effectively unpack the standard into knowledge and skills 40% of Teachers will use these resources for planning: Lead4ward field guides and Lead4ward resource content builders, Frog Street and the scope and sequence as aligned to Frog Street.	5.3	ongoing	Lead4ward log-ins, apps, membership codes	Teachers	Written feedback in canvas, unit planning templates	11/30/2020	Some Progress	feedback on lesson plans for lead4ward resource content builders

In order to effectively determine key conceptual and procedural gaps, 40% of teams will have a weekly PLC agenda item for *academic analysis of student data, allotted 10-15 min per PLC (no more than 15 minutes). This data will be based on weekly teacher formative assessments. *(Team discretion as to what subject to analyze and what formative assessment)

In order to effectively determine key conceptual and procedural gaps, 40% of teams will have a weekly PLC agenda item for *academic analysis of student data, allotted 10-15 min per PLC (no more than 15 minutes). This data will be based on weekly teacher formative assessments. *(Team discretion as to what subject to analyze and what formative assessment)	5.3	ongoing	PLC agendas in team drives	ILT, Teachers	PLN agenda	11/30/2020	Some Progress	Teams start collecting formative data on a selected TEKS and have time in PLN to address formative data.
In order to create consistency, 100% of teachers will attend the same DDI training.	5.3	11/4/2020	Training	Admin, Teachers	sign-in sheet	11/30/2020	Met	
In order to address the effectiveness of instructional resources utilized by teachers for reteaching, the ILT will evaluate these resources to ensure that they be aligned to standards needed for student corrective actions plans for reteach.	5.3	11/30/2020	Research based resources/recommendations	Ivy, ILT	vetting of materials	11/30/2020	Some Progress	Jan: ILT members bring resources and we look through them
In order to meet frequently and regularly for in-depth conversations about formative and interim student data, campus will establish a PLC schedule to allow for a 90 minute block each week	5.3	11/2/2020	Cafeteria coverage; iPad cart for students to use for health	Admin	Master Calendar	11/30/2020	Met	
In order to make timely adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration, administrators will train 100% of staff on a data analysis protocol to be utilized by each grade level	5.3	By Nov 30		Admin	Agendas	11/30/2020	Significant Progress	ongoing, take steps to include formative assessments in using the data analysis protocol
Maverick will set goals in Fact Fluency and Reading Fluency (utilizing MAP Fluency) for the campus. ILT will establish the tracking criteria and teachers will determine the tracking artifact to be made visible in both the classrooms and hallways.	5.3	by Nov. 30		ILT, Teachers	Class & Student Trackers	11/30/2020	No Progress	Jan ILT meeting agenda item to set the goals and establish the criteria

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?	The 90 outcome for 5.1 has been met, teachers have been submitting lesson plans on canvas, admin team members are giving consistent feedback and teachers are adjusting lesson plans as needed. The 90 day outcome for 5.3 has been met, we have evidence in our agendas of teachers using the DDI protocol, all agendas are aligned with guiding questions.
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	At this time grade levels are working to address the barriers to learning that students have incurred as a result of the remote learning environment. To address the barriers to learning teachers are routinely reviewing summative assessment. To improve, teachers will need to consistently implement a DDI protocol when utilizing formative assessments to measure progress throughout units of instruction.
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	Carryover Action Steps	New Action Steps
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<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>Teachers will utilize an adopted data tracker for formative assessments. Teachers will show Lead4ward resource content builders in their lessons. ILT will spend time evaluating resources and time to set goals to show student data campus wide.</p>	
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Essential Action: Pre-populates from the 'Foundations' tab.

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers will create, submit, and implement written lessons that are objective driven, have differentiated paths of instruction to meet varied learners, and include daily formative assessment along with exemplars. Campus leaders will review lesson plans weekly for alignment to standards, scope & sequence and expected rigor.	All grade levels, Pre-K - 5, will use Data Driven Instructional practices, procedures, and protocols in order to develop responsive instructional actions plans to address student academic needs.	
Desired 90-day Outcome	Campus leaders will ensure most written lesson plans are implemented with fidelity measured through classroom observations and student artifacts. Teachers will discuss evidence of learning in PLC meetings weekly. Teachers will provide evidence of resources used to plan instruction.	Most teachers will be able to implement the DDI practices when planning and delivering instruction. Student data is positively impacted by CIAP practices.	
Barriers to Address During this Cycle	Unforeseen changes to lesson plans due to absences, technology issues, etc. Campus leaders having the time to visit classrooms and provide feedback on written lesson plans.	Clarifying possible misconceptions about corrective instruction action plans vs. spiraling content when student data reflects academic gaps in Tier 1 instruction. Consistent implementation across grade levels with DDI practices to include: Backwards planning, data trackers, data analysis protocols, and corrective instruction action plans.	
District Actions for this Cycle	District Instructional Specialists will collaborate with campus Leadership Team to establish an Instructional Support Team that will provide individualized coaching to teachers on goal setting, data analysis, and lesson planning.	District Instructional Specialists will meet weekly with grade-level teams to support the creation of TEKS aligned lesson plans and daily formative assessments.	
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
70% of Teachers will use these resources for planning: Lead4ward field guides and Lead4ward resource content builders in effort to create objective-driven lesson plans with formative assessment aligned to standards.	5.1	ongoing	Lead4ward resources	Teachers	Lesson Plan	2/28/21	Significant Progress	Continue to add L4W strategies and document within lesson plans.
*academic analysis of student data. This data will be based on weekly teacher formative assessments. *(Team discretion as to what subject to analyze and what formative assessment)	5.3	12/1/20-2/28/21		ILT, Admin	PLC Agendas	2/28/21	Some Progress	Tighten up on weekly formative assessments reviews and ensure that each teacher is using a formative assessment tracker routinely.
70% of teachers implement DDI to identify trends in student misconceptions, and determine the root cause of student misconceptions.	5.3	12/1/20-2/28/21		Teachers	DDI Calendars, Data Analysis Protocols	2/28/21	Some Progress	Be sure to fill in the bottom of the protocols to be able to determine the misconceptions.
100% of teachers are attending training to address reteaching students (CIAP), which includes, addressing misconceptions, understanding key points, creating assessments, reteaching and reassessing. <u>Training will include follow-ups.</u>	5.3	ongoing		Admin, Teacher	sign-in	2/28/21	Met	Trainings specific to support CIAP
In order to meet frequently and regularly for in-depth conversations about formative and interim student data, campus will maintain a PLC schedule to allow for a 90 minute block each week. Teacher Leaders, in collaboration with Administrators, will facilitate PLC meetings.	5.3	ongoing		Admin	Master schedule	2/28/21	Met	
In order to make timely adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration, 70% of teachers will use the data analysis protocol for unit and district assessments.	5.3	Dec 1	Protected PLC time	admin	plc agenda and admin attendance	2/28/21	Met	Be sure to fill in the bottom of the protocols to be able to determine the misconceptions.
In order to make adjustments to instructional delivery in real time, 70% of teachers will utilize an informal tracker. During PLCs, teams will review the formative assessment data to inform instruction decisions and effective instructional strategies.	5.3	Dec 1 - EOY	Examples and time to create	Grade level teams	Trackers; PLC agenda	2/28/21	Met	We do well with data analysis protocol but need to get to the distribution frequency to group kids for small groups/identifying gaps. Teams come together with raw data done so that can discuss the groupings, trends, etc during PLC
70% of teachers will have implemented a fact fluency and reading fluency tracker and made visible in both the classrooms and hallways in effort to foster student ownership and goal setting.	5.3	ongoing	data in hallway	Teacher Teams	Visibility of student progress trackers in classrooms and hallways	2/28/21	Some Progress	Fluency trackers -- need to create tracker for math and reading. Implement better in Cycle 3. Math training has happened for it but need to create. GEC has done a great job with this!
Campus leaders will visit 65% of classrooms to ensure lesson plans are implemented in alignment to what is written in effort to ensure our students are receiving high quality instruction.	5.1	12/1/20- ongoing	Calendar for scheduling	Admin	Feedback logs; PLC minutes	2/28/21	Met	
Campus leaders will utilize the data tracker to monitor the progress of all students and provide evidence-based feedback to teachers in order to ensure progress and attainment of campus academic goals.	5.3	12/1/20-ongoing	Research and Evaluation Data Tracker	Admin	Completed Data Tracker; Teacher/Admin data conference log	2/28/21	Some Progress	Will adjust goal since no grade level data tracker. Admin will meet with indiv teachers on data

Administration with the help of the district will find training to address reteaching students, which includes, addressing misconceptions, understanding key points, creating assessments, reteaching and reassessing.	5.3	11/30/2020	list of professional development related	Admin	Sign-In for training	2/28/21	Some Progress	Some sessions with Rdg and Math ICs. Additional PDs coming around new resources
Assessment data will be analyzed in PLCs (Unit Assessment, Screener Data, MAP, CBAs, CFAs, etc.) and arrange observation calendar to prioritize feedback to teachers with lower student mastery. Followed by coaching and support as necessary (cont.).	5.3	ongoing	time and student data	Teachers	PLC agendas	2/28/21	Some Progress	Make sure we have plan to meet students needs: get with admin for model teaches, visiting other teachers

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?	The 90 day outcome for 5.1 has been met with the Administrative team ensuring that most written lesson plans are delivered with fidelity as evidenced through classroom visits and student artifacts visible in the classroom and on the learning platforms (Canvas & Seesaw). The 90 day outcome for 5.3 has been met, we have evidence in our PLC agendas and Data meetings that most teachers are effectively using DDI practices including planning and implementing CIAP practices.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	At this time, we did not achieve our student performance goals. Our metrics changed from cycle 1 CBA assessments to cycle 2 MOY MAP data. During cycle 2, the campus only had 25-30% of student enrollment learning in-person which has shown a major barrier for student success.	
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
	1. 70% of teachers will have implemented a fact fluency and reading fluency tracker and made visible in both the classrooms and hallways in effort to foster student ownership and goal setting. 2. Campus leaders will utilize the data tracker to monitor the progress of all students and provide evidence-based feedback to teachers in order to ensure progress and attainment of campus academic goals.	In order to address the current hybrid learning environment, our teachers will focus on using the data to plan small group instruction and intervention to close student academic gap. The administrative team will focus on providing feedback on small group & intervention plans as well as routinely meeting on MTSS students.

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers will create, submit, and implement written lessons that are objective driven, have differentiated paths of instruction to meet varied learners, and include daily formative assessment along with exemplars. Campus leaders will review lesson plans weekly for alignment to standards, scope & sequence and expected rigor.	All grade levels, Pre-K - 5, will use Data Driven Instructional practices, procedures, and protocols in order to develop responsive instructional actions plans to address student academic needs.	
Desired 90-day Outcome	Campus leaders will ensure all written lesson plans are implemented with fidelity measured through classroom observations and student artifacts. Teachers will discuss evidence of learning in PLC meetings weekly. Teachers will provide evidence of resources used to plan instruction.	All teachers will implement DDI practices when planning and delivering instruction. Student data is positively impacted by CIAP practices.	
Barriers to Address During this Cycle	Fidelity of 3-5 lesson plans to meet the needs of students during the state testing season (countdown plans based on student academic needs). Campus leaders having the time to visit classrooms and provide feedback on written lesson plans.	Clarifying possible misconceptions about corrective instruction action plans vs. spiraling content when student data reflects academic gaps in Tier 1 instruction. Consistent implementation across grade levels with DDI practices to include: Backwards planning, data trackers, data analysis protocols, and corrective instruction action plans.	
District Actions for this Cycle	District Instructional Specialists will collaborate with campus Leadership Team to establish an Instructional Support Team that will provide individualized coaching to teachers on goal setting, data analysis, and lesson planning.	District Instructional Specialists will meet weekly with grade-level teams to support the creation of TEKS aligned lesson plans and daily formative assessments.	
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	

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
100% of Teachers will use these resources for planning: Lead4ward field guides and Lead4ward resource content builders in effort to create objective-driven lesson plans with formative assessment aligned to standards.	5.1	ongoing	Lead4ward resources	Teachers	Lesson Plan	5/30/21	Met	
100% of teams will have a weekly PLC agenda item for *academic analysis of student data. This data will be based on weekly teacher formative assessments. *(Team discretion as to what subject to analyze and what formative assessment)	5.3	3/1 - EOY		ILT, Admin	PLC Agendas	5/30/21	Significant Progress	Data needs to be used in every PLN. Will be met when all grade levels have a designated time to talk about data.
100% of teachers implement DDI to identify trends in student misconceptions, and determine the root cause of student misconceptions.	5.3	3/1 - EOY		Teachers	DDI Calendars, Data Analysis Protocols	5/30/21	Met	
100% of teachers are effectively delivering a CIAP written by them based on students data and will be delivered as a reteach for students with real-time feedback.	5.3	3/1 - EOY		Teachers	CIAP plans, Data	5/30/21	Some Progress	All teachers need to create CIAP's based on student data. This goal will be met when all grade levels are
In order to make timely adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration, 100% of teachers will use the data analysis protocol for unit and district assessments.	5.3	3/1 - EOY	None	Admin; ILT; Teams	Agendas; Trackers; Student data	5/30/21	Met	
Teacher Leaders will facilitate PLC meetings with support from Administrators.	5.3	3/1 - EOY		Admin; ILT	PLC Agendas	5/30/21	Met	
In order to make adjustments to instructional delivery in real time, 100% of teachers will utilize an informal tracker. During PLCs, teams will review the formative assessment data to inform instruction decisions and effective instructional strategies.	5.3	3/1 - EOY	None	Admin; ILT; Teams	Agendas; Trackers; Student data	5/30/21	Met	

100% of teachers will have implemented a fact fluency and reading fluency tracker and made them visible in both the classrooms and hallways in effort to foster student ownership and goal setting.	5.3	EOY		Teacher Teams	Visibility of student progress trackers in classrooms and hallways	5/30/21	Significant Progress	All grade levels need a visible tracker.
Campus leaders will visit 100% of classrooms to ensure lesson plans are implemented in alignment to what is written in effort to ensure our students are receiving high quality instruction.	5.1	12/1/20- ongoing	Calendar for scheduling	Admin	Feedback logs; PLC minutes	5/30/21	Met	
Campus leaders will utilize the data tracker to monitor the progress of all students and provide evidence-based feedback to teachers in order to ensure progress and attainment of campus academic goals.	5.3	12/1/20-ongoing	Research and Evaluation Data Tracker	Admin	Completed Data Tracker; Teacher/Admin data conference log	5/30/21	Some Progress	There was not a data tracker that shows the school's data. Teachers had meetings with admin
Teachers will focus on planning and delivering small group/intervention plans to close learning gaps of students. Administrative teams will provide feedback on plans and monitor for instructional delivery.	5.1	3/1- EOY	MOY MAP data reviews; PD for small group delivery in hybrid setting	Teachers & Admin	Lesson Plan & Lesson Plan feedback	5/30/2021	Significant Progress	Teams have small group plans linked to their weekly lesson plans. Plans are submitted for

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?
 The 90 day outcome for 5.1 has been met with the Administrative team ensuring that all written lesson plans are delivered with fidelity as evidenced through classroom visits and student artifacts visible in the classroom and on the learning platforms (Canvas & Seesaw). Additionally, 5.1 was also met through evidence of data analysis in weekly PLC meetings as well as lesson plans that included resources used to plan and develop instruction. The 90 day outcome for 5.3 has not been entirely met, although we have evidence in our PLC agendas and Data meetings that all teachers are effectively using DDI practices as well as data analysis to target student progress and growth we are lacking evidence that student progress has been impacted by the implementation of the CIAP.

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

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	CIAP will be a continued focus.	The campus will focus on teacher's developing and implementing weekly CIAPs as well as small group lesson plans that outline how teachers will utilize pre and post assessments.

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	5.1	5.3	0

<p>Desired Annual Outcome</p>	<p>All teachers will create, submit, and implement written lessons that are objective driven, have differentiated paths of instruction to meet varied learners, and include daily formative assessment along with exemplars. Campus leaders will review lesson plans weekly for alignment to standards, scope & sequence and expected rigor.</p>	<p>All grade levels, Pre-K - 5, will use Data Driven Instructional practices, procedures, and protocols in order to develop responsive instructional actions plans to address student academic needs.</p>	
<p>Did the campus achieve the desired outcome? Why or why not?</p>	<p>Yes, teachers lesson plans are aligned, included the essential components in every weekly plan as the year progressed. Campus leaders reviewed plans weekly and gave feedback on a weekly basis.</p>	<p>Yes, all grade levels used DDI practices, procedures and protocols.</p>	

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://texasese.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://texasese.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.2 Effective classroom routines and instructional strategies	5.3 Data-driven practices	5.4 MTSS for students with learning gaps and supporting students needing enrichment.
Rationale	As a campus we have not decided on high yield strategies. There is a lack of discussion of how we are teaching TEKS during PLNs.	The campus is continuing to consistently strengthen their implementation of Data Driven Instruction. Time to collect, analyze and adjust instruction will be a campus-wide initiative. To create action steps regularly after reviewing data.	Through administrative observational and student data it has been determined the need for consistent practices in the use of high impact interventions and enrichment for identified students.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	In our monthly parent smore, our stakeholders will be informed of our cycle goals and progress towards these goals. We create buy-in by providing stakeholders with an opportunity to provide the campus with feedback through a survey attached to the smore.	In our monthly parent smore, our stakeholders will be informed of our cycle goals and progress towards these goals. We create buy-in by providing stakeholders with an opportunity to provide the campus with feedback through a survey attached to the smore.	In our monthly parent smore, our stakeholders will be informed of our cycle goals and progress towards these goals. We create buy-in by providing stakeholders with an opportunity to provide the campus with feedback through a survey attached to the smore.
Desired Annual Outcome	By the end of the year 100% of classrooms will implement high yield instructional strategies in order to maximize instructional times. Through professional learning communities, teachers will introduce, model and practice high yield strategies.	By the end of the year all teachers will use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in students misconceptions, determine the root cause as the why students may not have learned the concept, and create plans to reteach.	All teachers will utilize a Maverick data protocol in order to identify students with significant learning gaps and enrichment. All teachers will plan for the delivery of differentiated instruction, implement these plans, and monitor student progress.
Desired 90-Day Outcome	The campus leadership team will identify the high yield instructional strategies. By the end of August 100% of campus staff will be trained in how to implement one strategy per month.	The campus leadership team will identify a data protocol and train staff on how to use it.	The campus leadership team will develop and present a Maverick data protocol so by the end of August 100% of our teachers will be trained on the protocol. 100% of teachers will be trained in MTSS, including Branching Minds.
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity in this area by creating stronger observation-feedback cycles to teachers and PLCs on levels of effective implementation for each stage of "pushing in" the different components of each structure. The observation-feedback cycles will be scheduled with teacher input. We will work with specialists from the Curriculum, Instruction, and Assessment department as well as the Department of School Improvement for professional learning and observation-feedback opportunities.	The campus will build capacity in this area by creating stronger observation-feedback cycles to teachers and PLCs on levels of effective implementation for each stage of "pushing in" the different components of each structure. The observation-feedback cycles will be scheduled with teacher input. We will work with specialists from the Curriculum, Instruction, and Assessment department as well as the Department of School Improvement for professional learning and observation-feedback opportunities.	The campus will build capacity in this area by creating stronger observation-feedback cycles to teachers and PLCs on levels of effective implementation for each stage of "pushing in" the different components of each structure. The observation-feedback cycles will be scheduled with teacher input. We will work with specialists from the Curriculum, Instruction, and Assessment department as well as the Department of School Improvement for professional learning and observation-feedback opportunities.

Barriers to Address throughout the year	Teachers fully supporting the use of instructional practices. Teachers modeling best practices/strategies to their peers.	Staff may not fully understand the purpose data-driven practices. Time management to complete data driven planning practices may be a barrier.	Teachers adjusting to creating differentiated lesson plans for small group instruction and progress monitoring based on student data consistently. Using a new protocol for student data will take time for teachers to use proficiently.
District Actions for this Cycle	The principal supervisor will leverage district stakeholders and resources to provide professional learning opportunities and systems of observation and feedback to campus leadership on the level of implementation.	The principal supervisor will leverage district stakeholders and resources to provide structures and systems of impactful data talks and will establish a system of observation and feedback to campus leadership on the level of implementation.	The principal supervisor will leverage district stakeholders and resources to provide the campus with systems and processes for interventions and extensions and systems of observation and feedback to campus leadership on the level of implementation.
District Commitment Theory of Action	If SAISD ensures access to high-impact instructional strategies, routines, and resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then achievement gaps at Maverick will close.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	If SAISD provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) and has effective systems for identifying and supporting struggling learners then teachers at Maverick will be able to be able to close the achievement gaps.

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Leadership team will research best practices to be integrated into all classrooms during the first quarter. The focus will be on classroom management and establishing a healthy classroom culture.	5.2	July 12-August 2, 2021	Research-based high yield instructional strategies; Teach Like a Champion; Harry Wong resources	ILT	Gathered Strategies and calendar of integration	8/2/21		
Leadership team will research protocols to be integrated into observation/feedback cycles for the integration of best practices.	5.2	July 12-August 2, 2021	Research best practice protocols	ILT	Researched protocols	8/2/21		
All teachers will be trained on one high yield strategy to be used consistently in the classroom setting the stage for classroom routines and expectations.	5.2	August 2-31, 2021	Research-based high yield instructional strategies	ILT & Teachers	Training Sign-In Sheet; Lesson Plans; Walk-throughs	8/31/21		
Campus Leadership Team will develop a Maverick data protocol. Teachers will be trained on how to use the data protocol and begin implementation.	5.4	July 12-August 31, 2021	SAISD R&E Support; Example of Protocols	ILT	Maverick Data Protocol	8/31/21		

