

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:

Bowden Academy

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

Doug Dawson, 1882 Partner / Principal Supervisor

Campus Number:

015907147

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 / School Innovation Collaborative	Campus Name	Bowden Academy	Superintendent	Pedro Martinez	Principal	Brian Sparks
District Number	015907	Campus Number	015907147	District Coordinator of School Improvement (DCSI)	Doug Dawson - 1882 Partner / Principal Supervisor	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.	Doug Dawson 11/16/2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
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.	Brian Sparks 11/16/2020
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/per-report/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: The current approaches, meets and masters performance is 53 / 21 / 8. By the end of the 20-21 school year, Bowden will achieve approaches, meets and masters performance of 60 / 40 / 10. Rationale: Given the current state of school with the pandemic, we feel that this is a reasonably ambitious target and aligns to our growth expectations.</p> <p>Domain 2B: The current growth % is 60%. By the end of the 20-21 school year, Bowden will achieve a growth % in excess of 66%. Rationale: Given the current state of school with the pandemic, we feel that this is a reasonably ambitious target and aligns to the district growth average.</p> <p>Domain 3: The current domain 3 score is a 35. By the end of the 20-21 school year, Bowden will achieve a domain 3 score greater than 60% Rationale: We believe this is attainable with a strong focus on data driven instruction cycles and sub population data analysis.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: All of the campus performance increase will require significant gains from key subpopulations that include Hispanic, eco dis, and special education students. You will see this reflected in our student data tab.</p> <p>Domain 2B: All of the campus performance increase will require significant gains from key subpopulations that include Hispanic, eco dis, and special education students. You will see this reflected in our student data tab.</p> <p>Domain 3: All of the campus performance increase will require significant gains from key subpopulations that include Hispanic, eco dis, and special education students. You will see this reflected in our student data tab.</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.	3 - Beginning 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.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://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	4.1	5.1	5.3
Rationale	The match of our high quality curriculum tied to high quality and aligned assessments is critical to our growth as a school, especially in the Covid era where many of our kids will return with significant academic gaps.	The data provides evidence the campus has historically struggled to provide high-quality tier I instruction. In order to address this gap, we want to develop systems and supports to build teacher and leader capacity around backwards design. These systems and supports will include differentiated PD and lesson plan feedback protocols.	While the campus is growing in our ability to implement strong data-driven practices, we still have a ways to go to make this a systematic part of our campus. We need to continue to focus on this important facet of our school.
How will the campus build capacity in this area? Who will you partner with?	Teachers will spend some of their time during professional development reviewing the district scope and sequence, planning out interim assessments, and aligning curriculum to meet planned objectives. There are so many resources available to our teachers this fall, many online and some paper/pencil, and identifying the highest-leverage resources to use will be critical.	We spent much of last year spending time developing our interim assessment cycle. This year, we are going to continue this work along with adding professional development for implementing formative assessment (in school and in a remote setting), followed by acting on this information in the moment and during planning.	The analysis cycle anchored to 3-4 interim assessments in reading and math will continue this year. We will revise our interim assessments and the analysis protocol to ensure they are maximizing impact for kids. We will partner with our network schools to ensure our processes and documents are high quality and efficient.
Barriers to Address throughout this year	We need to address several key barriers: planning in a Covid era, learning new online platforms and tools, finding ways to collaborate on lessons plans.	We need to address several key barriers: identifying new ways to formatively assess and give feedback in online settings and balancing how to plan for kids at school and at home.	We need to address several key barriers: getting good data at beginning of the year if kids are learning in a remote setting and determining how to assess for academic gaps in students while not losing sight that we are responsible for teaching all of the standards
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Throughout the year, we will use several routine modes of communication around our priorities. These will include but are not limited to the following: staff meetings (monthly), advisory committee / campus leadership teams (monthly), leadership meetings (bi-weekly), 1882 Partner Board Meeting (Quarterly), and community session BOY/MOY/EOY.	Throughout the year, we will use several routine modes of communication around our priorities. These will include but are not limited to the following: staff meetings (monthly), advisory committee / campus leadership teams (monthly), leadership meetings (bi-weekly), 1882 Partner Board Meeting (Quarterly), and community session BOY/MOY/EOY.	Throughout the year, we will use several routine modes of communication around our priorities. These will include but are not limited to the following: staff meetings (monthly), advisory committee / campus leadership teams (monthly), leadership meetings (bi-weekly), 1882 Partner Board Meeting (Quarterly), and community session BOY/MOY/EOY.

<p>Desired Annual Outcome</p>	<p>By the end of the year, 90% of final interim assessments across the campus will be 1) vetted by campus administration and 2) aligned to repective TEKS.</p>	<p>By the end of the year, Bowden Academy will provide all staff with at least 6 professional development opportunites. The campus has also set an annual goal around TTESS lesson planning domain - TTESS scores relative to planning will increase throughout the course of the year by 10%.</p>	<p>By the end of the year, Bowden Academy will support two interim assessment data dives.</p>
<p>District Commitment Theory of Action</p>	<p>If the campus in partnership with S-I-C develops strong guidance, expectations, and training for teachers regarding curriculum, classrooms will demonstrate stronger instruction resulting it student outcomes gains aligned to our kids.</p>	<p>If the campus in partnership with S-I-C develops strong guidance, expectations, and training for interim and formative assessments combined with strong monitoring, classrooms will demonstrate instruction aligned to standards resulting it student outcomes gains aligned to our kids.</p>	<p>If the campus and partnership develop codified systems and strong routines while providing meaningful training opportunities related to DDI, then leadership will develop a stronger data culture, data-driven teacher planning, and targeted instruction resulting in student outcome gains aligned to our goals.</p>

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.

Please enter a Summative Goal as well.

-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.

Please enter a Summative Goal as well.

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

If tracking Student Success (E/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 enter a Summative Goal as well.

Data																				
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			Summative 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	All	All	Reading	Approaches	STAAR	53%		Benchmark 1	55%	38%	MOY MAP	57%	45%	Benchmark 2	70%		70%		
		All	All	Reading	Meets	STAAR	24%		Benchmark 1	26%	10%	MOY MAP	28%	16%	Benchmark 2	30%		30%		
		All	All	Reading	Masters	STAAR	9%		Benchmark 1	11%	0%	MOY MAP	13%	4%	Benchmark 2	15%		10%		
		All	All	Mathematics	Approaches	STAAR	58%		Benchmark 1	60%	35%	MOY MAP	62%	42%	Benchmark 2	70%		70%		
		All	All	Mathematics	Meets	STAAR	22%		Benchmark 1	24%	5%	MOY MAP	26%	10%	Benchmark 2	30%		30%		
		All	All	Mathematics	Masters	STAAR	8%		Benchmark 1	10%	0%	MOY MAP	12%	2%	Benchmark 2	15%		10%		
		All	All	Science	Approaches	STAAR	50%		Benchmark 1	52%	42%	MOY MAP	54%	TBD	Benchmark 2	70%		70%		
		All	All	Science	Meets	STAAR	21%		Benchmark 1	23%	3%	MOY MAP	25%	TBD	Benchmark 2	30%		30%		
		All	All	Science	Masters	STAAR	8%		Benchmark 1	10%	0%	MOY MAP	12%	TBD	Benchmark 2	15%		10%		
		All	All	Social Studies	Approaches	STAAR	62%		Benchmark 1	64%	56%	MOY MAP	66%	TBD	Benchmark 2	70%		70%		
		All	All	Social Studies	Meets	STAAR	21%		Benchmark 1	23%	21%	MOY MAP	25%	TBD	Benchmark 2	30%		30%		
		All	All	Social Studies	Masters	STAAR	3%		Benchmark 1	5%	6%	MOY MAP	7%	TBD	Benchmark 2	10%		8%		
		All	All	Writing	Approaches	STAAR	34%		Benchmark 1	36%	43%	MOY MAP	38%	54%	Benchmark 2	50%		50%		
All	All	Writing	Meets	STAAR	11%		Benchmark 1	13%	19%	MOY MAP	15%	25%	Benchmark 2	20%		20%				
All	All	Writing	Masters	STAAR	3%		Benchmark 1	5%	2%	MOY MAP	7%	6%	Benchmark 2	10%		8%				
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement Indicators)	All	Eco Dis	Reading	Meets	STAAR	23%		Benchmark 1	25%	23%	MOY MAP	27%	33%	Benchmark 2	35%		34%		
		All	Hispanic	Reading	Meets	STAAR	23%		Benchmark 1	25%	12%	MOY MAP	27%	39%	Benchmark 2	40%		38%		
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement Indicators)	All	Special Ed	Reading	All	STAAR	18%		Benchmark 1	20%	17%	MOY MAP	22%	29%	Benchmark 2	25%		20%		
		All	Special Ed	Math	All	STAAR	18%		Benchmark 1	20%	12%	MOY MAP	22%	29%	Benchmark 2	25%		24%		
4. Domain 3 Focus 3	Focus 3 Components (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	0%		Benchmark 1	75%	N/A	MOY MAP	100%	100%	Benchmark 2	100%		100%		

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	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, 90% of final interim assessments across the campus will be 1) vetted by campus administration and 2) aligned to repective TEKS.	By the end of the year, Bowden Academy will provide all staff with at least 6 professional development oportunites. The campus has also set an annual goal around TTESS lesson planning domain - TTESS scores relative to planning will increase throughout the course of the year by 10%.	By the end of the year, Bowden Academy will support two interim assessment data dives.
Desired 90-day Outcome	The 90-day desired outcome is to create a clear process for vetting lesson plans and pilot an adminsitative review of at least 10 lesson plans.	The 90-day desired outcome is the plannign and execution of two professional development oportunities focused on lesson planning and lesson planning requirements.	The 90-day desired outcome is the planning and execution of interim assessment deep dive.
Barriers to Address During this Cycle	We need to address several key barriers: planning in a Covid era, learning new online platforms and tools, finding ways to collaborate on lessons plans.	We need to address several key barriers: identifying new ways to formatively assess and give feedback in online settings and balancing how to plan for kids at school and at home.	We need to address several key barriers: getting good data at beginning of the year if kids are learning in a remote setting and determining how to assess for academic gaps in students while not losing sight that we are responsible for teaching all of the standards
District Actions for this Cycle	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.
District Commitment Theory of Action	If the campus in partnership with S-I-C develops strong guidance, expectations, and training for teachers regarding curriculum, classrooms will demonstrate stronger instruction resulting it student outcomes gains aligned to our kids.	If the campus in partnership with S-I-C develops strong guidance, expectations, and training for interim and formative assessments combined with strong monitoring, classrooms will demonstrate instruction aligned to standards resulting it student outcomes gains aligned to our kids.	If the campus and partnership develop coorred systems and strong routines while providing meaningful training opportunities related to DDI, then leadership will develop a stronger data culture, data-driven teacher planning, and targeted instruction resulting in student outcome gains aligned to our goals.

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
Create instructional leader calendaring training and walkthrough schedule	4.1 & 5.1	9/1- 10/1/2020	Network Template	V. Davis	Walkthrough Schedule	12/1/20	Significant Progress	Utilize campus secretary to support follow-through on walk through schedules: 1:1
Develop, tune, and share new lesson plan template with teachers	4.1 & 5.1	9/1- 10/1/2020	Network Template	V. Davis	Lesson Plan Template	12/1/20	No Progress	Campus is working on codifying lesson planning system meeting district and campus expectations
Develop PD scope and sequence including at least two targeted dates for PD on formative assessments	4.1 & 5.1	9/1- 10/1/2020	Network Template	V. Davis	PD Scope & Sequence	12/1/20	Some Progress	Create scope and sequence for spring semester, as a continuation of learning from the fall
Develop PLC scope and sequence including time for instructional leadership to monitor assessments and lessons	4.1 & 5.1	9/1- 10/1/2020	Network Template	V. Davis	PLC Scope & Sequence	12/1/20	Some Progress	Spring PLC time shifts to instructional planning
Develop instructional coaching templates and teacher coaching tiers	4.1 & 5.1	BOY - 12/1/2020	Network Template	V. Davis	Teacher Tiering Document	12/1/20	Some Progress	Continuing to develop coaching tools and codify those systems across the leadership
Develop and Share Assessment Calendar	5.1 & 5.3	9/1- 10/1/2020	Network Template	V. Davis	Assessment Calendar	12/1/20	Some Progress	Map out the spring testing calendar dates and share with staff

Develop and execute data analysis session	5.3	11/1- 12/1/2020	19-20 Analysis Session Materials	V. Davis	Analysis Agenda / Teacher Deliverable	12/1/20	Some Progress	The campus will engage in data analysis session on 1/11/21, followed by continuing with data cycle through spring
Create Data Room	5.3	BOY - 12/1/2020	Gates Example	Brian S.	Visual of Data Room	12/1/20	No Progress	Given interim cycles that are coming up, campus will display data as needed
Campus Leadership Step Back / Reflection	All	BOY - 12/1/2020	Reflection Template	Brian S.	Leadership Agenda	12/1/20	Some Progress	Leadership agendas reflect focus on PD reflections and reflection on TIP plan
S-I-C Quarterly Report	All	BOY - 12/1/2020	Report Template	Doug D.	S-I-C Quarterly Report / TIP	12/1/20	Some Progress	Campus teams presented BOY year goals. The SIC quarterly report was moved to

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	4.1 - There was some progress made in this area. Continued focus to codify our data systems will be important to support student	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The data that has been collected has not been consistent. We will have much stronger and more accurate data on 1/11/21 in order to gauge progress.	
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
	Campus is working on codifying lesson planning system meeting district and campus expectations, Create scope and sequence for spring semester, as a continuation of learning from the fall, Spring PLC time shifts to instructional planning, Continuing to develop coaching tools and codify those systems across the leadership teams, Map out the spring testing calendar dates and share with staff, The campus will engage in data analysis session on 1/11/21, followed by continuing with data cycle through spring, Leadership agendas reflect focus on PD reflections and reflection on TIP plan	Utilize campus secretary to support follow-through on walk through schedules; 1:1 meetings with leadership team members each Monday to work on calendars, Given interim cycles that are coming up, campus will display data as needed

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	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, 90% of final interim assessments across the campus will be 1) vetted by campus administration and 2) aligned to repective TEKS.	By the end of the year, Bowden Academy will provide all staff with at least 6 professional development opportunities. The campus has also set an annual goal around TTESS lesson planning domain - TTESS scores relative to planning will increase throughout the course of the year by 10%.	By the end of the year, Bowden Academy will support two interim assessment data dives.
Desired 90-day Outcome	The 90-day desired outcome is to ensure greater than 75% of lesson plans are aligned to standards.	The 90-day desired outcome is to see a 5% increase in TTESS planning domain across the campus.	The 90-day desired outcome is the planning and execution of one interim assessment deep dive.
Barriers to Address During this Cycle	Balancing student reentry planning with core ESF priorities; Ensuring fidelity to new programs (MTI 2.0); and communicating key issues on behalf of the district while keeping teacher buying to ESF priorities	Balancing student reentry planning with core ESF priorities; Ensuring fidelity to new programs (MTI 2.0); and communicating key issues on behalf of the district while keeping teacher buying to ESF priorities	Balancing student reentry planning with core ESF priorities; Ensuring fidelity to new programs (MTI 2.0); and communicating key issues on behalf of the district while keeping teacher buying to ESF priorities
District Actions for this Cycle	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.
District Commitment Theory of Action	If the campus in partnership with S-I-C develops strong guidance, expectations, and training for teachers regarding curriculum, classrooms will demonstrate stronger instruction resulting it student outcomes gains aligned to our kids.	If the campus in partnership with S-I-C develops strong guidance, expectations, and training for interim and formative assessments combined with strong monitoring, classrooms will demonstrate instruction aligned to standards resulting it student outcomes gains aligned to our kids.	If the campus and partnership develop codified systems and strong routines while providing meaningful training opportunities related to DDI, then leadership will develop a stronger data culture, data-driven teacher planning, and targeted instruction resulting in student outcome gains aligned to our goals.

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
Monitor walkthrough schedule and completion	4.1 & 5.1	12/1/2020- 2/1/2021	Network Template	V. Davis	Walkthrough Monitoring Form Email Reminder TTESS Evaluations	2/1/21	Some Progress	revise walk through schedule, continue to utilize secretary to hold team accountable
Design student experiences twice weekly with teachers (lesson planning)	4.1 & 5.1	12/1/2020- 2/1/2021	Network Template	V. Davis	BA21 DSE Workflow	2/1/21	Significant Progress	no adjustments needed
Adjust PD scope and sequence based on data analysis sessions	4.1 & 5.1	12/1/2020- 2/1/2021	Network Template	V. Davis	PD Scope & Sequence	2/1/21	No Progress	adjustments made based on walk throughs and in alignment to instructional priorities
Adjust PLC scope and sequence based on data analysis sessions	4.1 & 5.1	12/1/2020- 2/1/2021	Network Template	V. Davis	PLC Scope & Sequence	2/1/21	No Progress	adjustments made based on walk throughs and in alignment to instructional priorities
Monitor instructional coaching templates usage fidelity	4.1 & 5.1	12/1/2020- 2/1/2021	Network Template	V. Davis	BA21 Coaching Log	2/1/21	Some Progress	add instructional coaching to running agendas on a routine basis
Develop and execute data analysis session(s)	5.3	12/1/2020- 2/1/2021	19-20 Analysis Session Materials	V. Davis	Analysis Agenda / Teacher Deliverable	2/1/21	Some Progress	incorporate data analysis into lesson planning process, run data analysis cycle with next interim/simulation

Share campus data and progress with community	5.3	12/1/2020- 2/1/2021	Community Info Session	Brian S.	Slides	2/1/21	Some Progress	Share updated data (MAP) at Cafecito, load historical MAP and STAAR data on website, share with community
Campus Leadership Step Back / Reflection	All	12/1/2020- 2/1/2021	Reflection Template	Brian S.	Leadership Agenda	2/1/21	Significant Progress	continue including agenda items for reflection and refinement
S-I-C Quarterly Report	All	12/1/2020- 2/1/2021	Report Template	Doug D.	S-I-C Quarterly Report / TIP	2/1/21	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?	Our campus met the desired 90 day outcome in some areas while struggling in others. We made significant progress in designing student
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Based on our MAP scores, 42%/45% of our students are projected to pass the Reading/Math STAAR test. This shows regression from 51% who were projected to pass this time last year. Similar regression is shown in meets and masters scores on MAP. A number of factors are tied to this regression, including Covid slide, continued development and implementation of instructional guide, and ensuring consistent attendance.
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
	<p>Monitor walkthrough schedule and completion</p> <p>Develop and execute data analysis session(s)</p> <p>Share campus data and progress with community</p> <p>Campus Leadership Step Back / Reflection</p>
	<p>Design student experiences twice weekly with teachers (lesson planning)</p> <p>Adjust PD scope and sequence based on walk throughs and in alignment to instructional priorities</p> <p>Adjust PLC scope and sequencebased on walk throughs and in alignment to instructional priorities</p> <p>Monitor instructional coaching log usage fidelity</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	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, 90% of final interim assessments across the campus will be 1) vetted by campus administration and 2) aligned to repective TEKS.	By the end of the year, Bowden Academy will provide all staff with at least 6 professional development opportunities. The campus has also set an annual goal around TTESS lesson planning domain - TTESS scores relative to planning will increase throughout the course of the year by 10%.	By the end of the year, Bowden Academy will support two interim assessment data dives.
Desired 90-day Outcome	The 90-day desired outcome is to ensure greater than 75% of lesson plans are aligned to standards.	The 90-day desired outcome is to see a 5% increase in TTESS planning domain across the campus.	The 90-day desired outcome is the planning and execution of interim assessment deep dive.
Barriers to Address During this Cycle	Balancing student reentry planning with core ESF priorities; Ensuring fidelity to new programs (MTI 2.0); and communicating key issues on behalf of the district while keeping teacher buying to ESF priorities	Balancing student reentry planning with core ESF priorities; Ensuring fidelity to new programs (MTI 2.0); and communicating key issues on behalf of the district while keeping teacher buying to ESF priorities	Balancing student reentry planning with core ESF priorities; Ensuring fidelity to new programs (MTI 2.0); and communicating key issues on behalf of the district while keeping teacher buying to ESF priorities
District Actions for this Cycle	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.	School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.
District Commitment Theory of Action	If the campus in partnership with S-I-C develops strong guidance, expectations, and training for teachers regarding curriculum, classrooms will demonstrate stronger instruction resulting it student outcomes gains aligned to our kids.	If the campus in partnership with S-I-C develops strong guidance, expectations, and training for interim and formative assessments combined with strong monitoring, classrooms will demonstrate instruction aligned to standards resulting it student outcomes gains aligned to our kids.	If the campus and partnership develop codified systems and strong routines while providing meaningful training opportunities related to DDI, then leadership will develop a stronger data culture, data-driven teacher planning, and targeted instruction resulting in student outcome gains aligned to our goals.

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
Monitor walkthrough schedule and completion	4.1 & 5.1	2/1/2021 - 5/1/2021	Network Template	V. Davis	Walkthrough Monitoring Form	5/1/21	Met	
Design student experiences twice weekly with teachers (lesson planning)	4.1 & 5.1	2/1/2021 - 5/1/2021	Network Template	V. Davis	Lesson Plan documentation	5/1/21	Met	
Adjust PD scope and sequence based on walk throughs and in alignment to instructional priorities	4.1 & 5.1	2/1/2021 - 5/1/2021	Network Template	V. Davis	PD Scope & Sequence	5/1/21	Met	
Adjust PLC scope and sequence based on walk throughs and in alignment to instructional priorities	4.1 & 5.1	2/1/2021 - 5/1/2021	Network Template	V. Davis	PLC Scope & Sequence	5/1/21	Met	
Monitor instructional coaching log usage fidelity	4.1 & 5.1	2/1/2021 - 5/1/2021	Network Template	V. Davis	Teacher Tiering Document	5/1/21	Met	
Develop and execute data analysis session(s)	5.3	2/1/2021 - 5/1/2021	19-20 Analysis Session Materials	V. Davis	Analysis Agenda / Teacher Deliverable	5/1/21	Met	
Share campus data and progress with community	5.3	2/1/2021 - 5/1/2021	Community Info Session	Brian S.	Slides	5/1/21	Met	
Campus Leadership Step Back / Reflection	All	2/1/2021 - 5/1/2021	Reflection Template	Brian S.	Leadership Agenda	5/1/21	Met	
S-I-C Quarterly Report	All	2/1/2021 - 5/1/2021	Report Template	Doug D.	S-I-C Quarterly Report / TIP	5/1/21	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?	The campus met 2 of the 3 the 90 day outcomes. Currently, 85% of lesson objectives are posted; however, only 60% demonstrate clear alignment to standards.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not. This is due in large part to COVID. Bowden has opted to take the NWEA Spring MAP assessment for grades 3-8 to measure growth.	
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
	Conduct Data Analysis Session for Summer Academies using STAAR data	Develop instructional goals and priorities for the 21-22 school 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	4.1	5.1	5.3
Desired Annual Outcome	By the end of the year, 90% of final interim assessments across the campus will be 1) vetted by campus administration and 2) aligned to repective TEKS.	By the end of the year, Bowden Academy will provide all staff with at least 6 professional development opportunites. The campus has also set an annual goal around TTESS lesson planning domain - TTESS scores relative to planning will increase throughout the course of the year by 10%.	By the end of the year, Bowden Academy will support two interim assessment data dives.
Did the campus achieve the desired outcome? Why or why not?	Yes, by the end of the year, instructional leadership was heavily involved with vetting ALL interim assessments.	Yes, the campus used the half days on Fridays as well as a few Saturdays to ensure teachers were well supported in lesson planning (or designing student experiences).	Yes, during the ESF visits, the campus realized it had not prioritized DD

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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale	We may adjust our prioritized focus areas after our ESF visit. For now, we plan to keep the focus area consistent with an emphasis on staying myopic is an area until it is mastered.	We may adjust our prioritized focus areas after our ESF visit. For now, we plan to keep the focus area consistent with an emphasis on staying myopic is an area until it is mastered.	We may adjust our prioritized focus areas after our ESF visit. For now, we plan to keep the focus area consistent with an emphasis on staying myopic is an area until it is mastered.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Throughout the year, we will use several routine modes of communication around our priorities. These will include but are not limited to the following: staff meetings (monthly), advisory committee / campus leadership teams (monthly), leadership meetings (bi-weekly), 1882 Partner Board Meeting (Quarterly), and community session BOY/MOY/EOY.	Throughout the year, we will use several routine modes of communication around our priorities. These will include but are not limited to the following: staff meetings (monthly), advisory committee / campus leadership teams (monthly), leadership meetings (bi-weekly), 1882 Partner Board Meeting (Quarterly), and community session BOY/MOY/EOY.	Throughout the year, we will use several routine modes of communication around our priorities. These will include but are not limited to the following: staff meetings (monthly), advisory committee / campus leadership teams (monthly), leadership meetings (bi-weekly), 1882 Partner Board Meeting (Quarterly), and community session BOY/MOY/EOY.
Desired Annual Outcome	By the end of the year, 90% of final interim assessments across the campus will be 1) vetted by campus administration and 2) aligned to repective TEKS.	By the end of the year, Bowden Academy will provide all staff with at least 6 professional development opportunites. The campus has also set an annual goal around TTESS lesson planning domain - TTESS scores relative to planning will increase throughout the course of the year by 10%.	By the end of the year, Bowden Academy will support two interim assessment data dives.
Desired 90-Day Outcome	90% of final interim assessments across the campus will be 1) vetted by campus administration and 2) aligned to repective TEKS.	TTESS scores relative to planning will have increased by 10%.	The 90-day desired outcome is the planning and execution of interim assessment deep dive.

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>Our campus is supported through an in-district charter network (School Innovation Collaborative). The network provides indepth support for campuses around the effective schools levers. This year the network is focusing instructional coaching systems and procedures, leadership systems, and data-driven instruction cycles. This also includes support from school improvement partners such as Academy for Urban School Leadership</p>	<p>Our campus is supported through an in-district charter network (School Innovation Collaborative). The network provides indepth support for campuses around the effective schools levers. This year the network is focusing instructional coaching systems and procedures, leadership systems, and data-driven instruction cycles. This also includes support from school improvement partners such as Academy for Urban School Leadership</p>	<p>Our campus is supported through an in-district charter network (School Innovation Collaborative). The network provides indepth support for campuses around the effective schools levers. This year the network is focusing instructional coaching systems and procedures, leadership systems, and data-driven instruction cycles. This also includes support from school improvement partners such as Academy for Urban School Leadership</p>
<p>Barriers to Address throughout the year</p>	<p>Execute the cycle project plan (below) with 90% fidelity</p>	<p>Execute the cycle project plan (below) with 90% fidelity</p>	<p>Execute the cycle project plan (below) with 90% fidelity</p>
<p>District Actions for this Cycle</p>	<p>School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.</p>	<p>School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.</p>	<p>School Innovation Collaborative (S-I-C) will develop network design sessions in alignment to the focus areas of the targeted improvement plan. As the operator of the campus, the S-I-C board will also provide a quarterly report at the board meeting and leadership check-in for progress monitoring.</p>
<p>District Commitment Theory of Action</p>	<p>In the campus in partnership with S-I-C develops strong guidance, expectations, and training for teachers regarding curriculum, classrooms will demonstrate stronger instruction resulting it student outcomes gains aligned to our kids</p>	<p>In the campus in partnership with S-I-C develops strong guidance, expectations, and training for teachers regarding curriculum, classrooms will demonstrate stronger instruction resulting it student outcomes gains aligned to our kids</p>	<p>In the campus in partnership with S-I-C develops strong guidance, expectations, and training for teachers regarding curriculum, classrooms will demonstrate stronger instruction resulting it student outcomes gains aligned to our kids</p>

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Monitor walkthrough schedule and completion	4.1 & 5.1	5/1/2021- 6/30/2021	Network Template	V. Davis	Walkthrough Monitoring Form	8/1/21		
Design student experiences twice weekly with teachers (lesson planning)	4.1 & 5.1	5/1/2021- 6/30/2021	Network Template	V. Davis	Lesson Plan documentation	8/1/21		
Adjust PD scope and sequence based on walk	4.1 & 5.1	5/1/2021- 6/30/2021	Network Template	V. Davis	PD Scope & Sequence	8/1/21		
Adjust PLC scope and sequence based on walk	4.1 & 5.1	5/1/2021- 6/30/2021	Network Template	V. Davis	PLC Scope & Sequence	8/1/21		
Develop and execute data analysis session(s)	5.3	5/1/2021- 6/30/2021	19-20 Analysis Session Materials	V. Davis	Analysis Agenda / Teacher Deliverable	8/1/21		
Monitor instructional coaching log usage fidelity	4.1 & 5.1	5/1/2021- 6/30/2021	Network Template	V. Davis	Teacher Tiering Document	8/1/21		
Share campus data and progress with community	5.3	5/1/2021- 6/30/2021	Community Info Session	Brian S.	Slides	8/1/21		

Campus Leadership Step Back / Reflection	All	5/1/2021- 6/30/2021	Reflection Template	Brian S.	Leadership Agenda	8/1/21		
S-I-C Quarterly Report	All	5/1/2021- 6/30/2021	Report Template	Doug D.	S-I-C Quarterly Report / TIP	8/1/21		