

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

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

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

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

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

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

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Charles C Ball Academy	Dr. Julio Garcia - Assistant Superintendent
Campus Number:	Superintendent Name:
015907103	Pedro Martinez

Date:

Monday, December 14, 2020



CAMPUS INFORMATION

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

District Name	San Antonio School District	Campus Name	Charles C Ball Academy	Superintendent	Pedro Martinez	Principal	Gregory Rivers
District Number	015907	Campus Number	000000103	District Coordinator of School Improvement (DCSI)	Dr. Julio Garcia	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Shannon Allen

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Julio Garcia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Gregory Rivers
Board Approval Date	12-12-2020	

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: For the 2020-2021 school year our campus will increase our Domain 1 component score from 60% Approaches 29% Meets 12% Masters increasing percent of Approaches to 70%, Meets 40% and Masters 13%. This will support our campus in achieving an overall B rating for 2021. Rationale: We believe our campus can achieve these results by focusing on strong leadership from our CLT team and Master teachers, in using our instructional flow chart to fidelity, observation and debrief cycles, we can achieve these results.</p> <p>Domain 2B: We will focus on Domain 2B. Our goal is to reach score of 40% meets specially for our Eco Disc in 2021. Rationale: We have an Eco Disc of 95%. We need to focus on campus relative performance this year. We can ensure that students achieve at similar or higher levels as compared to other schools with similar demographics.</p> <p>Domain 3: We will increase our Domain 3 score of 65 to a score of 70 in 2021. Rationale: According to data our continuously enrolled students did not meet the targeted outcome. We will closely monitor the continuously enrolled students. We will also closely monitor our English Language learners due to the interruption of instruction.</p>
	What changes in student group and subject performance are included in these goals?	Domain 1: We need to focus on having more students on grade level in Reading and Math. Additionally we need to focus on moving more students to Meets and masters in all subject areas. Domain 2: We will prioritize our Eco Disc achievement for Domain 2. Domain 3 we are targeting our Eco Dis and Sped population. WE will also prioritize achievement for our ELs as our campus TELPAS data indicates our ELs are not making adequate progress.
	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.	5 - Full 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.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	5 - Full 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://texas.esf.org/vetted-programs/>

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Increase student performance on grade level standards by implementing a backwards design flow chart	Increase achievement in all content areas by providing targeted instruction to close gaps and adjust instruction.	
How will the campus build capacity in this area? Who will you partner with?	Campus will continue to build capacity by committing to ongoing professional development in this focus area. District instructional support will be utilize to support aligned lessons	We will utilize digital platforms to check for understanding thought out the lesson as well as at the end of the lesson. We will hold data meetings and offer professional development in assisting teachers to utilize small group instruction, SMART Learning Suites, Mentoring Minds, Office of 21st Century, Office of Academics	
Barriers to Address throughout this year	Teacher attendance, Lack of pedagogy with new teachers	Teacher lack of knowledge on how to utilize the data and digital platforms.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Mission and vision statement will be shared with all stake holders consistently through	CLT, teachers, and parent committee will be involved in the process. We will share the findings with staff members as well as gathering feedback .	
Desired Annual Outcome	Increase student performance on grade level standards by implementing a backwards design flow chart	Increase achievement in all content areas by provide targeted instruction to close gaps and adjust instruction.	

District Commitment Theory of Action	"If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students."	"If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students."	
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STUDENT DATA

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

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

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

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

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

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

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

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd	All	Reading	Approaches	STAAR	56%		Nov. CBA	60%	36%		65%		NA	70%		75%
		3rd	All	Reading	Meets	STAAR	38%		Nov. CBA	38%	10%		40%		na	42%		45%
		3rd	All	Reading	Masters	STAAR	24%		Nov. CBA	24%	10%		25%		NA	25%		25%
		3rd	All	Mathematics	Approaches	STAAR	60%		Nov. CBA	60%	40%		65%		NA	70%		70%
		3rd	All	Mathematics	Meets	STAAR	44%		Nov. CBA	44%	8%		45%		NA	45%		50%
		3rd	All	Mathematics	Masters	STAAR	16%		Nov. CBA	16%	0%		18%		NA	20%		20%
		4th	All	Reading	Approaches	STAAR	59%		Nov. CBA	60%	37%		65%		NA	70%		70%
		4th	All	Reading	Meets	STAAR	35%		Nov. CBA	35%	3%		40%		NA	40%		45%
		4th	All	Reading	Masters	STAAR	19%		Nov. CBA	19%	3%		20%		NA	20%		20%
		4th	All	Mathematics	Approaches	STAAR	66%		Nov. CBA	66%	38%		66%		NA	70%		75%
		4th	All	Mathematics	Meets	STAAR	41%		Nov. CBA	41%	11%		43%		NA	45%		45%
		4th	All	Mathematics	Masters	STAAR	19%		Nov. CBA	19%	5%		19%		NA	20%		20%
		4th	All	Writing	Approaches	STAAR	59%		Nov. CBA	59%	18%		60%		NA	65%		65%
		4th	All	Writing	Meets	STAAR	28%		Nov. CBA	28%	6%		30%		NA	35%		40%
		4th	All	Writing	Masters	STAAR	7%		Nov. CBA	7%	3%		10%		NA	15%		20%
		5th	All	Reading	Approaches	STAAR	83%		Nov. CBA	83%	51%		83%		NA	85%		85%
		5th	All	Reading	Meets	STAAR	34%		Nov. CBA	34%	24%		35%		NA	35%		40%
		5th	All	Reading	Masters	STAAR	14%		Nov. CBA	14%	6%		15%		NA	20%		20%
		5th	All	Mathematics	Approaches	STAAR	81%		Nov. CBA	81%	52%		81%		NA	85%		85%
		5th	All	Mathematics	Meets	STAAR	26%		Nov. CBA	26%	32%		30%		NA	35%		40%
		5th	All	Mathematics	Masters	STAAR	14%		Nov. CBA	14%	20%		15%		NA	20%		20%
		5th	All	Science	Approaches	STAAR	48%		Nov. CBA	48%	55%		50%		NA	20%		60%
		5th	All	Science	Meets	STAAR	17%		Nov. CBA	20%	32%		25%		NA	35%		40%
		5th	All	Science	Masters	STAAR	5%		Nov. CBA	5%	9%		10%		NA	15%		18%
6th	All	Reading	Approaches	STAAR	58%		Oct. CBA	58%	37%		60%		NA	65%		70%		
6th	All	Reading	Meets	STAAR	28%		Oct. CBA	28%	7%		31%		NA	35%		40%		
6th	All	Reading	Masters	STAAR	11%		Oct. CBA	11%	5%		15%		NA	18%		18%		
6th	All	Mathematics	Approaches	STAAR	61%		Oct. CBA	61%	46%		65%		NA	70%		70%		
6th	All	Mathematics	Meets	STAAR	33%		Oct. CBA	33%	7%		35%		NA	38%		40%		

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	Increase student performance on grade level standards by implementing a backwards design flow chart	Increase achievement in all content areas by provide targeted instruction to close gaps and adjust instruction.	
Desired 90-day Outcome	Create a system of checks to ensure alignment.	Create a system of daily formative assessments, align lessons, and check for understanding throughout a lesson using varies technological platforms.	
Barriers to Address During this Cycle	Constant checks for alignment and system to evaluate outcomes	Teacher capacity of lesson plans, technological knowledge, and deconstruction of TEKS and daily assessments.	
District Actions for this Cycle	Provide support through Instructional Specialists especially with struggling teachers who are experiencing large gaps in achievement. Provide professional learning opportunities on planning, alignment, and formative assessments.	Provide support through Instructional Specialists especially with struggling teachers who are experiencing large gaps in achievement. Provide professional learning opportunities on data analysis and planning for interventions.	
District Commitment Theory of Action	"If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students."	"If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students."	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	Increase student performance on grade level standards by implementing a backwards design flow chart	Increase achievement in all content areas by provide targeted instruction to close gaps and adjust instruction.	
Desired 90-day Outcome	To create daily assessment teacher exemplar to ensure alignment.	Ensure students have independent practice that is aligned with assessments and teachers are checking for understanding thought-out the lesson using aggressive monitoring.	
Barriers to Address During this Cycle	Teacher buy in to deconstruing of TEKS and alignment	Teacher planning and pacing of the lesson to ensure independent practice in person and virtual.	
District Actions for this Cycle	Provide support through Instructional Specialists especially with struggling teachers who are experiencing large gaps in achievement. Provide professional learning opportunities on planning, alignment, and formative assessments.	Provide support through Instructional Specialists especially with struggling teachers who are experiencing large gaps in achievement. Provide professional learning opportunities on data analysis and planning for interventions.	
District Commitment Theory of Action	"If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students."	"If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students."	

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REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	Increase student performance on grade level standards by implementing a backwards design flow chart	Increase achievement in all content areas by provide targeted instruction to close gaps and adjust instruction.	
Desired 90-day Outcome	Teachers will discuss evidence of learning in PLC meetings weekly. Teachers will be provided resources used to plan instruction.	All teachers will utilize the formative and summative data to plan and deliver focused instruction .	
Barriers to Address During this Cycle	Teachers utilizing the resources that were provided. Leadership team ensuring teachers use the resources to fidelity.	Teacher knowledge on how to utilize the formative and summative data.	
District Actions for this Cycle	Provide support through Instructional Specialists especially with struggling teachers who are experiencing large gaps in achievement. Provide professional learning opportunities on planning, alignment, and formative assessments.	Provide support through Instructional Specialists especially with struggling teachers who are experiencing large gaps in achievement. Provide professional learning opportunities on data analysis and planning for interventions.	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students "	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students "	

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
Leadership Team will analyze exit ticket, teacher exemplars and posting of standards daily and will make adjustments as needed	5.1,5.3	March 2021 to June 2021	Data Tracker, Calendar,	Instructional Leadership	Data Trackers	Ongoing	Some Progress	Due to Pandemic and on-line testing a new system is being develop to develop accesibility
One to One teacher data meetings with Principal Instructional Leadership Team	5.1	March 2021 to June 2021	Agenda, Data Tracker, Student daily assessments	Principal, Vice Principal	Data Tracker, Exit Tickets	On going	Some Progress	Create a Meeting protocol
PLC to follow 4 week data cycle to review low TEKS to develop re-teach lessons and assessment checks	5.3	March 2021 to June 2021	Data Tracker, Assessment Documents	Principal, Vice Principal	Agenda, Lesson Plans, Daily Exit Ticket Exemplars	Ongoing	Some Progress	New Agenda will requie lesson dress rehearse protocol

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>Progress was made in each action steps with adjustment being made to ensure that the action step is effective due to Covid-19 adjustments have been made especially as more students return for in-person learning</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No data Available for MAP testing at this time</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

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	The action step of analyze TEK aligned assessments was achieved and had to have adjustments to to the Hybrid Learning Model. We made significant progress once	Meetings were held with some progress made	Significant Progress was made in PLC
Desired Annual Outcome	Progress was made	Progress was made	
Did the campus achieve the desired outcome? Why or why not?	Campus achieved priority one	Some improvement was made due to Covid-19 restrictions	

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	5.1		
Rationale	Increase student performance on grade level standards by implementing a backwards design model		
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Campus stakeholders will be inform through educational research, individualize training and PD, and data that will support their work and buy in of the model		
Desired Annual Outcome	All teachers will have an aligned pacing calendars with daily checks for understanding and three week assessments that have been vetted for alignment before the start of each 9 Weeks		
Desired 90-Day Outcome	There will be an increase in student performance on 4th and 9 week assessments		
How will the campus build capacity in this area? Who will you partner with?	Professional Development will be planned and bi-weekly feedback will be shared with teacher through their daily assessments or exit tickets		

Barriers to Address throughout the year	Identifying students who are not meeting grade level expectation quickly and providing students with Tier 2 or three interventions to recovery learning.		
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

