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

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

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

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

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

[DSCI Job Description]

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Will Rogers Academy	Ms. Cordova, Assistant Superintendent
Campus Number:	**Superintendent Name:**
000000161	Pedro Martinez
Date:	
Monday, November 23, 2020	

STUDENT DATA

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

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

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.   . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

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

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

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	61		District CBA	75	30	MAP MOY	75	40	STAAR Simulation	75	N/A	75
		All	All	Reading	Meets	STAAR	29		District CBA	30	8	MAP MOY	30	13	STAAR Simulation	30	N/A	30
		All	All	Reading	Masters	STAAR	12		District CBA	15	2	MAP MOY	15	4	STAAR Simulation	15	N/A	15
		All	All	Mathematics	Approaches	STAAR	65		District CBA	75	29	MAP MOY	75	37	STAAR Simulation	75	N/A	75
		All	All	Mathematics	Meets	STAAR	29		District CBA	30	8	MAP MOY	30	7	STAAR Simulation	30	N/A	30
		All	All	Mathematics	Masters	STAAR	13		District CBA	15	2	MAP MOY	15	1	STAAR Simulation	15	N/A	15
		All	All	Science	Approaches	STAAR	70		District CBA	75	34	MAP MOY	75	NA	STAAR Simulation	75	N/A	75
		All	All	Science	Meets	STAAR	32		District CBA	30	10	MAP MOY	30	NA	STAAR Simulation	30	N/A	30
		All	All	Science	Masters	STAAR	12		District CBA	15	3	MAP MOY	15	NA	STAAR Simulation	15	N/A	15
		All	All	Social Studies	Approaches	STAAR	57		District CBA	65	30	MAP MOY	65	NA	STAAR Simulation	65	N/A	65
		All	All	Social Studies	Meets	STAAR	14		District CBA	20	6	MAP MOY	20	NA	STAAR Simulation	20	N/A	20
		All	All	Social Studies	Masters	STAAR	4		District CBA	10	4	MAP MOY	10	NA	STAAR Simulation	10	N/A	10
		All	All	Writing	Approaches	STAAR	48		District CBA	52	5	MAP MOY	52	NA	STAAR Simulation	52	N/A	52
		All	All	Writing	Meets	STAAR	19		District CBA	22	2	MAP MOY	22	NA	STAAR Simulation	22	N/A	22
		All	All	Writing	Masters	STAAR	4		District CBA	7	0	MAP MOY	7	NA	STAAR Simulation	7	N/A	7
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3- 8th	Eco Dis	Reading	Meets	STAAR	28		District CBA	70	6	MAP MOY	70	40	STAAR Simulation	70	N/A	70
		3-8th	Special Education	Reading	Meets	STAAR	24		District CBA	35	0	MAP MOY	35	7	STAAR Simulation	35	N/A	35
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3-8th	Eco Dis	Mathematics	Meets	STAAR	28		District CBA	70	9	MAP MOY	70	37	STAAR Simulation	70	N/A	70
		3-8th	Special Education	Mathematics	Meets	STAAR	24		District CBA	35	4	MAP MOY	35	38	STAAR Simulation	35	N/A	35
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	38		District CBA			MAP MOY	NA	NA	STAAR Simulation	50	N/A	50

CAMPUS INFORMATION

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

District Name	San Antonio ISD	Campus Name	Will Rogers Academy	Superintendent	Pedro Martinez	Principal	Zada Fowler
District Number	015907	Campus Number	000000161	District Coordinator of School Improvement (DCSI)	Ms. Cordova	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Sandi Slough

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Ms. Cordova 11/23/2020
Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Zada Fowler 11/23/2020
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://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: 64 Rationale: This is 5 points above the scale score in 2019 for a reasonable increase closer to a 70 or a C rating. Domain 2B: 70 Rationale: This will place the campus at a 70 for a C rating. Domain 3: 72 Rationale: This will place the campus at a 71 for a C rating.
	What changes in student group and subject performance are included in these goals?	Domain 1: A three point gain in the per cent of students scoring the Meets level in both Math and Reading for our economically disadvantaged population. Domain 2B: A three point gain in Relative Performance specifically for our economically disadvantaged population. Domain 3: 10 point gain in Closing the Gaps specifically our ELL and Special Education populations
	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.	3 - Beginning 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.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation

5.3 Data-driven instruction.			2 - Planning for Implementation	

PRIORITIZED FOCUS AREAS

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

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

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://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	5.3	5.1	
Rationale	The campus is not regularly using data to plan lessons or interventions for	The campus is not regularly developing aligned lesson plans that include	
How will the campus build capacity in this area?	Provide professional development (Research & Evaluation), support teachers	The campus will develop a schedule to provide collaborative planning time	
Barriers to Address throughout this year	The majority of students are learning virtually. This makes it difficult to	The majority of students are learning virtually. This makes it difficult to	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Presenting the Accountability data to stakeholders through community meetings, faculty meetings, professional learning communities, and posting it on the campus webpage to provide access to the community. We will create buy-in through building a positive climate with faculty and staff, we will create and fulfill the vision and mission.	Presenting the Accountability data to stakeholders through community meetings, faculty meetings, professional learning communities, and posting it on the campus webpage to provide access to the community. We will create buy-in through building a positive climate with faculty and staff, we will create and fulfill the vision and mission.	
Desired Annual Outcome	80% of teachers will become proficient at creating data driven lesson plans	80% of teachers will become proficient at lesson planning that is aligned with	
District Commitment Theory of Action	If we provide professional development and support the creation of targeted	If teachers develop aligned lesson plans with formative assessments regularly,	

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	5.3	5.1	0
Desired Annual Outcome	80% of teachers will become proficient at creating data driven lesson plans that	80% of teachers will become proficient at lesson planning that is aligned	
Desired 90-day Outcome	50% of teachers will create corrective instruction action plans based on BOY	Master schedule created to incorporate 90 minute collaborative planning	
Barriers to Address During this Cycle	Common practice for teachers to divide subjects and create lesson plans and share with each other without collaboration or sharing of the ideas behind the	Virtual students and obtaining formative assessments, limited resources, obtaining valid/usable data	
District Actions for this Cycle	Research & Evaluation provides professional development and data. Support	Support from District Content Areas and Implementation Specialists plan	
District Commitment Theory of Action	If we provide professional development and support the creation of targeted instruction plans based on data then teachers will be able to deliver more effective instruction based on student needs and students will learn the material and be able to perform successfully on assessments.	If teachers develop aligned lesson plans with formative assessments regularly, then instruction will be more effective and meaningful for students and teachers will be able to monitor and adjust according to student need.	0

ACTION PLAN

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

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

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

Action Step	Prioritized 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
Research & Evaluation provide professional development on Accountability & Measurement and	5.3	August 26, 2020	Research & Evaluation Analyst	Instructional Coach	Sign In Sheet	11/30/20	Met	Schedule Goal Setting PD for January
Research & Evaluation provide professional development on MAP Learning Continuum	5.3	September 1 - October 9	Research & Evaluation Analyst	Instructional Coach	Sign In Sheet	11/30/20	Met	
Create Master Schedule to include 90 minute planning	5.1, 5.3	September - October	Time	Principal	master schedule	11/30/20	Met	
Implement the 90 minute planning master schedule	5.1, 5.3	October 26	Master Schedule,	Teachers, Admin	master schedule	11/30/20	Met	
Provide planning day for teachers at the end of the first nine weeks	5.1	October	Master Schedule, Substitutes	Principal, Instructional Coach	WRA Calendar	11/30/20	Met	
Create Collaborative Planning Continuum to encourage	5.1, 5.3	November 3	Time	Principal, Instructional	Continuum	11/30/20	Met	
seat teachers strategically during collaboration time	5.1, 5.3	November 18	none	Instructional Coaches	pictures of planning	11/30/20	Met	
Create a system to check for lesson plans	5.1	October 23	Spreadsheet, time	Instructional Coach	Google spreadsheet	11/30/20	Met	

Implement the system to check for lesson plans	5.1	October 26	Spreadsheet, time	Principal, Assistant	Google spreadsheet	11/30/20	Some Progress	work on schedule for
Create a walkthrough system among administrators to	5.1, 5.3	September	Spreadsheet, time	Principal, Assistant	Google spreadsheet	11/30/20	Some Progress	Look fors were decided
Creation of school-wide vertically aligned strategy for	5.1	August/September	Math committee,	Instructional Coach	Anchor Charts	11/30/20	Met	
Creation of school-wide vertically aligned strategy for	5.1	August/September	Reading committee,	Instructional Coach	Anchor Charts	11/30/20	Met	
Implementation of bi-weekly data-driven PLCs	5.3	October 26	Master Schedule,	Teachers, Instructional	Master Schedule, data	11/30/20	Met	
Build intervention time into master schedule	5.3	August/September	Time	Principal	master schedule	11/30/20	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?	5.3 was not achieved completely. Although all teachers created a targeted action plan based upon BOY MAP data, we did not target walkthroughs	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, we did not achieve any of them. The student scores are extremely low in both achievement and growth. The majority of students are still on remote instruction and we are limited in the amount of time that teachers can spend online with them as they also have in-person students. The observation has been that intervention time is not being utilized to provide specific intervention but rather an extension of the lesson.	
	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?	Implement the system to check for lesson plans. Create a walkthrough system among administrators to include common look-fors	

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 <u>during this cycle</u>.

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	5.3	5.1	0
Desired Annual Outcome	80% of teachers will become proficient at creating data driven lesson	80% of teachers will become proficient at lesson planning that is	
Desired 90-day Outcome	65% of teachers will create corrective instruction action plans based	100% of teachers begin learning how to create aligned formative	
Barriers to Address During this Cycle	Common practice for teachers to divide subjects and create lesson plans and share with each other without collaboration or sharing of	Virtual students and obtaining formative assessments, limited resources, obtaining valid/usable data	
District Actions for this Cycle	Research & Evaluation provides professional development and data.	Support from District Content Areas and Implementation Specialists	
District Commitment Theory of Action	If we provide professional development and support the creation of targeted instruction plans based on data then teachers will be able to deliver more effective instruction based on student needs and students will learn the material and be able to perform successfully on assessments.	If teachers develop aligned lesson plans with formative assessments regularly, then instruction will be more effective and meaningful for students and teachers will be able to monitor and adjust according to student need.	0

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Data driven PLC focused on common formative assessments	5.1, 5.3	weekly Dec-Feb	N/A	Administration & Instructional Coaches	sign-in sheets	03/01/2020	Met	Continue to schedule CA's until end of year, sign in sheets, exemplars

Implement strategic team building activities focused on communication/collaboration at the beginning of each collaboration time	5.1, 5.3	11/30/20	PLC guidebook	Principal, Instructional Coaches	google doc with activities listed by date	03/01/2020	Some Progress	Ensure alotted time for check in and share outs monthly during PLC time. Add check ins to monthly faculty meeting exit tickets/sign in
Implement strategies to collect more formative assessments from online learners	5.3	11/30/20	N/A	Teachers, Instructional Coaches	% of formative assessments collected spreadsheet	03/01/2020	Some Progress	Continue
Provide planning day for teachers at the end of the second nine weeks	5.1, 5.3	January	substitutes	Fowler	WRA Calendar	03/01/2020	No Progress	Weekly extended planning more than made up for a planning day, this action step is no longer necessary.
Continue regular walkthroughs among administrators focusing on intervention time	5.1	weekly Dec-Feb	N/A	Administrators	Outlook Calendar	03/01/2020	No Progress	Walkthroughs should focus on Tier I instruction rather than just intervention time.
Begin Instructional Rounds for reading committee to	5.1	Monthly Dec-Feb	N/A	Instructional Coaches	Rubric	03/01/2020	No Progress	Calendarizing
Begin Instructional Rounds for math committee to	5.1	Monthly Dec-Feb	N/A	Instructional Coaches	rubric	03/01/2020	No Progress	Calendarizing
Provide professional development for building	5.3	January 11	Office of Academics	Instructional Coaches	sign-in sheets	03/01/2020	Significant Progress	Continue
Build common assessment for reading and math for	5.3	February	N/A	Instructional Coaches	assessment	03/01/2020	Met	Continue
Create a walkthrough system among administrators to include common look-fors	5.1, 5.3	January	Spreadsheet, time	Principal, Assistant Principals	Google spreadsheet	2/1/21	Met	
Implement the system to check for lesson plans	5.1	January	Spreadsheet, time	Principal, Assistant Principals, Instructional Coach	Google spreadsheet	2/1/21	Some Progress	Create a spreadsheet for ACTs to fill out as they check lesson Plans to be shared with ACTs and leadership team.

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?	Focus #1: We have not met the 90 day outcome for focus area one. Teachers had conversations regarding MOY MAP data and the learning continuum, but no action plans were created. For focus #2: 100% of core content area teachers are creating common formative assessments regularly.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not meet our student performance goals. The hybrid model currently implemented requires 100% computer based learning, which highlighted obvious gaps in technology skills for students and teachers.

	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?	1. Implement strategies to collect more formative assessments from online learners. 2. Provide professional development for building common assessments. 3.	

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 <u>during this cycle</u>.

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	5.3	5.1	0
Desired Annual Outcome	80% of teachers will become proficient at creating data driven lesson	80% of teachers will become proficient at lesson planning that is	
Desired 90-day Outcome	80% of teachers will create corrective instruction action plans based	80% of teachers are familiar with the lesson planning cycle, creation	
Barriers to Address During this Cycle	Belief that students are too far behind and that they can't think at the highest levels.	The majority of students are learning virtually. Belief that students are too far behind and that they can't think at the highest levels.	
District Actions for this Cycle	Research & Evaluation provides professional development and data.	Support from District Content Areas and Implementation Specialists	
District Commitment Theory of Action	If we provide professional development and support the creation of targeted instruction plans based on data then teachers will be able to deliver more effective instruction based on student needs and students will learn the material and be able to perform successfully on assessments.	If teachers develop aligned lesson plans with formative assessments regularly, then instruction will be more effective and meaningful for students and teachers will be able to monitor and adjust according to student need.	0

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Data focused PLCs continue to analyze common	5.1, 5.3	weekly March-May	N/A	Instructional Coaches	WRA Calendar	06/01/2021	Met	Continue next year.
Allott time for check in and share outs monthly during PLC time. Add check-ins to monthly faculty meeting exit tickets/sign in sheets.	5.1, 5.3	March 23	N/A	Administrators	Exit Tickets	06/01/2021	Significant Progress	Continue and implement during all PLCs.
Implement strategies to collect more formative assessments from online learners	5.3	11/30/20	N/A	Teachers, Instructional Coaches	% of formative assessments collected spreadsheet	06/01/2021	Met	

Continue regular walkthroughs among administrators	5.1	weekly March-May	N/A	Administrators	Outlook Calendar	06/01/2021	Met	Continue next year	
Calendar Instructional Rounds for reading committee to monitor implementation of Reading process with specific Look-Fors	5.1	monthly March-May	N/A	Instructional Coaches	WRA Calendar	06/01/2021	No Progress	Plan for reading committee to monitor implementation of reading process with significant look fors.	
Calendar Instructional Rounds for math committee to monitor implementation of math process with specific look-fors	5.1	monthly March-May	N/A	Instructional Coaches	WRA Calendar	06/01/2021	No Progress	Plan for math committee to monitor implementation of math process with significant look fors.	
Create a system for ACTs to assist in checking lesson	5.1	March	RUBRIC	Instructional Coaches,	Completed rubrics	06/01/2021	Met	Continue next year.	
Check formative assessments for grade level	5.3	March	RUBRIC	Instructional Coaches,	Completed rubrics	06/01/2021	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?	Focus #1: We have not met the 90 day outcome for focus area one. Teachers had conversations regarding MOY MAP data and the learning continuum, but no action plans were created. For focus #2: 100% of core content area teachers are creating common formative assessments regularly. Collaborative planning amongst the grade level or content area is happening bi-weekly for Reading and Math.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, we did not achieve our student performance goals. There were many obstacles with the main one being our students were not all in person learners. Lack of preparedness for virtual teaching/learning was not optimal for acheivement of performance goals.

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. Data focused PLCs continue to analyze common formative	

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	**5.3** Data-driven instruction.	**5.1** Objective-driven daily lesson plans with formative assessments.	0
Desired Annual Outcome	80% of teachers will become proficient at creating data driven lesson plans that provide targeted instruction to students daily. 75% of students will meet or exceed their projected growth measure according to MAP/STAAR.	80% of teachers will become proficient at lesson planning that is aligned with the TEKS and the district pacing guide daily. Teachers will be proficient at creating daily aligned formative assessments. 75% of students will meet or exceed their projected growth measure according to MAP/STAAR.	
Did the campus achieve the desired outcome? Why or why not?	No, although the majority of teachers (80%) do utilize data when lesson planning, the majority of our students did not show growth this year.	No, we did not. 80% of teachers are proficient at lesson planning aligned to the standards and create aligned formative assessments. The vast majority of students did not meet their growth measure this year.	

CYCLE 4 90-DAY OUTCOMES (June-August)

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

Complete each section below:

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

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Rationale	The campus is not regularly using data to plan lessons or interventions for students.	The campus is not regularly developing aligned lesson plans that include formative assessments.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Provide professional development (Research & Evaluation), support teachers when developing corrective instruction action plans, provide in the master schedule for planning to include Instructional Coaches, and administration will be actively involved in coaching teachers.	Presenting the Accountability data to stakeholders through community meetings, faculty meetings, professional learning communities, and posting it on the campus webpage to provide access to the community. We will create buy-in through building a positive climate with faculty and staff, we will create and fulfill the vision and mission.	
Desired Annual Outcome	100% of teachers will become proficient at creating data driven lesson plans that provide targeted instruction to students daily. 75% of students will meet or exceed their projected growth measure according to MAP/STAAR.	100% of teachers will become proficient at designing common assessments that are aligned with the TEKS and the district pacing guide. 100% of teachers will be proficient at analyzing their common assessment data and utilize it to inform instruction. 75% of students will meet or exceed their projected growth measure according to MAP/STAAR.	
Desired 90-Day Outcome	75% of teachers will be proficient at creating data driven lesson plans that provide targeted instruction to students daily.	75% of teachers will become proficient at designing common assessments that are aligned with the TEKS and the district pacing guide. 75% of teachers will be proficient at analyzing their common assessment data and utilize it to inform instruction.	
How will the campus build capacity in this area? Who will you partner with?	Provide professional development (Research & Evaluation), support teachers when developing corrective instruction action plans, provide in the master schedule for planning to include Instructional Coaches, and administration will be actively involved in coaching teachers.	The campus will maintain a schedule to provide collaborative planning time weekly for teachers during which time the Instructional Coach will lead the teachers through the planning cycle.	
Barriers to Address throughout the year	Belief that students are too far behind and that they can't think at the highest levels. Common practice for teachers to divide subjects	Belief that students are too far behind and that they can't think at the highest levels. Common practice for teachers to divide subjects and	
District Actions for this Cycle			

District Commitment Theory of Action	If we provide professional development and support the creation of targeted instruction plans based on data then teachers will be able to	If teachers develop aligned lesson plans with formative assessments regularly, then instruction will be more effective and meaningful for	

ACTION PLAN

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

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

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

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop a WRA lesson plan template that also includes reteach component.	5.3	August 2021/September 2021	none	CLT	Lesson plan template			
Time will be set aside on campus PD days for planning purposes.	5.3	August 2021	none	Administrators	PD Agenda			
Continue 90 min. collaborative planning time.	5.3	August 2021- May 2022	master schedule	Administrators	Master Schedule			
Create an agenda for each collaborative planning time.	5.1, 5.3	August 2021- May 2022	none	grade levels/Instructional Coaches	Agendas			
Professional Development for creating formative assessments using test created tools.	5.1	August 2021	none	Instructional Coaches	Sign In Sheets			
Create a campus calendar of common assessment dates.	5.1	August 2021	none	Instructional Coaches	Calendar			
Create norms for all structured planning time.	5.3	August 2021	none	grade levels/Instructional Coaches	Agendas			
Implement a protocol to share lesson examples for the following two weeks.	5.3	August 2021	none	grade levels/Instructional Coaches	protocol			
Include time for student work analysis during collaborative planning time.	5.1, 5.3	September 2021	none	grade levels/Instructional Coaches	student work samples			