

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

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

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

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

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

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

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Briscoe Elementary School	D'Les Gonzales Herron, San Antonio Director of Schools - TCIS
Campus Number:	Superintendent Name:
000000112	Pedro Martinez

Date:

Wednesday, September 30, 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	Briscoe Elementary	Superintendent	Pedro Martinez	Principal	Jennifer Emerson
District Number	015907	Campus Number	000000112	District Coordinator of School Improvement (DCSI)	D'Les Gonzales Herron	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	Michael Torres

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.	D'Les Gonzales Herron 09/30/2020
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.	Margaret Davis 09/30/2020
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Jennifer Emerson 09/30/2020

Board Approval Date

DATA ANALYSIS

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

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

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Approaches 65%, Meets 37% and Masters 20% for an overall scale score of 70 or C Rationale: Looking at prior year STAAR, MAP data and teacher feedback we determined the goals for each proficiency band trying to increase student proficiency in Meets and Masters.</p> <p>Domain 2B: The scale score goal is 77 or C Rationale: The Eco. Disc. percentage increased therefore focusing in on specific sub-pops, especially Hispanic and ELLs will improve the score.</p> <p>Domain 3: The scale score goal is 96 or A Rationale: By identifying the students who can earn the greatest gain and providing target intervention and superior Tier 1 instructions, students will make appropriate gains.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Increasing students who scored Meets and Masters from 31% Meets to 37% Meets and 13% Masters to 20%.</p> <p>Domain 2B: The Eco. Disc percentage increased therefore focusing in on specific sub-pops, especially Hispanic and ELLs will improve the score.</p> <p>Domain 3: By identifying the students who can earn the greatest gain and providing target intervention and superior Tier 1 instructions students will make appropriate gains.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	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://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	
Rationale	In reflecting upon last year, teachers completed lesson plans weekly and turned them in with requirements of objectives, activities, GRR and assessments being part of the lesson plan. The Instructional Leadership Team (ILT) would provide feedback on alignment of TEKS to activities, assessments and provided questions for teachers to consider.	In reflecting upon last year, PLCs were embedded in the master schedule and teachers developed a collaborative document to act as a CIAP that was completed weekly during PLCs. Individualized student data was monitored on a weekly basis, not just struggling students, but there was a focus on high performing students as well.	
How will the campus build capacity in this area? Who will you partner with?	The ILT was assigned to review lesson plans weekly and meet to discuss findings while problem solving as to which best practice can be implemented (conferencing, coaching, modeling, etc.) for teachers to improve their craft. Formative mini assessments (4 week) will be created by the teachers with guidance from the ILT members and the 9 week assessments will be created by the Instructional Coaches and aligned with the TEKS taught during that time period. The ILT will continue to work with the 1882 Partner, TCIS, to continue to develop coaching, conferencing, and assessment development.	The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs. In addition, the campus will work with district Academic Team to review formative assessment data and feedback.	
Barriers to Address throughout this year	Due to COVID teachers and students have had to learn a new management system (Canvas) which has taken a lot time away from planning and instruction as well as trying to balance virtual and in person learning.	Student progress data was reviewed, however the form developed was not as specific to a CIAP. The campus will get training on CIAPs, but has not been a focus with priorities of COVID. PLCs to review data and address instruction was in place. Grade level teams are collaborating for planning for instruction, checking for understanding, or assessment, however a main barrier seen is the need for small group instruction for remote students. Teachers are having to learn how to provide that within the distant learning environment and juggle in-person learning as well.	

<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>	
<p>Desired Annual Outcome</p>	<p>Teachers create and submit weekly lesson plans that are clear, effective, collaborative and differentiated on a weekly basis. The lesson plans will include formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PYP. Teacher will follow a rubric to meet these requirements and ILT will use the rubric to provide weekly feedback and follow-up on lesson plans.</p>	<p>The ILT and teachers leaders disaggregates data for students throughout the year by monitoring student progress. The ILT will provide evidence-based feedback to teachers. Create an action plan for weekly PLCs, weekly data analysis, and processes for improving student performance.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Briscoe will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.</p>	<p>If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.</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 (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

-You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

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

Please enter a Summative Goal as well.

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											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	64%		MAP BOY	50	43	MAP MOY	57	23	STAAR	61	34	65	
		All	All	Reading	Meets	STAAR	31%		MAP BOY	25	16	MAP MOY	29	10	STAAR	34	16	38	
		All	All	Reading	Masters	STAAR	14%		MAP BOY	5	3	MAP MOY	10	8	STAAR	15	4	20	
		All	All	Mathematics	Approaches	STAAR	68%		MAP BOY	40	36	MAP MOY	50	32	STAAR	60	24	68	
		All	All	Mathematics	Meets	STAAR	35%		MAP BOY	10	8	MAP MOY	20	7	STAAR	30	9	37	
		All	All	Mathematics	Masters	STAAR	14%		MAP BOY	5	1	MAP MOY	10	3	STAAR	15	1	20	
		All	All	Science	Approaches	STAAR	51%		MAP BOY	40	39	MAP MOY	45	25	STAAR	52	19	60	
		All	All	Science	Meets	STAAR	16%		MAP BOY	14	8	MAP MOY	16	5	STAAR	18	3	20	
		All	All	Science	Masters	STAAR	9%		MAP BOY	3	17	MAP MOY	5	3	STAAR	8	0	10	
		All	All	Social Studies	Approaches	STAAR	na		na	na	na	na	na	na	na	na	na	na	na
		All	All	Social Studies	Meets	STAAR	na		na	na	na	na	na	na	na	na	na	na	na
		All	All	Social Studies	Masters	STAAR	na		na	na	na	na	na	na	na	na	na	na	na
		All	All	Writing	Approaches	STAAR	62%		CBA	50	42	Nive Weeks Assess.	55	40	STAAR	60	24	65	
		All	All	Writing	Meets	STAAR	31%		CBA	20	8	Nive Weeks Assess.	25	15	STAAR	30	10	35	
All	All	Writing	Masters	STAAR	13%		CBA	STAA	2	Nive Weeks Assess.	7	5	STAAR	10	0	15			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Reading	Masters	STAAR	31		MAP BOY	18	16	MAP MOY	22	8	STAAR	29	4	33	
		All	Eco. Dls.	Mathematics	Masters	STAAR	33		MAP BOY	20	8	MAP MOY	25	3	STAAR	30	1	36	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	All	All	STAAR	36		MAP BOY	25	33	MAP MOY	30		STAAR	36	21	41	
		All	ELL	All	All	STAAR	30		MAP BOY	10		MAP MOY	14		STAAR	18	22	23	
4. Domain 3 Focus 3	ELP Component	All	ELP Component (Minimum 25 students required)	TELPAS	All	TELPAS	37		MAP BOY	27		MAP MOY	31		STAAR	36		40	

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	Teachers create and submit weekly lesson plans that are clear, effective, collaborative and differentiated on a weekly basis. The lesson plans will include formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PYP. Teacher will follow a rubric to meet these requirements and ILT will use the rubric to provide weekly feedback and follow-up on lesson plans.	The ILT and teachers leaders disaggregates data for students throughout the year by monitoring student progress. The ILT will provide evidence-based feedback to teachers. Create an action plan for weekly PLCs, weekly data analysis, and processes for improving student performance.	
Desired 90-day Outcome	By the end of November, 80% of the lesson plans are scoring proficient in at least 5 of the 7 categories. The ILT will provide focused feedback on each category by 5pm on Fridays to 80% of the lesson plans.	By the end of November, through data analysis 90% teachers will have created intervention plans to address individual student needs. The ILT will ensure there is PLC time is built into the master schedule to analysis student work, student data and plan Tier 1 instruction to level of the standards and have discussion regarding possible student misconceptions, anticipate the pre-requires the student needs to know prior to teaching and how prevent the need for reteach with solid instruction, especially for virtual students.	
Barriers to Address During this Cycle	Developing lesson plans that meet the required criteria take time to develop. Due to COVID, we have a new learning management system and teachers have to create lessons that are effective in the new system. Teachers are needing to learn how to provide balance between virtual and in person learning.	Data was review student progress, however the form developed was not as specific to a CIAP. The campus will get training on CIAPs, but has not been a focus with priorities of COVID. PLCs to review data and address instruction was in place. Grade level teams are collaborating for planning for instruction, checking for understanding, or assessment, however a main barrier seen is the need for small group instruction for remote students. Teachers are having to learn how to provide that within the distant learning environment and juggle in-person learning as well.	
District Actions for this Cycle	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of November. Spot check PLC minutes with the principal on a bi-weekly basis.	

District Commitment Theory of Action	If the district has effective systems for identifying and supporting struggling learners, then teachers at Briscoe will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.	
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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
80% of teachers turn in weekly lesson plans that are scoring proficient in at least 5 of the 7 categories by end of the day on Thursdays. They must that include; formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PYP.	5.1	9/1/2020 to 11/30/2020	Exemplar Lesson Plans Collaborative Planning Time, Rubric for lesson plans	All teachers	Campus Leadership will review lessons and provide feedback within 24 hours.	November 30, 2020	Met - 96%	Continue to provide support for teachers so they can get to 6 out of categories.
80% of the lesson plans are scoring proficient in at least 5 of the 7 categories. The Instructional Leadership Team (ILT) will provide focused feedback on each category by 5 pm on Friday.	5.1	9/1/2020 to 11/30/2020	Feedback process and way to collect data from lesson plans, Feedback form for lesson plans	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane	Completed rubric of expectations from lesson plans.	November 30, 2020	On Track	Create a system that allows admin to provide support to teachers who are not consistently meeting the expectations and dedicate time for the review of the lesson plans for admin team.
Provide weekly dedicated PLC time for teachers to develop lesson plans collaboratively that meet the criteria.	5.1	9/1/2020 to 11/30/2020	Master Schedule	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane	PLC Agendas and sign in sheets	November 30, 2020	Met - Thursday dedicated day	PLC to be more teacher lead than admin or coaches lead.
Create a DDI calendar and establish a PLC room with a data wall in each and every classroom. There is also an electronic TEKS tracker on-line for teachers to track student progress and that is visible to students.	5.3	9/1/2020 to 11/30/2020	Student assessment data, chart tablets, bulletin boards, and online data trackers	Principal Jennifer Emerson, Assistant Principal Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane, Grade Level Team Leaders	PLC Room, DDI Calendar, and established Data Walls	November 30, 2020	On Track	Teachers share with students their progress and have consistent conversations regarding their individual progress.

<p>Teachers are trained and continue the development of a PLC Protocol (Corrective Instruction Action Plan, CIAP) and implementing Standards In Practice Protocol during PLCs. Master schedule is developed with built in time for weekly PLCs.</p>	<p>5.3</p>	<p>9/1/2020 to 11/30/2020</p>	<p>Action Plan Template, Standards In Practice protocol, Master schedule and enrollment data</p>	<p>Principal Jennifer Emerson, Assistant Principal Angelica Escobar, Counselor, Michele Bain, Instructional Coaches Cari Richter and Heather Kane, and Grade Level Team Leaders</p>	<p>Master Schedule; Corrective Instruction Action Plan</p>	<p>November 30, 2020</p>	<p>Met other than the Standards in Practice Protocol this is On Track).</p>	<p>Need additional training and time to practice the protocol for teachers to implement more effectively.</p>
<p>Provide 2 professional development opportunities for teachers focusing on how to provide small group instruction virtually and in person.</p>	<p>5.3</p>	<p>9/1/2020 to 11/30/2020</p>	<p>PD Calendar, PD Presentation</p>	<p>Principal Jennifer Emerson, Assistant Principal Angelica Escobar, Counselor, Michele Bain, Instructional Coaches Cari Richter and Heather Kane, and Grade Level Team Leaders</p>	<p>Feedback from teachers and walkthrough data regarding small group, sign in sheets</p>	<p>November 30, 2020</p>	<p>Met</p>	<p>One PD session has been completed and 3 teacher lead session on virtual break out rooms. The district is providing another PD session on differentiation in virtual and in person.</p>

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We met 4 of the desired outcomes for the action steps. There was specific focus and systems were in place that allowed for the successful Implementation. Three areas are on track and need additional time and training to implement successfully.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>The campus met one performance goal. Several were close, but due to lack of instruction in 2019-20 and the challenges of instruction during COVID have impacted student performance and achievement dramatically.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>All Action steps will carry over and continue to increase in percentages and expectations. Consistency and focus of the steps will be of high priority.</p>	<p>None</p>

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	
Desired Annual Outcome	Teachers create and submit weekly lesson plans that are clear, effective, collaborative and differentiated on a weekly basis. The lesson plans will include formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PYP. Teacher will follow a rubric to meet these requirements and ILT will use the rubric to provide weekly feedback and follow-up on lesson plans.	The ILT and teachers leaders disaggregates data for students throughout the year by monitoring student progress. The ILT will provide evidence-based feedback to teachers. Create an action plan for weekly PLCs, weekly data analysis, and processes for improving student performance.	
Desired 90-day Outcome	By the end of February, 85% of the lesson plans are scoring proficient in at least 6 of the 7 categories. The Instructional Leadership Team (ILT) will provide focused feedback on each category by 5 pm on Fridays to 85% of the lesson plans.	By the end of February, through data analysis the 95% of teachers will have created intervention plans to address individual student needs. The ILT will ensure there is PLC time is built into the master schedule to analysis student work, student data and plan Tier 1 instruction to level of the standards. They will also in sure time for teachers to have discussions regarding possible student misconceptions, anticipate the pre-requires the student needs to know prior to teaching and how prevent the need for reteach with solid Tier 1 instruction.	
Barriers to Address During this Cycle	Due to COVID teachers and students have had to learn a new management system (Canvas) which has taken a lot time away from planning and instruction as well as trying to balance virtual and in person learning. We will also have MOY MAP testing, GT testing and the start of TELPAS testing which will impact planning and instruction.	Grade level teams are collaborating for planning for instruction, checking for understanding, and/or assessment, however a main barrier seen is the need for small group instruction for remote students. Teachers are having to learn how to provide that within the distant learning environment and juggle in-person learning as well. Teachers will use CIAPs to lead small group instruction both virtually and in person with the increase of students returning to campus.	
District Actions for this Cycle	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSJ by the end of November. Spot check PLC minutes with the principal on a bi-weekly basis.	
District Commitment Theory of Action	If the district has effective systems for identifying and supporting struggling learners, then teachers at Briscoe will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.	

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 1 with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (may be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
85% of teachers turn in weekly lesson plans that are scoring proficient in at least 6 of the 7 categories by end of the day on Thursdays. They must that include: formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PYP.	5.1	12/1/2020 to 2/28/2020	Exemplar Lesson Plans Collaborative Planning Time, Rubric for lesson plans	All Teachers	Campus Leadership will review lessons and provide feedback within 24 hours.	February 28, 2021		
85% of the lesson plans are scoring proficient in at least 6 of the 7 categories. The ILT will provide focused feedback on each category by 5 pm on Friday.	5.1	12/1/2020 to 2/28/2020	Feedback process and way to collect data from lesson plans, Feedback form for lesson plans	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane	Completed rubric of expectations from lesson plans.	February 28, 2021		
Provide weekly dedicated PLC time for teachers to develop lesson plans collaboratively that meet the criteria.	5.1	9/1/2020 to 11/30/2020	Master Schedule	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane	PLC Agendas and sign in sheets	November 30, 2020		
6 PLCs Protocol (CIAPs) for Math and Reading will be developed and implemented by all teachers.	5.3	12/1/2020 to 2/28/2020	PLC Protocol Template Standards in Practice Template, Assessment Data, Instructional Strategies, TEKS	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane	Completed CIAPs, Instructional Snapshots, completed rubric	February 28, 2021		
60% of grade levels will facilitate the development of quality CIAPs using the Standards in Practice protocol on their own with input from the ILT when needed.	5.3	12/1/2020 to 2/28/2020	PLC Protocol Template Standards in Practice Template, Standards in Practice protocol, Assessment Data, Instructional Strategies, TEKS, Master schedule	Principal Jennifer Emerson, Assistant Principal Angelica Escobar, Counselor, Michele Bain, Instructional Coaches Cari Richter and Heather Kane, and Grade Level Team Leaders	Corrective Instruction Action Plan	February 28, 2021		
Provide 2 professional development opportunities for teachers focusing on how to provide small group instruction virtually and in person.	5.3	12/1/2020 to 2/28/2020	PD Calendar, PD Presentation	Principal Jennifer Emerson, Assistant Principal Angelica Escobar, Counselor, Michele Bain, Instructional Coaches Cari Richter and Heather Kane, and Grade Level Team Leaders	Feedback from teachers and walkthrough data regarding small group, sign in sheets	February 28, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 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	
Desired Annual Outcome	Teachers create and submit weekly lesson plans that are clear, effective, collaborative and differentiated on a weekly basis. The lesson plans will include formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PLO. Teacher will follow a rubric to meet these requirements and ILT will use the rubric to provide weekly feedback and follow-up on lesson plans.	The ILT and teachers leaders disaggregates data for students throughout the year by monitoring student progress. The ILT will provide evidence-based feedback to teachers. Create an action plan for weekly PLCs, weekly data analysis, and processes for improving student performance.	
Desired 90-day Outcome	By the end of May, 90% of the lesson plans are scoring proficient in all 7 categories. The ILT will provide focused feedback on each category by 5 pm on Fridays to 90% of the lesson plans.	By the end of May, through data analysis 100% of teachers will have created intervention plans to address individual student needs. The ILT will ensure there is PLC time is built into the master schedule to analysis student work, student data and plan Tier 1 instruction to level of the standards and have discussion regarding possible student misconceptions, anticipate the pre-requires the student needs to know prior to teaching and how prevent the need for reteach with solid instruction.	
Barriers to Address During this Cycle	Due to COVID teachers and students have had to learn a new management system (Canvas) which has taken a lot time away from planning and instruction as well as trying to balance virtual and in-person learning. We will also have MOY MAP testing, GT testing and the start of TELPAS testing which will impact planning and instruction.	Grade level teams are collaborating for planning for instruction, checking for understanding, and/or assessment, however a main barrier seen is the need for small group instruction for remote students. Teachers are having to learn how to provide that within the distant learning environment and juggle in-person learning as well. Teachers will use CIAPs to lead small group instruction both virtually and in person with the increase of students returning to campus.	
District Actions for this Cycle	Mandate expectations for the principal to establish a system provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCIS by the end of November. Spot check PLC minutes with the principal on a bi-weekly basis.	
District Commitment Theory of Action	If the district has effective systems for identifying and supporting struggling learners, then teachers at Briscoe will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.	

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 1 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
85% of teachers turn in weekly lesson plans that are scoring proficient in at least 6 of the 7 categories by end of the day on Thursdays. They must that include: formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PYP.	5.1	3/1/2021 to 5/31/2020	Exemplar Lesson Plans Collaborative Planning Time, Rubric for lesson plans	Principal Jennifer Emerson, AP Angelisa Escobar, Instructional Coaches Cari Richter and Heather Kane, all teachers	Campus Leadership will review lessons and provide feedback within 24 hours.	May 31, 2021	Met 100%	Conduct a protocol: Feedback Carousel about the effectiveness of lesson plans and also what strategies we need to replicate.

85% of the lesson plans are scoring proficient in all 7 categories. The Instructional Leadership Team (ILT) will provide focused feedback on each category by 5 pm on Friday.	5.1	3/1/2021 to 5/31/2020	Feedback process and way to collect data from lesson plans, Feedback form for lesson plans	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane	Completed rubric of expectations from lesson plans.	May 31, 2021	Met 90%	Conduct a protocol: Feedback Carousel about the effectiveness of lesson plans and also what strategies we need to replicate.
Provide weekly dedicated PLC time for teachers to develop lesson plans collaboratively that meet the criteria.	5.1	3/1/2021 to 5/31/2020	Master Schedule	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane	PLC Agendas and sign in sheets	May 31, 2021	Met	Create a standardized PLC agenda that will be housed in Google Docs for grade levels to record their minutes and any questions/concerns they may encounter during lesson planning.
9 PLCs Protocol (CIAPs) for Math and Reading will be developed and implemented by all teachers.	5.3	3/1/2021 to 5/31/2020	PLC Protocol Template Standards in Practice Template, Assessment Data, Instructional Strategies, TEKS	Principal Jennifer Emerson, AP Angelica Escobar, Instructional Coaches Cari Richter and Heather Kane, all teachers	Completed CIAPs, Instructional Snapshots, completed rubric	May 31, 2021	Significant Progress	Provide professional development over analyzing student work and how to create an effective corrective instruction action plan.
70% of grade levels will facilitate the development of quality CIAPs using the Standards in Practice protocol on their own with input from the ILT when needed.	5.3	3/1/2021 to 5/31/2020	PLC Protocol Template Standards in Practice Template, Standards in Practice protocol, Assessment Data, Instructional Strategies, TEKS, Master schedule	Principal Jennifer Emerson, Assistant Principal Angelica Escobar, Counselor, Michele Bain, Instructional Coaches Cari Richter and Heather Kane, and Grade Level Team Leaders	Corrective Instruction Action Plan	May 31, 2021	Significant Progress	Provide professional development over analyzing student work and how to create an effective corrective instruction action plan.
Provide 2 professional development opportunities for teachers focusing on how to provide small group instruction virtually and in person.	5.3	3/1/2021 to 5/31/2020	PD Calendar, PD Presentation	Principal Jennifer Emerson, Assistant Principal Angelica Escobar, Counselor, Michele Bain, Instructional Coaches Cari Richter and Heather Kane, and Grade Level Team Leaders	Feedback from teachers and walkthrough data regarding small group. Sign in sheets	May 31, 2021	Met	Continue to provide differentiated professional development for teachers.

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.

END OF YEAR REFLECTION		
<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>For Priority focus area 5.1, all outcomes were met. This was achieved through giving specific feedback to teachers on their lesson plans. With the feedback, teachers were able to make the necessary adjustments to ensure alignment with the TEKS. One outcome in 5.3 was met. Teachers attended two professional development opportunities at the campus level. Master teachers attended additional professional development in the areas of differentiation and small group instruction. Two outcomes in 5.3 had significant progress made. Teachers did develop CIAPs, but this was done inconsistently. Teachers need more professional development in the area of analyzing student work.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not meet our performance goals. Due to Covid-19 pandemic, students received interrupted instructional opportunities. 50% of students were in remote learning until mid February and we slowly began to increase in person learning, however this impacted student performance and higher students regressed during this time.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>9 PLCs Protocol (CIAPs) for Math and Reading will be developed and implemented by all teachers.</p>	<p>1. Develop a system to support teachers who are needing addition guidance and support to meet the campus expectations on lesson plans. 2. Develop a system to provide feedback on lesson plans and instructional snapshot for teachers needing additional support. 3. Provide professional development over analyzing student work and how to create an effective corrective instruction action plan.</p>
END OF YEAR REFLECTION		
<p>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.</p>		

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	Met	Significant Progress Made	
Did the campus achieve the desired outcome? Why or why not?	Yes, the desired outcome was achieved. Through consistent implementation of reviewing lesson plans and providing specific feedback that aligned with the TEKS, teachers were able to develop lesson plans that adhered to the lesson plan rubric.	We met the desired outcome in one of the action steps. Teachers attended more than 2 professional development opportunities about small group instruction. In two of the action steps, we made significant progress. Teachers would develop CIAPs, but they did so inconsistently. Teachers need more professional development on how to analyze student work.	

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	
Rationale	In reflecting this year, teachers completed lesson plans weekly and turned them in with requirements of objectives, activities, GRR and assessments being part of the lesson plan. The Instructional Leadership Team (ILT) would provide feedback on alignment of TEKS to activities, assessments and provided questions for teachers to consider.	In reflecting this year, teachers were inconsistently creating and implementing CIAPS. The Instructional Leadership Team (ILT) would provide feedback on CIAPS to ensure alignment of TEKS to activities, assessments and provided questions for teachers to consider. However, we need more targeted professional development on CIAPs.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification. We also used a feedback carousel to find out resources teachers need, what teachers liked about the lesson plans, and found out that teachers needed assistance with differentiation of lesson plans.	Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification. We also used a feedback carousel to find out resources teachers need, what teachers liked about the lesson plans, and found out that teachers needed assistance with differentiation of lesson plans.	
Desired Annual Outcome	By the end of the year 100% of teachers create and submit weekly lesson plans that are clear, effective, collaborative and differentiated on a weekly basis. The lesson plans will include formatting & requirements, standards & alignment, data & assessments, knowledge of the students, activities, differentiation and PYP. 100% of teachers will follow a rubric to meet these requirements and 100% of the ILT will use the rubric to provide weekly feedback and follow-up on lesson plans.	The ILT and teachers leaders disaggregates data for students every six weeks by monitoring student progress. The ILT will provide every six weeks evidence-based feedback to teachers. Create an action plan every six weeks for weekly PLCs, weekly data analysis, and processes for improving student performance.	

<p>Desired 90-Day Outcome</p>	<p>Develop a system to support teachers who are needing addition guidance and support to meet the campus expectations on lesson plans. Develop a system to provide feedback on lesson plans and instructional snapshot for teachers needing additional support.</p>	<p>Create a professional development calendar to address the areas of need for the teachers to analyze student work and how to create an effective corrective instruction action plan.</p>	
<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>The ILT was assigned to review lesson plans weekly and meet to discuss findings while problem solving as to which best practice can be implemented (conferencing, coaching, modeling, etc.) for teachers to improve their craft. Formative mini assessments (4 week) will be created by the teachers with guidance from the ILT members and the 9 week assessments will be created by the Instructional Coaches and aligned with the TEKS taught during that time period. The ILT will continue to work with the 1882 Partner, TCIS, to continue to develop coaching, conferencing, and assessment development.</p>	<p>The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs. In addition, the campus will work with district Academic Team to review formative assessment data and feedback.</p>	
<p>Barriers to Address throughout the year</p>	<p>Student regression is going to be our main barrier due to the pandemic. Determining how far back will teachers need to go back to help bridge the gaps will be important.</p>	<p>Student progress data was reviewed, however the form developed was not as specific to a CIAP. The campus will get training on CIAPs. PLCs to review data and address instruction was in place. Grade level teams are collaborating for planning for instruction, checking for understanding, or assessment. There has been inconsistencies throughout the year with all grade levels.</p>	
<p>District Actions for this Cycle</p>	<p>Mandate expectations for the principal to establish a system to determine which teachers need support with regards to lesson plans and ensure instructional snapshots scheduling is in place.</p>	<p>Mandate that the campus submit a professional development calendar to the DCSI by the end of August.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Briscoe will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.</p>	<p>If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.</p>	

ACTION PLAN

