

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:

Bonham Academy

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

Dr. Olivia Hernandez, Assistant Superintendent

Campus Number:

15907107

Superintendent Name:

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 ISD	Campus Name	Bonham Academy	Superintendent	Pedro Martinez	Principal	David Nungaray
District Number	015907	Campus Number	000000107	District Coordinator of School Improvement (DCSI)	Dr. Olivia Hernandez	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.	Dr. Olivia Hernandez
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.	n/a
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.	David Nungaray
Board Approval Date	12/14/20	

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/tap/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: 72 Rationale: We missed domain 1 by 1 point (previously 69)</p> <p>Domain 2B: 70 Rationale: This is an attainable goal for us.</p> <p>Domain 3: 71 Rationale: We consulted with research and evaluation on this one.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: One of the subject performance areas that we will see gains in will be math. Math is currently outpaced by reading by up to 30 points difference. A focus on math will also support us achieving more in growth, and subsequently in closing the achievement gap for subpopulations. We anticipate our overall approaches to be at 80%, our meets at 50%, and our masters at 30%. We specifically want to see students continue to go from meets to masters as we see some gains there last year. We also want to see more of our students who regressed to make the gains to the proficiency level they had before.</p> <p>Domain 2B: We will be looking at growth across both reading and math.</p> <p>Domain 3: we want to continue focusing English Learners in reading and math. We will also keep our focus on students who are economically disadvantaged. We will continue to increase our TELPAS data as well.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not applicable.

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.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	4.1
Rationale	There has been no clear systems for creating daily lesson plans or expectations for them to include formative assessments. We have systems to collect them, however, there is also no feedback related to their quality and the depth and complexity related to the TEKS.	While we spent time familiarizing ourselves with data and began to utilize it to drive instruction or how to best respond to it, however, we still need work in this area.	We began to discuss math strategies and we looked at some student work, but we still had work to do in this area. We made progress on the units of study and looking at prioritized TEKS.
How will the campus build capacity in this area? Who will you partner with?	We will work with our Curriculum and Instruction Department, specifically our Implementation Specialists. We will also partner with Doug Littlefield.	We will work with the Office of Accountability, Research, Evaluate and Testing to build capacity in this area, specifically Gilberto Santos.	We are working with AES (Associates for Educational Solutions) and our math implementation specialist and coach. We have built additional PD days for our campus, and consult with AES.
Barriers to Address throughout this year	Since there are new TEKS in ELAR, there may be some barriers related to teacher familiarity and use of the new standards. We also did not spend much time last year on teacher's knowledge of formative assessment and creation of those assessment, to include on-going assessment throughout the lesson. There is also some challenges with monolingual and bilingual scope and sequences/alignment.	We need to use time and planning days strategically to leverage the data in purposeful ways. Our ILT needs to gain proficiency in pulling data, making sense of it, and helping teachers make sense of it as well. We also need to tighten up procedures for families not helping their students on MAP or other formative/summative assessments.	It's a global pandemic and the entire district has seen challenges with math instruction. Math data overall has been lower than reading. In the spring, our students primarily engaged asynchronously. We are still working on increasing the effectiveness of simultaneously teaching students in person and at home. We also have a barrier with finding the right balance of synchronous and asynchronous. While we have 98% attendance, we are lacking systems for meeting the needs of those students who are not as consistent in connecting or connecting late.

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>These will be communicated with teams through PLCs and in professional learning plans.</p>	<p>Creating buy in through the review of data in professional learning and after testing. We are also holding conferences with families and students about the importance of their data. We are also communicating it through our communication broadly with families including our weekly messages and Facebook Lives.</p>	<p>Through consistent multi-stakeholder (student, teacher, parent, staff) data analysis and dissemination process of said results (formative & summative) to gauge student achievement. Forming buy-in through information transparency.</p>
<p>Desired Annual Outcome</p>	<p>By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.</p>	<p>By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.</p>	<p>By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports with the development of YAGs and daily lesson plans with formative assessments, along with support for depth and complexity, then the teachers will be able to grow their knowledge of strong planning.</p>	<p>If the district provides data that is aligned to progress monitoring for students and the district ensures the data is provided in a timely manner, then staff will be able to use that data to drive instruction, small groups, reteaching, and other instructional decisions.</p>	<p>If the district provides clear framework and coaching support to support the development of our math framework and implementation, then teachers will be able to plan their units and instruction well to better deliver the TEKS and monitor student mastery.</p>

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.

1. In the Assessment Type column, please use the following and click the Green Check button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	79		CBA	79	51	MAP	75	64	STAAR	80	N/A	80
		All	All	Reading	Meets	STAAR	44		CBA	44	23	MAP	46	34	STAAR	50	N/A	50
		All	All	Reading	Masters	STAAR	21		CBA	21	8	MAP	25	14	STAAR	30	N/A	30
		All	All	Mathematics	Approaches	STAAR	64		CBA	64	51	MAP	74	57	STAAR	80	N/A	
		All	All	Mathematics	Meets	STAAR	31		CBA	31	16	MAP	41	19	STAAR	50	N/A	
		All	All	Mathematics	Masters	STAAR	16		CBA	16	5	MAP	24	5	STAAR	30	N/A	
		All	All	Science	Approaches	STAAR	53		CBA	53	45	MAP	60	38	STAAR	70	N/A	
		All	All	Science	Meets	STAAR	28		CBA	28	19	MAP	35	14	STAAR	40	N/A	
		All	All	Science	Masters	STAAR	14		CBA	14	7	MAP	24	1	STAAR	30	N/A	
		All	All	Social Studies	Approaches	STAAR	53		CBA	53	51	MAP	65		STAAR	70	N/A	
		All	All	Social Studies	Meets	STAAR	22		CBA	22	16	MAP	30		STAAR	25	N/A	
		All	All	Social Studies	Masters	STAAR	13		CBA	13	9	MAP	20		STAAR	25	N/A	
		All	All	Writing	Approaches	STAAR	67		CBA	67	68		75		STAAR	80	N/A	
		All	All	Writing	Meets	STAAR	35		CBA	35	20		40		STAAR	50	N/A	
All	All	Writing	Masters	STAAR	14		CBA	14	10		20		STAAR	25	N/A			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	English Learners	Reading	Meets	STAAR	33%			29	7	MAP	31	11	STAAR	31	N/A	
		All	English Learners	Mathematics	Meets	STAAR	21%			21	9	MAP	30	9	STAAR	40	N/A	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Economically Disadvantage	Reading	Meets	STAAR	33%			33	14	MAP	35	23	STAAR	40	N/A	
		All	Economically Disadvantage	Mathematics	Meets	STAAR	29%			19	10	MAP	25	10	STAAR	35	N/A	
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	46		Oral Communication Writing Samples			Oral Communication Writing Samples				N/A		

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	4.1
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Desired 90-day Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Barriers to Address During this Cycle	Eliminate final misalignments, ensuring all materials used in the classroom are aligned to the standards.	Ensure that all lesson plans and activities are based on formative and summative evidence.	Shifting from ILT led PLCs to co-creating agenda with the grade level chairs.
District Actions for this Cycle	Refresher training on depth and complexity.	Data provided to teachers regularly and reviewing MAP data for growth.	AES coaching support.
District Commitment Theory of Action	If the district supports with the development of YAGs and daily lesson plans with formative assessments, along with support for depth and complexity, then the teachers will be able to grow their knowledge of strong planning.	If the district provides data that is aligned to progress monitoring for students and the district ensures the data is provided in a timely manner, then staff will be able to use that data to drive instruction, small groups, reteaching, and other instructional decisions.	If the district provides clear framework and coaching support to support the development of our math framework and implementation, then teachers will be able to plan their units and instruction well to better deliver the TEKS and monitor student mastery.

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
PLCs will have completed differentiated Units of Study for math that are aligned to TEKS and contain unit assessment, daily objectives, and formative checks.	4.1 5.1	Ongoing	Planning Time Lead4Ward documents Planning Template	Grade levels, coaches, and admin	Completed units of study and lesson plans	At the end of the unit/on going.	Some Progress	
100% of teachers will be trained on anchor charts, journaling, talk moves, and formative assessment, and how to include them in lesson planning.	4.1 5.1	September 20th	Consultant and training materials	Leadership Team + Professional Learning Design Team	Classroom observation and feedback on level of integration	Ongoing	Significant Progress	
100% of teachers will be trained on depth and complexity and how it applies to daily instruction.	4.1 5.1 5.3	October 14th	Consultant and training materials	Leadership Team + Professional Learning Design Team	Classroom observation and feedback on level of integration	Ongoing	Some Progress	
100% of 3rd-5th students will be trained on how to utilize their own data tracking systems.	5.3	Ongoing	Binders	3rd-5th grade teachers Admin	Data trackers (binders)	End of year	Some Progress	
The ILT will create some sample high quality lesson planning templates for teachers to explore from in a shared space, such as Google Drive.	5.1	Ongoing	Google Drive	All staff	Shared drive	November	Some Progress	

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?	
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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	4.1
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Desired 90-day Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Barriers to Address During this Cycle	Eliminate final misalignments, ensuring all materials used in the classroom are aligned to the standards.	Creating the systems to ensure that all lesson plans and activities are based on formative and summative evidence.	Ensure Units of Study are aligned and PLCs are 100% teacher-led.
District Actions for this Cycle	DCSI will continue to find best supports to help prioritized teams and teachers.	Research and Evaluation will continue to track evaluative data, and will provide support for teachers to make sense of the data.	DCSI will continue to find best curricular supports to help prioritized teams and teachers.
District Commitment Theory of Action	If the district supports with the development of YAGs and daily lesson plans with formative assessments, along with support for depth and complexity, then the teachers will be able to grow their knowledge of strong planning.	If the district provides data that is aligned to progress monitoring for students and the district ensures the data is provided in a timely manner, then staff will be able to use that data to drive instruction, small groups, reteaching, and other instructional decisions.	If the district provides clear framework and coaching support to support the development of our math framework and implementation, then teachers will be able to plan their units and instruction well to better deliver the TEKS and monitor student mastery.

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
PLCs will have completed differentiated Units of Study for math and reading that are aligned to TEKS and contain unit assessment, daily objectives, and formative checks.	4.1 5.1	Ongoing	Planning Time Lead4Ward documents Planning Template	Grade levels, coaches, and admin	Completed units of study and lesson plans	At the end of the unit/on going.	Some Progress	We need to work on formative checks/unit assessments.
PLCs will consistently conduct data talks related to formative and summative data.	5.3	Ongoing	Eduphoria/Unify Data Teacher Data Trackers Student Data Trackers	All staff	PLC Minutes PLC Feedback	End of year	Significant Progress	
100% of 3rd-5th students will utilize their own data tracking systems.	5.3	Ongoing	Binders	3rd-5th grade teachers Admin	Data trackers (binders)	End of year	Met	This has been implemented.
We will create a resource library of high quality lesson planning templates for teachers to choose from in a shared space, such as Google Drive, that focus on math and reading.	5.1	Ongoing	Google Drive	All staff	Shared drive	End of year	Significant Progress	
Teachers will have follow up training related to depth and complexity and TEKS alignment.	5.1	January	Consultant	All staff	Classroom observation and feedback on level of integration	On going	Some Progress	We had an initial training and need to do a follow up.
Teachers will begin to share their own high quality lesson plans and templates, and receive feedback from each other related to formative assessment, depth and complexity, and alignment.	5.3	January	Feedback protocols Teacher leaders	ILT + grade level chairs	Completed lesson plans	On going	Some Progress	We have begun this work, but need to get to the feedback.

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?	We're making progress, but hasome areas of refinement left to go.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We have not as teachers are still refining their hybrid teaching models and we're refining our overall approach to Tier 2 and 3 small group during intervention times.	
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
	We need to formalize the unit assessments, so unit assessments are more centralized. Formative assessments will be formulated by the teams, so we have consistent data analysis. We also need to look at depth and complexity.	

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	4.1
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Desired 90-day Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Barriers to Address During this Cycle	Eliminate final misalignments, ensuring all materials used in the classroom are aligned to the standards.	Ensure that all lesson plans and activities are based on formative and summative evidence.	Ensure Units of Study are aligned and PLCs are 100% teacher-led.
District Actions for this Cycle	DCSI will continue to find best supports to help prioritized teams and teachers.	Research and Evaluation will continue to track evaluative data, and will provide support for teachers to make sense of the data.	DCSI will continue to find best curricular supports to help prioritized teams and teachers.
District Commitment Theory of Action	If the district supports with the development of YAGs and daily lesson plans with formative assessments, along with support for depth and complexity, then the teachers will be able to grow their knowledge of strong planning.	If the district provides data that is aligned to progress monitoring for students and the district ensures the data is provided in a timely manner, then staff will be able to use that data to drive instruction, small groups, reteaching, and other instructional decisions.	If the district provides clear framework and coaching support to support the development of our math framework and implementation, then teachers will be able to plan their units and instruction well to better deliver the TEKS and monitor student mastery.

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
PLCs will have completed differentiated Units of Study that are aligned to TEKS and contain unit assessment, daily objectives, and formative checks.	4.1 5.1	Ongoing	Planning Time Lead4Ward documents Planning Template	Grade levels, coaches, and admin	Completed units of study and lesson plans	At the end of the unit/on going.	Some Progress	We made progress on this in our math areas. We need to continue to refine in literacy and bi-literacy.
PLCs will consistently conduct data talks related to formative and summative data.	5.3	Ongoing	Eduphoria/Unify Data Teacher Data Trackers Student Data Trackers	All staff	PLC Minutes PLC Feedback	End of year	Significant Progress	We have incorporated data talks in our PLCs and look at formative and summative data in teams.
100% of 2nd-8th students will utilize their own data tracking systems.	5.3	Ongoing	Binders	2nd-8th grade teachers Admin	Data trackers (binders)	End of year	Some Progress	We implemented tracking systems and made some conversation to the digital space.
We will create a resource library of high quality lesson planning templates for teachers to choose from in a shared space, such as Google Drive.	5.1	Ongoing	Google Drive	All staff	Shared drive	End of year	Significant Progress	There is now a math resource folder that is curated with this work.

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?	We made progress in all of the areas. Areas we did not see as much was in the literacy and bi-literacy. Our writing committee has made a lot of progress.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We saw some progress in MAP. Bonham landed in the top 5 schools for tier 1 readiness in MAP and top 6 for tier 1 readiness in reading.

	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?	We will continue working on supporting math and our literacy/bi-literacy work.	We want to have more unified curriculum based assessments going into next year.

END OF YEAR REFLECTION

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	4.1
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Did the campus achieve the desired outcome? Why or why not?	We made progress in this area and need to continue to refine by having more vertical conversations.	DDI has come a long way. We see the use of data by teachers and students in several ways.	The Units of Study for math made a lot of headway and our resource folder is more much complete. We are still continuing to focus on bi-literacy and the units of study for science will be a new focus area as well.

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	5.3	4.1
Rationale	There are clearer systems for creating daily lesson plans or	While we have ground in our use of data, we want to have data that is	We have worked closely on math strategies and units of study while looking
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will reflect on our progress in relation to this goal and work to build buy in by asking teachers to give peer to peer feedback at least monthly on their math and ELAR/SLAR lesson plans.	We will look at strong data practices and do some reflection on this to identify people who are models in this area. We will grow buy in through agreed upon data systems and displays, building on our data folders.	We will continue our work with AES and build towards more peer to peer observations and feedback. We will look at strengths of our YAGs and how to prepare for a strong start now that more students will be in person.
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will have a feedback loop component within teams and vertically.	By the end of the year, 100% of PLC planning work will have a focus area on Data-driven instruction, with an emphasis on formative data and grade level CBAs that are built by teachers.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS with an emphasis on peer to peer feedback on implementation of the units.
Desired 90-Day Outcome	In the first 90 days, we will initiate our first round of lesson planning feedback, with an emphasis on formative checks.	In the first 90 days, data tracking systems will be up and running and we will have our first set of campus created CBAs for comparison on the first math and reading assessments.	In the first 90 days, we will deepen our work around Math Units of Study based on diagnostics to ensure we have the best YAG per grade level, and focus on feedback regarding literacy/biliteracy units.
How will the campus build capacity in this area? Who will you partner with?	We can build capacity on this through faculty meetings and PLCs. We can partner with district implementation specialists.	We can build capacity in this area with our instructional coaches and partner with the bilingual department, and respective departments in math and literacy.	We can build capacity on this through looking at our previous YAGs and considering our diagnostics. We will work with the research and evaluation team to support our YAG development.

