

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:

Ogden Academy

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

Angelica Romero

Campus Number:

015907157

Superintendent Name:

Pedro Martinez

Date:

Tuesday, October 20, 2020



STUDENT DATA

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

For Domain 1, enter the 2020 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 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 file 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 (EPMs) 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 CIMS.

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 file in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% 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		Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	52%		ELS Interim	21%	14.00%	ELS Interim	40%	16%	MAP EDY	50%	75%		
		All	All	Reading	Meets	STAAR	21%		ELS Interim	7%	5%	ELS Interim	22%	6%	MAP EDY	17%	50%		
		All	All	Reading	Masters	STAAR	6%		ELS Interim	2%	1%	ELS Interim	9%	2%	MAP EDY	10%	12%		
		All	All	Mathematics	Approaches	STAAR	54%		ELS Interim	24%	20%	ELS Interim	41%	23%	MAP EDY	58%	75%		
		All	All	Mathematics	Meets	STAAR	24%		ELS Interim	11%	2%	ELS Interim	26%	6%	MAP EDY	41%	50%		
		All	All	Mathematics	Masters	STAAR	11%		ELS Interim	1%	0%	ELS Interim	8%	1%	MAP EDY	11%	15%		
		All	All	Science	Approaches	STAAR	36%		District CBA	13%	16%	District CBA	29%	N/A	MAP EDY	40%	60%		
		All	All	Science	Meets	STAAR	13%		District CBA	1%	4%	District CBA	20%	N/A	MAP EDY	30%	30%		
		All	All	Science	Masters	STAAR	4%		District CBA	0%	2%	District CBA	13%	N/A	MAP EDY	11%	15%		
		All	All	Social Studies	Approaches	STAAR	N/A		District CBA	22%	27%	District CBA	37%	N/A	MAP EDY	52%	60%		
		All	All	Social Studies	Meets	STAAR	N/A		District CBA	7%	8%	District CBA	18%	N/A	MAP EDY	30%	30%		
		All	All	Social Studies	Masters	STAAR	N/A		District CBA	0%	0%	District CBA	8%	N/A	MAP EDY	11%	15%		
		All	All	Writing	Approaches	STAAR	33%		ELS Interim	11%	4%	ELS Interim	28%	N/A	MAP EDY	40%	60%		
		All	All	Writing	Meets	STAAR	15%		ELS Interim	2%	2%	ELS Interim	12%	N/A	MAP EDY	21%	25%		
All	All	Writing	Masters	STAAR	4%		ELS Interim	1%	4%	ELS Interim	8%	N/A	MAP EDY	11%	15%				
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	ELL	Reading	Meets	STAAR	20%		ELS Interim	3%	2%	ELS Interim	15%	3%	MAP EDY	27%	29%		
		All	ELL	Mathematics	Meets	STAAR	21%		ELS Interim	5%	1%	ELS Interim	17%	3%	MAP EDY	29%	40%		
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	SPED	Reading	Meets	STAAR	0%		ELS Interim	2%	2%	ELS Interim	14%	6%	MAP EDY	28%	29%		
		All	SPED	Mathematics	Meets	STAAR	2%		ELS Interim	0.50%	3%	ELS Interim	12.50%	5%	MAP EDY	24%	25%		
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	42%		TELPAS Writing Prompt Practice	Baseline data*	Scoring not complete	TELPAS Practice Exam "Asynchronous Exam"	Baseline data*	N/A	TELPAS Practice Exam	36%	36%		

*Year to 2019-2020 COVID the test dates we have in 2019. We are doing a RP practice to determine a baseline on students for their writing prompts and the practice exam we will set goals for each other students take each component and track mastery towards the practice exam in late Cycle 2.

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	Ogden Academy	Superintendent	Pedro Martinez	Principal	Nicanora Martinez
District Number	15907157	Campus Number	00000157	District Coordinator of School Improvement (DCSI)	Angelica Romero	ESC Number	20
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2018-2019	Was TAP Implementation Ordered or Voluntary?	Ordered	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.	Angelica Romero, 10/20/2020
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.	Celestina De La Garza, 9/20/2020
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.	Nicanora Martinez, 10/20/2020
Board Approval Date	November 2, 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://rptswr1.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: Students will meet a 70% in approaches, 40% meets, and 15% in masters across all of our exams. Rationale: This is the number that will have us meet a letter grade C in the achievement domain score which is crucial since it is likely we will not have growth to consider this school year as a result of COVID in SY 2019-2020.</p> <p>Domain 2B: Students will meet a 70% in approaches, 40% meets, and 15% in masters across all of our exams. In addition, in reading and math 46% of students will achieve meets. Rationale: Based on the numbers here, and our relative performance to other districts, we would score a strong C (79). This is especially important since we will not be able to rely or consider growth as a result of COVID in SY 2019-2020.</p> <p>Domain 3: In Closing the Gaps we will need to meet 11 out of the 14 subpops and close the gap with these sub pops to receive a C in this domain. As a result, our goal is to meet 11 out of the 14 sub pops in the areas of meets for both math and reading. Rationale: We are unable to rely on growth this SY as a result of COVID in SY 2019-2020 so in order to receive a C we need to focus on the percentage of students at meets. We will narrow down which 11 sub pops we will focus on once our snapshot data is tallied.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: In the student achievement domain students Reading Movement and Goal: In 2019, 21 % at Meets --> In 2021, 50% at Meets Math Movement and Goal: In 2019, 24% at Meets --> In 2021, 50% at Meets Writing Movement and Goal: In 2019, 15% at Meets --> In 2021, 25% at Meets Science Movement and Goal: In 2019, 13% at Meets --> In 2021, 30% at Meets We had no prior data in Social Studies to compare to our 2021 goal.</p> <p>Domain 2B: In SY 2019, based on relative performance we were not able to achieve a D. We had met a scale score of a 54, and are aiming to achieve a scale score of 79.</p> <p>Domain 3: In Closing the Gaps we met 1 sub-pop in 2019 and this year we will need to meet 11 out of 14. The sub pops we will focus on are in student achievement in both reading and math for our SPED, ELL, All, Hispanic, Eco Dis, and for our Continuously Enrolled sub pop in reading. These make up the 11 out of 14 sub pops we are aiming for.</p>

If applicable, what goals has your campus set for CCMR and Graduation Rate?

N/A

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.3
Rationale	Student culture is a major priority as we shift to consolidating the primary and We will partner up with Relay Lab Schools, teachers within the school, and our colleagues at Relay GSE who will help us to think through and consider specific items related to Culturally Responsive Teaching that can affect who and what initiatives we may listen to on campus- and whose feedback is heard and not heard.	Our teachers will need support to navigate the changing dynamics of teaching We will partner with Relay Lab Schools and collaborate closely with the district in the areas of science and social studies. In writing, we have worked with Wit and Wisdom and Reading Reconsidered (our K-5 and 6-8 ELA curriculum) to think through the structure we use in writing and how it aligns to TEKS and STAAR preparation for both writing and reading.	In order to do well with 4.1, we also need to focus on 5.3 and implement Data We will partner with Relay Lab Schools and RELAY GSE to provide us with feedback and insight on the implementation of the data-driven practices. We will also get assistance identifying and addressing the gaps that were exposed as a result of virtual learning. In addition, we will partner with the district to help support us with MAP overviews that will help determine best student specific and classroom specific goals that we need to achieve to meet our EOY goals.
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout this year	- Teachers don't have a strong vision and core value statement to align their	- Teacher familiarity with incorporating specific supports for our English	
How will you communicate these priorities to your stakeholders? How will	We shared our draft goals and priorities with staff at the beginning of the	We shared our draft goals and priorities with staff at the beginning of the	We shared our draft goals and priorities with staff at the beginning of the
Desired Annual Outcome	80% of staff retention year to year	EOY Goals:	EOY Goals:
District Commitment Theory of Action	If district, RLS and school leadership team policies and practices align with and	If RLS, the district's, and school leadership team's annual academic calendar	If RLS, the school leadership team, and the district policies and practices

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	3.1	4.1	5.3
Desired Annual Outcome	<p>80% of staff retention year to year Teacher satisfaction meets or exceeds the top quartile average for the district on the Insight Survey. We will focus specifically on the following metrics: - The % of staff meets the top quartile average for the district on the Insight Survey for Leadership - The % of staff meets the top quartile average for the district on the Insight Survey for Learning Environment - The % of staff meets the top quartile average for the district on the Insight Survey for Instructional Planning for Student Growth - Increase Attendance to 95% - Decrease failure rate to under 10%</p> <p>By the end of the year, our teachers will know the mission, vision, and values in the school and will be able to name the steps and decisions made to help us create a safe environment with high expectations. Our teachers, students, and families will name that they have felt a part of the decision making process in the school and will state there is common alignment across all stakeholders.</p>	<p>EOY Goals: Increase overall Campus student achievement on STAAR at the "Meets" level for all grade levels and all subjects from 11% to 40% And, on MAP, see a 75% of our students meeting their growth goals.</p> <p>2021 Reading goal: Meets at 46% 2021 Math goal : Meets at 46% 2021 Writing goal : Meets at 25% 2021 Science: Meets at 30% 2021 Social Studies: Meets at 30% in 2021 60% of Ogden Kinder students will score at average or higher on MAP reading and 70% at average or higher on math assessments by EOY. 50% of Ogden 1st grade students will score at average or higher on MAP reading and 60% at average or higher on math assessments by EOY. 50% of Ogden 2nd grade students will score at average or higher on MAP reading and 75% at average or higher on math assessments by EOY. 75% of Ogden PK students will score at average or higher on assessment in reading and 80% at average or higher on math assessment by EOY.</p>	<p>EOY Goals: Increase overall Campus student achievement on STAAR at the "Meets" level for all grade levels and all subjects from 11% to 40% 75% growth in math and reading for all students and all subgroups based on MAP</p> <p>2021 Reading goal: Meets at 46% 2021 Math goal : Meets at 46% 2021 Writing goal : Meets at 25% 2021 Science: Meets at 30% 2021 Social Studies: Meets at 30% in 2021 60% of Ogden Kinder students will score at average or higher on MAP reading and 70% at average or higher on math assessments by EOY. 50% of Ogden 1st grade students will score at average or higher on MAP reading and 60% at average or higher on math assessments by EOY. 50% of Ogden 2nd grade students will score at average or higher on MAP reading and 75% at average or higher on math assessments by EOY. 75% of Ogden PK students will score at average or higher on assessment in reading and 80% at average or higher on math assessment by EOY.</p>
Desired 90-day Outcome	In the 90 days, we will have administered our first internal "Insight survey" round and will have seen at least a 10% increase from last year in the <i>Instructional Planning for Student Growth, Learning Environment and Leadership</i> .	In the 90 days we will have unit plans adjusted in 90% of our scope and sequences based on student gaps and understandings from the previous year. We will have started the process of unit planning on both campuses and adjusting our unit planning to include corrective instructional plans based on first round of assessments.	In the 90 days, we will have administered our first round of IAs and CBAs, and scores will remain at least equal to the averages from the BOY scores in 2019. We will implement the first round of analysis meetings following BOY MAP and our first Interim Assessments our student take. Based on these meetings, teachers and leaders will identify student gaps, errors in student misunderstanding, and where and how to reteach students in the upcoming 6-8 weeks before our next round of assessments.
Barriers to Address During this Cycle	- Teachers do not have a strong vision and core value statement to align their beliefs with, and leaders have not made this readily available to	- Our school tends to be compliance focused regarding our English Language Learners and MTSS. We need to ensure that we not only focus	- COVID-19 has created gaps that impact both what our students learned in 19-20 and were not able to learn at the end of the year, and it has
District Actions for this Cycle	RLS provided time for leaders to refine and rollout their specific vision	SAISD has provided quality templates for our Social Studies and Science	RLS has rolled out the MAP and Interim Assessment (IA) analysis process
District Commitment Theory of Action	If district, RLS and school leadership team policies and practices align with and promote school culture then we will meet our goals in 3.1	If RLS, the district's, and school leadership team's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will meet our EOY academic goals and those listed in 4.1.	If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven instruction and practices- access to data, resources in interpreting the data in graphics, in schools then we will meet our EOY academic goals and those listed in 5.3.

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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Post the vision and mission statement created in the summer in hallways and provide to staff members to refer to.	3.1	September 1 2020 / November 30 2020	poster paper or chart paper, printer, Mission statement	DOO	Vision and missions	November 30, 2020	No Progress	Not yet. Principal will follow up with Director of Operations. They were ordered on November 6th and waiting on follow up as of November 17th
Identify specific staff survey questions that will help guide us toward checking in on progress towards Insight survey taken at the end of the year.	3.1	September 1 2020 / November 30 2020	insight survey from previous year, esf framework aligned to insight survey, a PD date to roll out the insight survey for the fall	RLS, Principals	Staff Survey, feedback to staff with next step, CLT review feedback	October 23, 2020	Met	
Institute a first "Insight survey" round in mid October to take a temperature check on progress	3.1	September 1 2020 / November 30 2020	Insight survey, roll out introduction from principals	RLS, Principals, Teachers	Insight Survey	October 23, 2020	Met	We will review the data and determine an action plan from the resulting survey during the week of November 2nd.
Campus Leadership Team- elect the Campus leadership team to support decisions around student culture, staff culture and family engagement	3.1	September 1 2020 / November 30 2020	District resources, email and talking points rollout to staff. agenda template	Principal	Finalize Roles and responsibilities	October 30, 2020	Met	Nominations are done- these will be submitted and completed by October 30th.

Schedule a follow up on Relationship building and Culturally Responsive Teaching with staff members	3.1	September 1 2020 / November 30 2020	TEA asynchronous session materials, summer session on School culture	EP, Principal, Instructional Leaders	Next steps list	November 3, 2020	Met	Focus on Relationship Building for students - Leaders began with reviewing trauma based practices to support Culturally responsive teaching and building stronger relationships this school year. Will follow up with new round of PD on January 11th.
Rollout to staff different types of grade team meetings and the purpose of these meetings (Weekly Data meetings, Unit Planning meetings, Internalization meetings, MTSS/ELL meetings, etc.)	3.1	September 1 2020 / November 30 2020	PD session and chart, grade team meeting time to roll out whole staff	Principals, Instructional Coaches	Next Steps, Action Steps, Walkthrough feedback	October 5, 2020	Met	
At the start of family engagement activities (example BINGO Night), we kick off with a 10-15 minute academic focus/goal/need the campus is striving for and how families can support at home.	3.1	September 1 2020 / November 30 2020	How to access Canvas and Zoom sessions, TIP PPT	EP, Principals, Instructional Coaches	Sign In Sheets, Agendas, Presentations	October 29, 2020	Met	We completed a meeting in early September regarding Canvas support and other virtual supports. We will roll out the TIP at the next family night meeting with families on October 29.
Roll out Unit Overviews and round 2 of Unit Planning with completed Unit overviews to staff	4.1	September 1 2020 / November 30 2020	PD Session, unit overview to staff	IS, Principals, and Instructional Coaches	Protocols, Next Steps	October 9, 2020	Met	
Hold Consistent ELL and MTSS meetings and brainstorm ways to include the use of Flipgrid and other supports for ELL students	4.1	September 1 2020 / November 30 2020	Agendas for meetings	EP, Principals, Instructional Coaches, MTSS & ELL coordinators, and teachers	Agendas,	November 30, 2020	Significant Progress	These have started and have been scheduled throughout the year. We will continue to hold these until the end of Cycle 1.
Conduct a practice TELPAS writing sample collection process	4.1/5.3	September 1 2020 / November 30 2020	Logistics, prompts, protocols	RLS, Principals, MTSS & ELL coordinators, and teachers	Meeting Agendas, Protocols	October 22, 29, November 5, 12, 19	Significant Progress	First week completed. We are in the middle of our process of completing TELPAS writing samples.
Conduct our data analysis meeting following MAP to identify priority standards and TEKS to embed in upcoming unit plans	4.1/5.3	September 1 2020 / November 30 2020	Protocol	Principals, Instructional Coaches	Agendas	October 15, 2020	Met	We will continue Analysis after every assessment.
Conduct our data analysis meeting following IAs to identify standards to focus in on and reteach and standards to monitor progress following the IA.	4.1/5.3	September 1 2020 / November 30 2020	Protocol	Principals, Instructional Coaches	Agendas	November 13, 2020	Met	We will continue Data Analysis after every assessment. The first IA round will be completed on November 6th and November 13th.

<p>Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas</p>	<p>5.3</p>	<p>September 1 2020 / November 30 2020</p>	<p>Logistics, protocols</p>	<p>RLS, Principals, Instructional Coaches and teachers</p>	<p>Protocols, Presentations, Agendas</p>	<p>November 20, 2020</p>	<p>Significant Progress</p>	<p>PD is occurring on November 13- how to create eduphoria quizzes with a rollout to begin November 20 with the first Math Quiz. We will need to carry this over to Cycle 2.</p>
<p>Students set specific student goals related to benchmarks which we will be doing based on our campus goals and their BOY MAP</p>	<p>3.1/5.3</p>	<p>September 1 2020 / November 30 2020</p>	<p>Protocols, Student Goal Sheets</p>	<p>RLS, Principals, FACE, Instructional Coaches and teachers</p>	<p>Student Goal sheets</p>	<p>October 30, 2020 and November 13, 2020</p>	<p>Significant Progress</p>	<p>We will complete the process of identifying student specific goals following our first round of Interim Assessments.</p>
<p>To engage families, inform families in face to face meetings or virtual conferences about student specific goals for their students between quarter 1 and quarter 2</p>	<p>3.1/5.3</p>	<p>September 1 2020 / November 30 2020</p>	<p>Presentations, Talking Points, Resources from RLS or SAISD</p>	<p>EP, Principals, FACE, and Culture team or Instructional Coaches</p>	<p>Sign In Sheets, Agendas, Trackers</p>	<p>November 3, 2020</p>	<p>Some Progress</p>	<p>Report Card Conferences will occur at the end of each nine weeks. We are still working to get 100% of our families in for a family conference. Will review one last time on November 30th to determine whether we need to roll this over.</p>

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>At this point in Cycle 1 we can anticipate that we will have met all 3 desired outcomes for this TIP. We were able to meet these outcomes because we had strategically planned the action steps in Cycle 1 at the start of the school year. At this point, however, we are unsure of whether our interim assessment data is comparable to last year's BOY assessment data. We anticipate it may be lower due to COVID-19, however, we are hopeful that the data does come out comparable. If the data is similar, this will be due to the unit planning process we took in the start of the school year and again in October to address student gaps created from the end of the year (SY 19-20) as a result of the transition to virtual learning. However, there are some action steps that are still outstanding and we were unable to complete and we will carry these items over into Cycle 2. We were unable to complete these action steps because we had to prioritize some immediate and urgent needs related to COVID, virtual learning, and staff/student re-entry into the school building.</p>
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>The formative goals set for Cycle 1 were set so that we achieved at least the same Interim Assessment scores as our first IA round in 2019. Given COVID we believed that this would provide us with a baseline and allow us to see how similarly prepared our students were for this school year. In most cases, except for a few cases where our students took the District CBAs for the first time, our students did not meet the formative goals for Cycle 1. This was not a surprise, and while we were hoping to see improvement, our hope was that our scores remained stable from this year to last year. The biggest differences between last year Cycle 1 and this year's Cycle 1 were in our Approaches and Meets bands for both reading and math, and our Approaches band in Writing. Our assessments were nearly identical to last year's Cycle 1 assessments so the rigor provided in both assessments were nearly identical. Since we did not write the assessments for the District CBAs we cannot make a determination as to whether the rigor was changed from last year to this year.</p> <p>As for not meeting the formative goals for Cycle 1 we believe that this is due to two factors. Factor 1 is that we were only providing in person instruction for half the time in Cycle 1 to about 30% or less of the student population in Grades 3-8. We want to increase the amount of students receiving in person instruction in the coming weeks during Cycle 2 to support student growth. In addition, during Cycle 1, our teachers were, and still are, concurrently teaching in person students and remote learning students. We believe this is difficult for our teachers to do and monitor student mastery well. We will be looking to roll out schedules that provide teachers time to teach in person students and remote learning students separately during the core content areas of math and reading.</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>	<table border="1"> <thead> <tr> <th data-bbox="871 479 1449 511">Carryover Action Steps</th> <th data-bbox="1449 479 2053 511">New Action Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="871 511 1449 943"> <p>- Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas</p> </td> <td data-bbox="1449 511 2053 943"> <p>- Roll out specific action steps related to data and outcomes from Fall Staff Insight Survey</p> <p>- Hold regular Weekly data meetings for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught.</p> <p>- We will continue to cycle through action steps related to unit planning, English Language Learners and our MTSS meetings, and our Data Driven Instruction meetings related to MAP and Interim Assessments.</p> <p>- To increase student engagement online and during Interim Assessments and MAP we will hold family conferences with the families of students who have low attendance rates and/or did not have their students complete testing at the BOY and create family contracts with these families.</p> <p>- Provide more in person instruction to students who are currently remote learning off campus.</p> <p>- Adjust the teaching schedule to provide time for teachers to teach remote learning or in person instruction and not both concurrently.</p> </td> </tr> </tbody> </table>	Carryover Action Steps	New Action Steps	<p>- Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas</p>	<p>- Roll out specific action steps related to data and outcomes from Fall Staff Insight Survey</p> <p>- Hold regular Weekly data meetings for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught.</p> <p>- We will continue to cycle through action steps related to unit planning, English Language Learners and our MTSS meetings, and our Data Driven Instruction meetings related to MAP and Interim Assessments.</p> <p>- To increase student engagement online and during Interim Assessments and MAP we will hold family conferences with the families of students who have low attendance rates and/or did not have their students complete testing at the BOY and create family contracts with these families.</p> <p>- Provide more in person instruction to students who are currently remote learning off campus.</p> <p>- Adjust the teaching schedule to provide time for teachers to teach remote learning or in person instruction and not both concurrently.</p>
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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	3.1	4.1	5.3
Desired Annual Outcome	80% of staff retention year to year	EOY Goals:	EOY Goals:
Desired 90-day Outcome	In these 90 days we will have administered our second internal	In these 90 days, our teachers will begin to unit plan with the data in	In these 90 days, in our approaches bands we will see an increase of
Barriers to Address During this Cycle	<ul style="list-style-type: none"> - Our teachers have a lot more responsibilities when it comes to ensuring students are participating in lessons, completing assignments, and taking their assessments. We will need to support teachers in this by utilizing our FACE team and also ensuring there are more direct connections between leaders and families to support content communication. - Due to social distancing and a concern around staff and student safety, meeting virtually versus in person has it's limitations in building investment from teachers and also from students. Conversations and lessons take longer in the virtual world. As a result, we are working towards providing agendas earlier for teachers before meeting, rolling out new initiatives earlier to gather feedback prior to "officially" starting a new initiative and gathering feedback in the form of frequent surveys to teachers and families. - Students learning remotely have less opportunities to engage in classroom content and to build quality relationships with teachers thus making engagement "lower" in remote learning. We are working, this cycle, to increase family engagement opportunities, providing teachers with professional development opportunities to increase engagement with ALL learners (especially our ELLs), and increasing professional development around how to address trauma and building student relationships during this time. 	<ul style="list-style-type: none"> - Virtual meetings can take longer especially when reviewing and addressing student needs. In addition, we need more time with students on campus for those that are having difficulty engaging online. We will need to find time within the school day to bring in remote learners to provide additional in person teaching to these students. This will impact our professional development schedule that we currently have in place with teachers. As a result, we will move to an alternate schedule to increase in person learning and provide additional PLC time during the school week to our teachers. 	<ul style="list-style-type: none"> - Ensuring that all of our scholars who are remote learners complete their Interim Assessments and MAP MOYS since this was a concern during Cycle 1. We will increase outreach prior to the start of MAP MOY and the second round of IAs. - We are unsure of whether the data is valid when students take MAP and Interim Assessments at home. As a result, we are going to increase the number of in person testers for MAP and Interim Assessments during this cycle. - In addition, we need more time with students on campus for those that are having difficulty engaging online. We will need to find time within the school day to bring in remote learners to provide additional in person teaching to these students.
District Actions for this Cycle	RLS provided time for leaders to refine and rollout their specific vision	SAISD has provided quality templates for our SS and Science teachers	The district is providing some funding for MAP administration during
District Commitment Theory of Action	If district, RLS and school leadership team policies and practices align with and promote school culture then we will meet our goals in 3.1	If RLS, the district's, and school leadership team's annual academic calendar includes days for school-based professional development	If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong

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
Roll out specific action steps related to data and outcomes from Fall Staff Insight Survey	3.1	October 23, 2020	Survey	RLS, Principals	feedback Leadership Protocol Review CLT Review/Feedback	February 1, 2021	Met	
Use CLT to address concerns re: staff culture & initiatives	3.1	December 1 2020 / February 20 2021	Agenda, Data from internal Insight Survey, Protocol	Principal	Agendas CIP	February 5, 2021	Met	
To engage families, inform families in face to face meetings or virtual conferences about student specific goals for their students between quarter 2 and quarter 3	3.1/5.3	December 1 2020 / February 20, 2021	Scripts, Presentations, Talking Points, Zoom	EP, Principals, FACE and Culture team or Instructional Coaches	Sign In Sheets Presentations	February 26, 2021	Some Progress	Use Remind as a resource to engage families and prioritize failing families in the next round of conferences.
Students and teachers update specific student goals based on MAP MOY and IA#2	3.1/5.3	January 29, 2021	Student goal sheet, MAP reports, IA reports, school specific goals, sub pop data, protocol and PPT for in class goal setting	RLS, Principals, Instructional Coaches	Goals Sheet	February 12, 2021	Met	
Continue Unit Planning for Round 3 of Unit planning based on MAP and IA results and on adjustments needed based on data	4.1	December 1, 2020 / February 2021	PD Session, unit overview to staff	IS, Principals, and Instructional Coaches	Unit Planning Documents Pacing Guides	February 26, 2021	Significant Progress	All grade teams have an updated unit calendar, however not all teachers and/or leaders attended from Ogden. We are working with our team to hold teachers/leaders accountable to participating in unit planning meetings.

<p>Hold regular Weekly data meetings for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught.</p>	<p>5.3</p>	<p>December 1, 2020 / February 20, 2021</p>	<p>WDM Protocol Sheets Student work</p>	<p>IS, Principals, and Instructional Coaches</p>	<p>WDM Coaching Notes</p>	<p>Weekly February 26, 2021</p>	<p>Some Progress</p>	<p>Some grade teams and leaders consistently held weekly data meetings, while some grade teams and leaders did not. There was a lack of follow through with these specific leaders which we are addressing in the next cycle by checking that leaders have scheduled their meetings as well as have a planned weekly data meeting prepared every week.</p>
<p>Weekly leadership walkthroughs focused on rigor/academic looks fors to support students meeting their goals</p>	<p>5.3</p>	<p>December 1, 2020 / February 20, 2021</p>	<p>Observation Feedback Tracker Look For Protocol Student Goals Sheets</p>	<p>IS, Principals, and Instructional Coaches</p>	<p>Observation Feedback Tracker Documents</p>	<p>Weekly February 26, 2021</p>	<p>Significant Progress</p>	<p>While most weeks this continues to occur, leaders are not providing real time feedback to teachers to strengthen their skill of real time feedback. We will focus our walkthroughs next cycle on this area of growth.</p>
<p>Facilitate TELPAS Practice Labs and practice sessions on campus</p>	<p>4.1/5.3</p>	<p>December 7, 2020 / February 26, 2021</p>	<p>TELPAS Planning Resources</p>	<p>EP, Principals, ELL coordinators, and teachers</p>	<p>TELPAS Planning Guide, TELPAS Meeting Notes, Practice Protocols, RLS Leader Calendar</p>	<p>February 26, 2021</p>	<p>Met</p>	
<p>Continue the consistent ELL and MTSS meetings and brainstorm ways to include the use of Flipgrid and other supports for ELL students</p>	<p>4.1</p>	<p>December 7, 2020 / February 26, 2021</p>	<p>Logistics, prompts, protocols</p>	<p>RLS, Principals, MTSS & ELL coordinators, and teachers</p>	<p>Branching Minds, Coaching Agendas, Practice Protocols, RLS PD Calendar</p>	<p>February 26, 2021</p>	<p>Met</p>	

Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas	5.3	December 7, 2020 / February 26, 2021	Logistics, protocols	RLS, Principals, Instructional Coaches and teachers	Next Steps list, student data, Launch Agendas	February 26, 2021	Some Progress	All quizzes were created however some classrooms did not consistently give the quiz to students. There was a lack of follow through with leaders in this aspect and ensuring all teachers were completing their quizzes and there was follow through in the form of a weekly data meeting with teachers.
Professional Development: TELPAS, PLD's, & refresher for 7 Steps	4.1/5.3	November 3 2020 / February 26, 2021	SAISD's Bilingual Dept.	EP, Principals, Instructional Coaches, ELL Coordinators, Teachers	Sign In Sheets	February 26, 2021	Met	
Identify students who did not complete their Assignments and develop a plan with families to have their students complete their next round of assessments.	3.1/4.1	December 1, 2020/February 26, 2021	MAP BOY reports and Interim Assessment reports, teacher input, attendance information	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Quarter 2 Family Conference Tracker	February 26, 2021	Significant Progress	We need to have more student on campus learning over the next few weeks and the remainder of the school year.
Identify students who are struggling to master the content during remote learning and bring them in for additional in person teaching on Friday afternoons.	4.1/5.1	January 15, 2021/Ongoing	Engagement reports, attendance reports, student failure reports, Interim Assessment scores, teacher input, family surveys	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Student re-entry list, Friday Schedule	January 22, 2021	Met	
Shift the schedule to provide time for teachers to teach remote learners and in person learners separately during math and reading in grades 3-8	4.1/5.1	January 12, 2021	Daily Schedule, teacher survey, CLT agenda notes, Blended learning stations	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Revised daily schedule, family schedules, class rosters	January 12, 2021	Some Progress	Only one grade is consistently teaching their core contents to either in person students or remote students. The other grades have not started due to scheduling and lack of follow through by a leader. A new timeline has been created so that this will be done in all grades PK-7 by 4/5.
Identify students who did not complete their MAP BOY and/or Interim Assessments for Round 1 and develop a plan with families to have their students complete their next round of assessments.	3.1/5.3	December 1, 2020/February 26, 2021	MAP BOY reports and Interim Assessment reports, teacher input, attendance information	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Quarter 2 Family Conference Tracker	January 11, 2021	Met	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

<p>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>		
<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>For 3.1 we did not meet our goal of having a 10% increase in our internal insight survey. There was an increase of 6% on instructional</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>No, the goals set were too high and not attainable.</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>3.1: -Reviewing student work during observations and for WDMs.</p>		<p>5.3 Creating instructional plans with teachers for intervention/enrichment as well as maximizing instructional times.</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	3.1	4.1	5.3
Desired Annual Outcome	<p>80% of staff retention year to year Teacher satisfaction meets or exceeds the top quartile average for the district on the Insight Survey.</p> <p>By the end of the year, 80% of our teachers will be able to articulate the mission, vision, and values of the school and will be able to connect instruction and student progress to the decisions made to help us create a safe environment with high expectations. Every teacher will address high expectations reached in class. Our teachers, students, and families will name that they have felt a part of the decision making process in the school and will state there is common alignment across all stakeholders. This desired annual outcome will</p> <p>Systems to support 80% staff retention: - By the end of the year we would have implemented a campus mentor program for 100% of new teachers, 2 staff surveys (in addition to weekly surveys), and 2 community involvement trainings.</p> <p>Deleted due to repetition: We will focus specifically on the following metrics: - The % of staff meets the top quartile average for the district on the Insight Survey for Leadership - The % of staff meets the top quartile average for the district on the Insight Survey for Learning Environment - The % of staff meets the top quartile average for the district on the Insight Survey for Instructional Planning for Student Growth</p>	<p>Increase overall Campus student achievement on STAAR at the "Meets" level for all grade levels and all subjects from 11% to 40%. And, on MAP, see a 75% of our students meeting their growth goals.</p> <p>By the end of the year, our curriculum and assessments will be aligned to TEKS. The scope and sequence and our units will prioritize the most essential elements needed to support students in end of year mastery of state standards. In addition, our scope and sequence will provide the necessary time for teachers to provide corrective instruction when students fail or struggle to master state standards. In addition, our scope and sequence and instruction will be designed to meet the needs of students with disabilities and English learners.</p> <p>Systems to support curriculum and assessments' TEKS alignment: - By the end of the year we would have implemented assessment cycles and updated scope and sequence with strong TEKS alignment - By the end of the year we would have scheduled and implemented professional development including Professional Learning Community (PLCs) for each grade level to support their planning and implementation of the curriculum and assessments</p> <p>Deleted due to repetition: 2021 Reading goal: Meets at 46% 2021 Math goal: Meets at 46% 2021 Writing goal: Meets at 25%</p>	<p>Increase overall Campus student achievement on STAAR at the "Meets" level for all grade levels and all subjects from 11% to 40% 75% growth in math and reading for all students and all subgroups based on MAP</p> <p>By the end of the year, instructional leaders and teachers will track and monitor the progress of all students, including students with disabilities and English learners among other student groups for all assessment and quizzes given in school. Teachers and leaders will analyze student data using the student work provided and identify an instructional plan to support student mastery on the errors found in assessments and quizzes. They will identify the root cause of the error and a reteach that targets the root cause. Systematically, teachers and leaders will have protected time in the schedule for bi-weekly data meetings, PLCs, to analyze student work, and quarterly interim assessment meetings to analyze student assessment data. Students and teachers will measure progress towards goals through whole class student growth trackers and individual student specific trackers.</p> <p>Systems to support Data Driven Instruction: - By the end of the year we would have implemented cycles of biweekly data meetings, PLCs, and interim assessment analysis meetings.</p> <p>Deleted due to repetition: 2021 Reading goal: Meets at 46% 2021 Math goal: Meets at 46% 2021 Writing goal: Meets at 25% 2021 Science: Meets at 30% 2021 Social Studies: Meets at 20% in 2021</p>
Desired 90-day Outcome	In these 90 days, the district Insight Survey will be administered.	In these 90 days we will continue to see our teachers are utilizing the	In these 90 days, in our approaches bands we will see an increase of 19% (ELA) and
Barriers to Address During this Cycle	- We anticipate that despite our focus on improving Tier 1 instruction to both remote and in person learners, the amount of time needed to	- We anticipate that the amount of time remote learning takes to adequately address standards for students who are struggling will	- We anticipate we will still have remote learners and families who are hesitant to come onto campus. This will make testing and addressing student gaps more difficult.
District Actions for this Cycle	The district will administer the Insight Survey to all staff employees and will provide us with a detailed survey report that allows us to compare how we did to other district campuses so that we can compare how we did in the areas of respecting and listening to feedback from staff.	We anticipate additional funding for March intersession which we hope to use for both STAAR Simulation (if we are allowed to take the exam earlier), TELPAS completion, and additional tutoring for students who need on campus support that are currently unable to be in person.	We anticipate additional funding for March intersession which we hope to use for both STAAR Simulation (if we are allowed to take the exam earlier), TELPAS completion, and additional tutoring for students who need on campus support that are currently unable to be in person.
District Commitment Theory of Action	If district, RLS and school leadership team policies and practices align with and promote school culture then we will meet our goals in 3.1	If RLS, the district's, and school leadership team's annual academic calendar includes days for school-based professional development	If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven instruction and practices-

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(Maybe requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue to use CLT (teachers, leaders, community member, parent & student) to address concerns re: staff culture & initiatives specifically in the areas addressed in February's state of the school: Leadership, Student Growth, Learning Environment and Professional Development	3.1	March 8, 2021 April 5, 2021 May 3, 2021	Agenda, Data from internal Insight Survey, Protocol	Principal	Agendas CIP	May 14, 2021	Significant Progress	While these meetings occurred, we used this time to review plans for next school year and were not laser focused on the topics from February's state of the school.
Teachers identify students to participate in small group in person tutoring on Friday and focus on targeted TEKS	3.1	January 22, 2021 / May 2021	Student Tracker, attendance lists, failure list	Principals, Teachers, Instructional Coaches, Director of Operations	Friday Roster Attendance sheets, failure rates for each class, lesson plans, State Of Schools Spreadsheet	May 28, 2021	Met	
Family Engagement: Increase Remind accessibility for all stakeholders, including leaders, to support attendance follow up and tracking.	3.1	February 22, 2021- May 31, 2021	Student Registration schoolwide REMIND	RLS, Principals, Registration Teams, FACE Specialist, Data Clerks	Frontline Registration List	May 31, 2021	Met	
To engage families, inform families in face to face meetings or virtual conferences about student-specific goals for their students between quarter 3 and quarter 4. Target first the families whose students are failing and are not consistently attending school remotely and schedule home visits with these families or "virtual online visits" to discuss these student goals. This allows us to target students who are disengaged and failing.	3.1/5.3	March 1, 2021 / May 2021	Scripts, Presentations, Talking Points, Zoom, Attendance reports, Home visit Tracker	EP, Principals, FACE and Culture team or Instructional Coaches	Sign In Sheets Presentations	May 28, 2021	Met	

Students and teachers update specific student goals based on IA #2 and STAAR Simulation and revise unit plans and the pacing calendar accordingly.	3.1/5.3	March 29, 2021/April 9,2021	Student goal sheet, MAP reports, IA reports, school specific goals, sub pop data, protocol and PPT for in class goal setting	RLS, Principals, Instructional Coaches	Goals Sheet	April 9, 2021	Some Progress	While we did adjust the unit plans and the pacing calendars based on the STAAR simulation and IA #2 teachers were unable to pull specific student data to update student specific goals due to the limited amount of information we pulled from the STAAR simulation.
Redesign the structure of the day to allow designated teachers to focus on In-person students while another teacher addresses the remote learners.	4.1	December 2020 (selected grade levels) and school wide by April 5th, 2021	Schedule, logistics and Launch protocol	Principal, instructional coaches, Director of Operations	Powerpoint presentation & schedule	May 28, 2021	Significant Progress	This was done with most grades, however 7th and 8th grade were unable to separate their remote and in person learners due to staff limitations, IEPs and scheduled pull outs conflicting with adjustments in the schedule.
Consistent Unit Planning for Round 4/5 of Unit planning based on MAP and IA results and on adjustments needed based on data. Ensure that all teachers and leaders are participating during these unit planning meetings.	4.1	March 1, 2021 / May 2021	PD Session, unit overview to staff	IS, Principals, and Instructional Coaches	Unit Planning Documents Pacing Guides, Attendance tracker for staff	May 28, 2021	Some Progress	While the unit planning occurred, not all teachers at Ogden participated in unit planning due to a lack of communication and follow through.
Continue the consistent ELL and MTSS meetings and brainstorm ways to include the use of Flipgrid and other supports for ELL students	4.1	March 1 2021 / May 2021	Logistics, prompts, protocols	RLS, Principals, MTSS & ELL coordinators, and teachers	Branching Minds, Coaching Agendas, Practice Protocols, RLS PD Calendar	May 28, 2021		
Leaders schedule and calendar all Weekly Data Meetings for the rest of the school year and include all school leaders and RLS leaders on calendar invites.	5.3	March 1, 2021 / May 2021	MOCHA Assignments Calendar	IS, EP, Principals, Instructional Coaches, AP's & Fellows	Coaching Agendas	May 28, 2021	Some Progress	While some weekly data meetings were completed by some of the school leaders, not all grades and school leaders consistently held these meetings with teachers. There was a lack of follow through on the expectations set.
The operations team created a plan to move furniture to create more space for in person students.	3.1/5.3	March 8, 2021- March 19, 2021	Custodians, Plan to execute	Principal, Secretary & Custodians	Checklist of furniture moves	March 19, 2021	Met	
Following unit planning meetings, leaders will focus their weekly meetings and/or PLCs to internalize upcoming lessons and plan/practice upcoming lessons in the unit.	4.1	March 1, 2021 / May 2021	Leader Calendar Teacher Tracker (with action steps) RLS Calendar Protocol	IS, EP, Principals, Instructional Coaches, AP's & Fellows	Coaching Agendas Leader Calendar Teacher Tracker (with action steps) RLS Calendar Protocol	May 28, 2021	No Progress	These meetings were not calendarized or consistently scheduled by school leaders.
Leaders will plan their weekly data meetings prior to facilitating weekly data meetings.	4.1 & 5.3	March 1, 2021 / May 2021	Leader Calendar WDM Teacher Tracker (with action steps) RLS Calendar Protocol	IS, EP, Principals, Instructional Coaches, AP's & Fellows	Coaching Agendas Leader Calendar Teacher Tracker (with action steps) RLS Calendar Weekly Data Meeting Protocol Weekly Data Meeting Tracker	May 28, 2021	Some Progress	While some weekly data meetings were completed by some of the school leaders, not all grades and school leaders consistently held these meetings with teachers. There was a lack of follow through on the expectations set.

Weekly leadership walkthroughs focused on rigor/academic looks fors to support students meeting their goals and focus walkthroughs on providing real time feedback to teachers.	4.1/5.3	March 1 2021 / May 2021	Observation Feedback Tracker Look For Protocol Student Goals Sheets	IS, Principals, and Instructional Coaches	Observation Feedback Tracker Documents	May 28, 2021	Significant Progress	These walkthroughs were consistently completed, however, real time feedback was not given in all situations when completing walkthroughs because of
intervention/enrichment as well as maximizing instructional times.	5.3	March 1, 2021 / May 2021	Planning Protocols	IS, Principals, Instructional Coaches, AP's & Fellows	Calendar	May 28, 2021	Significant Progress	Some progress was made but this needs to be continued in a consistent basis.
Consistently Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas	5.3	March 1 2021 / May 2021	Logistics, protocols	RLS, Principals, Instructional Coaches and teachers	Next Steps list, student data, Launch Agendas	May 28, 2021	Met	

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?	Yes, Ogden had 80% retention and had 2 program changes which impacted teacher retention. Two teacher resigned, both are moving out of state, and two leaders resigned voluntarily which would make retention at 91% if there were no program changes at the campus. Three teachers (One 5th and 2 special education teachers) were asked to resign by the district since they did not meet the deadlines for their certification requirements, 84% retention. Currently Ogden is a Pre-k through 8th grade campus for school year 21-22 they will be pre- through 5th. Due to this change the 6 middle school teachers, one art, one special ed and one PE teacher will be moved to a middle school campus. Ogden will also be launching the Dual Language Program in grade Pre-k through 2nd and will phase in one grade at a time in the following school years. The impact of this is that 2 regular teachers, the 2 last hired, were displaced. Ogden will have 5 vacancies for next school year: 2 dual language, 2 Special and a classroom teacher.		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, To be determined (partial STAAR data has been received and EOY MAP has not been completed)		
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
	<ul style="list-style-type: none"> -Continue to use the CLT to address concerns and make decisions. -Weekly walkthroughs to focus on rigor/academic looks fors to support students meetings their goals. -Creating instructional plans with teachers for intervention/enrichment as well as maximizing instructional times. 		<ul style="list-style-type: none"> -Completing and implementing a MOCHA chart for assigned projects and completion timelines. -Delineating expectations for each assignment given for all roles in relation to job responsibilities. -Holding Bi-weekly meetings with Leadership to review the status of the action items and their completion. -Owners update their assignment sheet weekly to review in the weekly check in with Principal.

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	3.1	4.1	5.3

<p>Desired Annual Outcome</p>	<p>80% of staff retention year to year Teacher satisfaction meets or exceeds the top quartile average for the district on the Insight Survey. We will focus specifically on the following metrics: -The % of staff meets the top quartile average for the district on the Insight Survey for Leadership -The % of staff meets the top quartile average for the district on the Insight Survey for Learning Environment -The % of staff meets the top quartile average for the district on the Insight Survey for Instructional Planning for Student Growth -Increase Attendance to 95% -Decrease failure rate to under 10%</p> <p>By the end of the year, 80% of our teachers will be able to articulate the mission, vision, and values of the school and will be able to connect instruction and student progress to the decisions made to help us create a safe environment with high expectations. Every teacher will address high expectations reached in class. Our teachers, students, and families will name that they have felt a part of the decision making process in the school and will state there is common alignment across all stakeholders. This desired annual outcome will</p> <p>Systems to support 80% staff retention:</p>	<p>EOY Goals:- Increase overall Campus student achievement on STAAR at the ""Meets"" level for all grade levels and all subjects from 11% to 40% And, on MAP, see a 75% of our students meeting their growth goals. 2021 Reading goal: Meets at 46% 2021 Math goal : Meets at 46% 2021 Writing goal : Meets at 25% 2021 Science: Meets at 30% 2021 Social Studies: Meets at 30% in 2021 60% of Ogden Kinder students will score at average or higher on MAP reading and 70% at average or higher on math assessments by EOY. 50% of Ogden 1st grade students will score at average or higher on MAP reading and 60% at average or higher on math assessments by EOY. 50% of Ogden 2nd grade students will score at average or higher on MAP reading and 75% at average or higher on math assessments by EOY. 75% of Ogden PK students will score at average or higher on assessment in reading and 80% at average or higher on math assessment by EOY.</p> <p>By the end of the year, our curriculum and assessments will be aligned</p>	<p>EOY Goals:- Increase overall Campus student achievement on STAAR at the ""Meets"" level for all grade levels and all subjects from 11% to 40% 75% growth in math and reading for all students and all subgroups based on MAP 2021 Reading goal: Meets at 46% 2021 Math goal : Meets at 46% 2021 Writing goal : Meets at 25% 2021 Science: Meets at 30% 2021 Social Studies: Meets at 30% in 2021 60% of Ogden Kinder students will score at average or higher on MAP reading and 70% at average or higher on math assessments by EOY. 50% of Ogden 1st grade students will score at average or higher on MAP reading and 60% at average or higher on math assessments by EOY. 50% of Ogden 2nd grade students will score at average or higher on MAP reading and 75% at average or higher on math assessments by EOY. 75% of Ogden PK students will score at average or higher on assessment in reading and 80% at average or higher on math assessment by EOY.</p> <p>By the end of the year, instructional leaders and teachers will track and monitor the progress of all students, including students with disabilities and English learners among other student groups for all assessment and quizzes given in school. Teachers and leaders will analyze student data using the student work provided and identify an</p>
<p>Did the campus achieve the desired outcome? Why or why not?</p>	<p>In regards to retention, the school has achieved the goal that was set of 80%. Two teachers have resigned due to the fact that they will no longer be living in the city. Another teacher has resigned due to an issue with her certification. This brings the retention rate for this school year to 85.7%. Teacher have also stated to several leaders that they feel like they are a part of the decision making process.</p>	<p>During the school year, teachers had an opportunity to dive into the TEKS during Unit Planning and PLC. Although this did not happen at the beginning of the school year, the teachers were able to have this time. This prioritized focus is in progress, but did not yet achieve the desired outcome. More training needs to be provided to teachers on how to unpack the TEKS and the process of doing it. In addition, teachers were not consistently present at all of these meetings which led to gaps in understanding in specific grade levels.</p>	<p>In reflection, the campus did not achieve this goal. The campus did not consistently implement Weekly Data Meetings to analyze student growth. A missing component in the data tracking was the use of teacher, student, and leader data trackers.</p>

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 campuses 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	1.1 Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5.3 Data-driven Instruction
Rationale	At different points throughout the school year, many projects were completed quickly due to an immediate deadline. This caused a lack of clear and precise protocols which would have ensured the timelines being met, but also the quality of the project. Students and teachers are directly impacted by this as it takes away from instructional time and planning.	Our teachers will need support to navigate the changing dynamics of teaching (digital versus in person), as well as unit planning with our curriculum and TEKS. Strengthening our teachers in the area of planning and aligning our standards are key to the success of student learning. Like our scholars, teachers need to feel safe and that their work is valued and recognized. Teachers will take ownership of what they have helped create; involving them in the decisions with TEKS, scope and sequence, curriculum, assessments and data-driven instruction is crucial.	In order to ensure that our students are mastering the content, teachers will need to have a measurement of this progress. By having a way to measure the progress, they can target specific areas of the misconception. This will enable them to also name the progress of each student. As a school, we began to structure the process of these data meeting. However, we do need to include more student work analysis to uncover specifically what our students need.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Stakeholders will be trained in the strategies and protocols for creating project timelines, job responsibilities, and decision making. Buy-in will be created by messaging that communication will be more transparent and effective. This will results in minimal confusion and clarity of roles/responsibilities.	Stakeholders will be trained prior to the beginning of the year on the process of unpacking TEKS and backwards planning. Buy-in will be created when staff is able to conceptualize the TEKS with a deeper understanding and thus be able to plan for their student achievement more effectively.	These priorities will be communicated at the beginning of the school year. The teachers and students will be trained on the specific use of a binder to track data. Teachers will also be trained on the format and expectations of the Weekly Data Meetings. As the students make progress in class, the teacher will also improve her overall <u>instructional practice in the classroom</u>
Desired Annual Outcome	The desired outcome will be that all projects will be completed by the internal deadline set by the campus. Effective planning and execution will positively impact the teachers and students by creating a more efficient work environment thus allowing for more focus on instruction.	The desired outcome will be to have teachers implementing well planned out content-rich lessons that align to the scope and sequence and TEKS. 100% of the campus will know explicitly what standards are being taught and what is expected of the students, so that they may then fully support them in the classroom instruction and intervention.	The desired outcome will be to have all the teachers track the growth of their students. 100% of the campus will know exactly where and how the students need support to grow. Students will be able to articulate their own data and growth throughout the school year.

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>Fully following and tightening up the systems in place and following up to ensure efficiency. Our partner will be Relay Lab Schools Texas.</p>	<p>We will build a campus culture of unit planning and unpacking TEKS prior to each unit in order to have staff fully internalize the TEKS/standards in the units and plan for content objectives based on unpacked TEKS, essential questions, content rich texts, instructional materials and common-misconception reteach strategies, formative assessment. We will ensure that we meet on a schedule basis to ensure fidelity is being followed. Our partner will be Relay Lab Schools Texas.</p>	<p>The campus will give specific training to the teachers and students on how data binders should look and be implemented. The campus will partner with Relay Lab Schools Texas.</p>
<p>Desired 90-Day Outcome</p>	<p>In the first 90 days stakeholders will be trained in the strategies and protocols for creating project timelines, job responsibilities, and decision making. Follow up/ check-in meetings will be held bi-weekly in order ensure leaders are effectively communicating/collaborating with each other and staff.</p>	<p>In the first 90 days we will have unit planning and TEKS unpacking training meetings with staff to familiarize them with the process. Unit planning will be adjusted based on student gaps and understandings from previous year and then include current benchmark assessments once taken.</p>	<p>In the first 90 days, 100% of the teachers will begin using a data binder with goals set for their classroom. 100% of students will also have an individual data folder set up with their first few weeks of data and goals for the BOY MAP.</p>
<p>Barriers to Address throughout the year</p>	<p>Leaders needed more practice implementing the MOCHA protocol along with ensuring timelines were met. Due to covid-19 and rise in cases in the Ogden community with exposures/positive cases faculty was insecure about meeting as a team and/or being physically in person. Zoom although an effective meeting platform has limitations</p>	<p>Teachers will need practice and guidance while becoming familiar with the process of unpacking and backwards planning in the beginning of the year and continued follow-up throughout the year to ensure the planning completion prior to each unit. Teachers will need a planning space in order to collaborate and share thought/plans and materials either online</p>	<p>Teachers will need to be trained and supported in creating a data binder. Teachers and leaders will also need to be trained on the expectations of a weekly data meeting. One of the biggest barriers is going to be to maintain the schedule.</p>
<p>District Actions for this Cycle</p>	<p>SAISD and RLS will provide time for leaders to plan and meet in order collaborate and check in on continued projects and timelines/deadlines.</p>	<p>SAISD has provided quality templates for our Social Studies and Science teachers to use as they plan out their units. In addition, support and coaching of our math teachers from the district is helping to support the planning. District and Relay Labs can provide additional PD/support for staff throughout the year.</p>	<p>RLS has rolled out the MAP and Interim Assessment (IA) analysis process to staff and leaders and has also conceptualized how unit planning is a part of the data driven process. In addition, SAISD supported our leaders and teachers by having preliminary MAP meetings with our teachers, and soon our leaders to confirm the goals we have set or to help us revise these goals.</p>
<p>District Commitment Theory of Action</p>	<p>If district, RLS and school leadership team policies and practices align and promote campus instructional leadership growth then we will meet our goal in 1.1.</p>	<p>If RLS, the district's, and school leadership team's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will meet our EOY academic goals and those listed in 4.1.</p>	<p>If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven instruction and practices- access to data, resources in interpreting the data in graphics, in schools then we will meet our EOY academic goals and those listed in 5.3.</p>

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
Roll out of TEK unpacking and backward Unit Planning to staff	4.1	July 19, 2021- October 1, 2021	Professional Development Session- TEKS unpacked/Unit planning	RLS, Principals, AP, Instructional Coaches	Unit planning documents, content objectives with-in lesson plans. PD roster/	October 1, 2021		

