

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:

Cooper Academy at Navarro

Garry Hardcastle, Senior Executive Director

Campus Number:

Superintendent Name:

015907024

Pedro Martinez

Date:

Tuesday, September 29, 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	Cooper Academy at Navarro	Superintendent	Pedro Martinez	Principal	Robert Loveland
District Number	015907	Campus Number	00000024	District Coordinator of School Improvement (DCSI)	Garry Hardcastle	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Sandra Slough

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Garry Hardcastle, Oct. 5, 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.	Robert Loveland, Sept. 29, 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://rptswr1.tea.texas.gov/perfreport/tap/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For the 2020-2021 school year, Cooper Academy will increase our Domain 1 scaled score from 58 to a scaled score of 76 by increasing our Approaches to 46%, Meets to 18%, Masters to 5%, and CCMR to 41%. These performance goals will support our campus goal in achieving an overall C rating for 2020-2021. The goals for each domain were determined through the collaboration members of the Campus Instructional Leadership team, DCSI, parents and community members. Rationale: We believe that we can achieve these goals because we focus on developing the instructional capacity of our teachers through on-going and targeted professional development, effective use in developing on-going assessments, analyzing assessment data and continuous focus on intervention strategies.
	What changes in student group and subject performance are included in these goals?	Domain 1: We are focusing on campus initiative of writing across curricula in on tested areas. We will be focusing on raising the meets and masters attainment in our ELs, Hispanic, and Economically Disadvantage subgroups. Domain 2B: Not rated for Domain 2; however, we are focusing on our ELS, Hispanic and Eco Dis subgroups. Domain 3: We are prioritizing our work with the ELs to focus on meeting the ELPS target score.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR Goal: 41% and Graduation Rate Goal: 67%

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.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	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	
Rationale	This is what occurred, Cooper Academy at Navarro is a drop-out recovery campus that utilizes the Edgenuity on-line credit recovery system for the majority of its course content and curriculum. However, Cooper Academy does offer some classes utilizing the traditional classroom, in-person/face to face, instructional model. Classes offered to students via the traditional curriculum and instructional model are English 1 and English 2, Algebra 1, Us History, Biology and End of Course intervention classes. The curriculum for these	Continuous monitoring and training for campus teachers on content planning, formative assessments, backwards planning and lesson plan development occurred during the 2019-2020 school year. However, we must remain focused on the continuous refinement of 2019-2020 process for planning formative assessments and consistent well functioning assessment tools are still needed to ensure fidelity, consistency and alignment of the on-going and routine formative assessments to planning and facilitation of the daily lesson.	
How will the campus build capacity in this area? Who will you partner with?	Campus administrators will review lesson plans, attend PLCs, and monitor resources used during planning sessions to ensure aligned materials are being used. Campus teachers will attend trainings through SAISD Curriculum and Instruction departments and ESC Region 20 for digital resources, content area updates, and curriculum resources throughout the year, beginning summer 2020.	Teachers use reoccurring common planning periods to develop lessons, formative assessments, exit tickets. Well defined teacher to administrator feedback loops for assessment administration, lesson plan development and classroom observations. Campus teachers will receive on-going training from campus administration, SAISD Curriculum and Instruction Departments and ESC Region 20 for formative assessment development, implementation and analysis.	
Barriers to Address throughout this year	There is a technological barrier for teachers and staff members. New forms of technology and technology platforms are being introduced that require on-going training. Additional technology resources are needed to ensure equity in all classrooms. New student PEIMS information and curriculum management system is being implemented for the 2020-2021 school year.	Campus staff members have limited experience with the new digital resource tools, and implementation of formative assessments within the new Canvas Learning Management System. The recent move to the remote learning environment may create inconsistency with the implementation of digital lessons for both in-person instruction and remote instructional activities. Students may have the inability to navigate the new Canvas LMS to complete assignments and assessments. There will be technology inequity for all students; so, the campus staff members will have to improve technology available to students, improve staff technology skills and train students and staff so they can meet the requirements for the remote learning classes. Students may have the inability to maintain consistent in-class attendance, which will negatively impact student performance on lesson activities and formative assessments.	

<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>The Campus Instructional Leadership members will be involved with the staff development planning to ensure that all teachers have the capacity to use the new technology, digital resources and curriculum resources. Campus administrators and department heads will ensure that PLCs are conducted using the new resources and aligned curriculum materials when lesson and assessment planning.</p>	<p>The Campus Instructional Leadership members will be involved with the staff development planning to ensure that all teachers have the capacity to use the new technology, digital resources and curriculum resources. Campus administrators and department heads will ensure that PLCs are conducted using the new resources and aligned curriculum materials when lesson and assessment planning.</p>	
<p>Desired Annual Outcome</p>	<p>Teachers will utilize the appropriate curriculum resources when planning lessons, activities and assessments. Teachers will use aligned and approved digital curriculum resources for lesson planning and instructional delivery for all student activities. Formative assessments will be administered at least 3 times per year. Instructional materials will include resources designed to target students with disabilities and English learners.</p>	<p>Teachers and administrators will work as a coordinated team, where administration monitors teacher instructional delivery, lesson plan development and formative assessment implementation weekly. Campus administration provides consistent and targeted feedback to teachers. Feedback will be provided through written forms and face-to-face discussions. Lesson plans will be submitted bi-weekly which include aligned student learning objective, differentiation for student with disabilities and English learners, daily formative assessments aligned to student learning objective, rubrics and exemplars for equitable grading.</p>	
<p>District Commitment Theory of Action</p>	<p>If the San Antonio Independent School district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) aligned for the entire year, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.</p>	<p>If the San Antonio Independent School district provides the campus with a digital teacher appraisal system, provides a data assessment platform to capture assessment data by item and student performance level and ensures access to high-quality common formative assessment resources which are aligned to state standards for all tested areas, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.</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.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

- You will choose which tested subjects to track for these indicators.

- Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

- If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

- If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

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

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

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

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

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

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

** To 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											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	English 1	Approaches	STAAR	30		District Benchmark	14	9	Dec. STAAR	28	17	District Benchmark	39	10	42
		All	All	English 1	Meets	STAAR	11		District Benchmark	5	5	Dec. STAAR	10	2	District Benchmark	12	0	14
		All	All	English 1	Masters	STAAR	0		District Benchmark	1	0	Dec. STAAR	1	0	District Benchmark	1	0	1
		All	All	Algebra 1	Approaches	STAAR	53		District Benchmark	18	8	Dec. STAAR	36	44	District Benchmark	50	25	54
		All	All	Algebra 1	Meets	STAAR	9		District Benchmark	3	8	Dec. STAAR	6	0	District Benchmark	8	0	10
		All	All	Algebra 1	Masters	STAAR	5		District Benchmark	2	0	Dec. STAAR	4	0	District Benchmark	5	0	6
		All	All	Biology	Approaches	STAAR	54		District Benchmark	18	64	Dec. STAAR	36	26	District Benchmark	45	20	52
		All	All	Biology	Meets	STAAR	5		District Benchmark	2	27	Dec. STAAR	4	0	District Benchmark	5	0	6
		All	All	Biology	Masters	STAAR	0		District Benchmark	1	0	Dec. STAAR	1	0	District Benchmark	2	20	2
		All	All	US History	Approaches	STAAR	75		District Benchmark	11	41	Dec. STAAR	22	67	District Benchmark	30	67	33
		All	All	US History	Meets	STAAR	44		District Benchmark	13	24	Dec. STAAR	26	21	District Benchmark	35	22	40
		All	All	US History	Masters	STAAR	15		District Benchmark	2	6	Dec. STAAR	5	7	District Benchmark	6	39	7
		All	All	English 2	Approaches	STAAR	30		District Benchmark	10	9	Dec. STAAR	20	34	District Benchmark	25	13	28
		All	All	English 2	Meets	STAAR	11		District Benchmark	5	5	Dec. STAAR	10	16	District Benchmark	13	0	15
All	All	English 2	Masters	STAAR	0		District Benchmark	1	0	Dec. STAAR	1	0	District Benchmark	1	0	1		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Hispanic	Algebra 1	Meets	STAAR	6		District Benchmark	10	0	Dec. STAAR	20	0	District Benchmark	30	0	40
		All	Eco. Dis.	Algebra 1	Meets	STAAR	8		District Benchmark	8	0	Dec. STAAR	16	0	District Benchmark	24	0	36
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Hispanic	CCMR	College Ready	CCMR	11		CCMR Components	14	19	CCMR Components	28	36.8	CCMR Components	37	44	41
		All	Eco. Dis.	CCMR	College Ready	CCMR	9		CCMR Components	13	20	CCMR Components	26	33.3	CCMR Components	35	44	39
4. Domain 3 Focus 3	ESP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	26		Benchmark	14	N/A	Benchmark	28	81	Benchmark	36	N/A	42

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 <u>during this cycle</u> .			
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	6
Desired Annual Outcome	100 % of teachers will utilize the appropriate curriculum resources when planning lessons, activities and assessments. 100% of teachers will use aligned and approved digital curriculum resources for lesson planning and instructional delivery for all student activities. Formative assessments will be administered at least 3 times per year. 100% of instructional materials will include resources designed to target students with disabilities and	100% of core content teachers and supervisory administrators will work as a coordinated team, where administration monitors teacher instructional delivery, lesson plan development and formative assessment implementation weekly. Campus administration will provide targeted feedback to teachers for 100% of official campus walk-throughs. Feedback will be provided through written forms and face-to-face	100% of core content teachers and supervisory administrators will work as a coordinated team, where administration monitors teacher instructional delivery, lesson plan development and formative assessment implementation weekly. Campus administration will provide targeted feedback to teachers for 100% of official campus walk-throughs. Feedback will be provided through written forms and face-to-face
Desired 90-day Outcome	70% of campus teachers will conduct planning sessions using approved curriculum resources. The core content teachers will follow a specified year-long scope and sequence; variations of content planning resources will not occur. Administrators will verify that the PLC calendar for the 2020-2021 school year are meeting at least 70% required weekly meetings. 70% of campus teachers will use an approved year-long scope	Teachers will use reoccurring common planning periods 75% of the time to develop lessons, formative assessments (exit tickets), and grading rubrics. Teachers will develop student product exemplars used when grading all formative assessments. Campus administration will refine classroom observation protocols and provide observation feedback for 75% of formal and informal observations (both in person instruction and	Teachers will use reoccurring common planning periods 75% of the time to develop lessons, formative assessments (exit tickets), and grading rubrics. Teachers will develop student product exemplars used when grading all formative assessments. Campus administration will refine classroom observation protocols and provide observation feedback for 75% of formal and informal observations (both in person instruction and
Barriers to Address During this Cycle	Virtual learning and teaching environments for the BOY activities. Uniform and consistent technology resources for lesson delivery, lesson participation and PLC implementation. Coordination of planning opportunities between 5 sites. Inconsistent student attendance in both the in person and virtual learning environments.	Application of previously developed PLC protocol, classroom observation and teacher feedback protocols need to be revised to include the virtual/remote learning environments. BOY transition of students data information systems to Frontline SIS from ITCCS and Eduphoria. Potential technological problems resulting from the migration from system to another during the first cycle and potentially second cycles. Consistent student attendance in both the in person	Application of previously developed PLC protocol, classroom observation and teacher feedback protocols need to be revised to include the virtual/remote learning environments. BOY transition of students data information systems to Frontline SIS from ITCCS and Eduphoria. Potential technological problems resulting from the migration from system to another during the first cycle and potentially second cycles. Consistent student attendance in both the in person
District Actions for this Cycle	The DCSI Supervisor will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.	The DCSI Supervisor will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.	The DCSI Supervisor will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.
District Commitment Theory of Action	If the San Antonio Independent School district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) aligned for the entire year, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.	If the San Antonio Independent School district provides the campus with a digital teacher appraisal system, provides a data assessment platform to capture assessment data by item and student performance level and ensures access to high-quality common formative assessment resources which are aligned to state standards for all tested areas, then Cooper Academy will be able to meet their campus aim of increased student	If the San Antonio Independent School district provides the campus with a digital teacher appraisal system, provides a data assessment platform to capture assessment data by item and student performance level and ensures access to high-quality common formative assessment resources which are aligned to state standards for all tested areas, then Cooper Academy will be able to meet their campus aim of increased student

ACTION PLAN									
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.									
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.									
At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.									
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps	
Participation in the "Exploring and Expanding Exceptional Virtual Teaching" conference through ESC	4.1 & 5.1	16-Jul	Internet & CPUs	CLT members	Registration confirmation forms	25-Aug	Met	Continued implementation of	
Participation in training sessions for the Frontline Student Information System	4.1 & 5.1	08/10 - 11/27	Internet & CPUs	PEIMS Administrator, Registrar and	Registration confirmation forms	30-Nov	Significant Progress	Continued implementation	
Participation at the SAED Leadership conference and "Getting Started with Canvas" professional	4.1 & 5.1	07/20 - 07/30	Internet & CPUs	Principal, APs & CLT	Registration confirmation forms	25-Aug	Met	Continued implementation of	
Establishment of recurring weekly campus leadership team meetings. Conduct leadership meetings weekly	5.1	08/10 - 08/24	Agendas, CPUs, Zoom	Principal, APs & CLT	Campus calendar & agendas	25-Aug	Significant Progress	Change to Thursdays	
Establishment of recurring weekly content professional learning community (PLC) meetings through the	4.1 & 5.1	08/10 - 08/24	Agendas, CPUs, Zoom	Principal, APs & CLT	Campus calendar & agendas	25-Aug	Significant Progress	Increase admin.	
Refine the common process and agendas for Professional Learning Communities. Develop and	4.1 & 5.1	08/17 - 09/25	Agendas, CPUs, Zoom	APs & Department Heads	PLC process, agendas & sign-ins	28-Sep	Significant Progress	Monitoring implement TELPAS benchmark	
Conduct common professional program review sessions to develop student interventions for the following	4.1 & 5.1	08/10 - 11/27	Agendas, CPUs, Zoom	APs & Department Heads	Agendas, Sign-Ins	30-Nov	Some Progress	Super. Admin. Schedule and monitor sessions	
Distribute Chromebooks, laptops, and hotspots to students participating in remote learning as needed	4.1 & 5.1	08/10 - 11/27	CPUs, hotspots and forms	Principal & APs	Technology check out forms and technology	30-Nov	Significant Progress	Continued implementation	
Conduct on-going home visits for students experiencing difficulty with the remote learning environment and	4.1 & 5.1	08/10 - 11/27	hotspots and forms	Principal & APs	Notations made on demographic sheets	30-Nov	Significant Progress	Continued implementation	
Create a campus wide student TEKS data tracking chart that can be posted in the in-person and virtual learning	4.1	08/17 - 10/09	Data tracker, CPUs, data analysis technology	APs & Department Heads	Campus data tracking tool	13-Oct	Some Progress	Admin. review of student tracking	
Resoners and instructional department heads will use data gathered from student results on departmentally	4.1 & 5.1	08/17 - 11/27	Data tracker, CPUs, data analysis technology	APs & Department Heads	Campus data tracking tool	30-Nov	Some Progress	Admin. review of student tracking	
Instructional leadership team meet to analyze test results generated by the implementation of recurring bi-	4.1	08/17 - 11/27	Agendas, CPUs, Zoom	Principal & APs	Campus calendar & agendas	30-Nov	Some Progress	Require depart. heads to bring data to next	
Campus administration will provide written feedback on daily exit tickets and formative assessments	4.1 & 5.1	08/17 - 11/27	CPUs, technology applications	Principal & APs	Exemplars & Annotated Materials	30-Nov	Some Progress	Review admin. feedback at admin.	
Campus administration will provide written feedback on classroom walk-throughs weekly. All walk-throughs	4.1 & 5.1	08/17 - 11/27	CPUs, technology applications	Principal & APs	Walk-through document (Performance Matters)	30-Nov	Significant Progress	Review admin. feedback at admin.	
Algebra 1, English 1 and 2, Biology and US History will administer a released STAAR exam at the end of each	4.1 & 5.1	10/13 - 10/23	Released STAAR exams and data analysis tools	Department Heads	Assessments & Student Data	26-Oct	Significant Progress	Continued implementation	

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?	Yes, we did achieve the desired 90-day outcome for the Prioritized Focus Area 4.1. We developed a PLC and Instructional Leadership calendar and monitored the weekly implementation of the campus PLCs. We conducted approximately 80% of the Campus Instructional Leadership meetings. The reason canceling a couple of the meetings was necessary to comply with mandatory attendance at District Level meetings. We did not reschedule.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did achieve our student performance goals in the following areas: English 1 Meets, Algebra 1 Meets, Biology Approaches and Meets, US History Approaches, Meets and Masters, English 2 Meets, CCMR Economically Disadvantaged and CCMR College Ready Hispanic. We did not meet our performance goals in the following areas: English 1 Approaches and Masters, Algebra 1 Approaches and Masters, Biology Masters, English 2 Approaches and Masters, Algebra 1 Hispanic and Economically Disadvantaged Meets, and English Learners. The students that are consistently	
	Carryover Action Steps	New Action Steps
	We will carryover the actions steps from line 18 through line 29.	We will add the following action steps for Cycle 2: a. Hire a part-time retention specialist to conduct routine home visits for students with poor attendance and poor participation with the remote and in-person learning environments, b. Attend professional development training for core content virtual learning environments, English Learners strategies ("Talk Read, Talk Write"), and c. develop and implement a TELPAS benchmark for our English Learners.

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	
Desired Annual Outcome	100 % of teachers will utilize the appropriate curriculum resources when planning lessons, activities and assessments. 100% of teachers will use aligned and approved digital curriculum resources for lesson planning and instructional delivery for all student activities. Formative assessments will be administered at least 3 times per year. 100% of instructional materials will include resources designed	100% of core content teachers and supervisory administrators will work as a coordinated team, where administration monitors teacher instructional delivery, lesson plan development and formative assessment implementation weekly. Campus administration will provide targeted feedback to teachers for 100% of official campus walk-throughs. Feedback will be provided through written forms and	
Desired 90-day Outcome	80% of campus teachers will conduct planning sessions using approved curriculum resources. The core content teachers will follow a specified year-long scope and sequence; variations of content planning resources will not occur. Administrators will verify that the PLC calendar for the 2020-2021 school year are meeting at least 80% required weekly meetings. 80% of campus teachers will use an Virtual learning and teaching environments for the MOY activities.	Teachers will use reoccurring common planning periods 85% of the time to develop lessons, formative assessments (exit tickets), and grading rubrics. Teachers will develop student product exemplars used when grading all formative assessments. Campus administration will refine classroom observation protocols and provide observation feedback for 85% of formal and informal observations	
Barriers to Address During this Cycle	Uniform and consistent technology resources for lesson delivery, lesson participation and PLC implementation. Continued coordination of planning opportunities between 5 sites. Consistent student attendance in both in person instruction and virtual learning environments.	Application of previously developed PLC protocol, classroom observation and teacher feedback protocols need to be revised to include the virtual/remote learning environments. MOY transition of students data information systems to Frontline SIS from ITCCS and Eduphoria. Potential technological problems resulting from the migration from system to another during the second cycle. Consistent student attendance in both the in person	
District Actions for this Cycle	The DCS Supervisor will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.	The DCS Supervisor will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.	
District Commitment Theory of Action	If the San Antonio Independent School district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) aligned for the entire year, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.	If the San Antonio Independent School district provides the campus with a digital teacher appraisal system, provides a data assessment platform to capture assessment data by item and student performance level and ensures access to high-quality common formative assessment resources which are aligned to state standards for all tested areas, then Cooper Academy will be able to meet their	

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	
Hire a part-time retention specialist to conduct routine home visits for students with poor attendance	4.1 & 5.1	12/01 - 02/26	funding for part-time position and travel	Principal	Recommendation forms through	28-Feb	Met	Continue implementation	
Conduct routine home visits for students with poor attendance and poor participation with the remote	4.1 & 5.1	12/01 - 02/26	Vehicles, CPUs, hotspots and forms	Retention Specialist (part-time)	Travel logs, parent and student	18-Dec, 29-Jan and 28-Feb	Met	Continue implementation	
Staff members will attend professional development training for core content virtual learning	4.1 & 5.1	12/01 - 02/26	Internet & CPUs	Principal, APs & CLT	Registration confirmation forms	11-Jan and 28-Feb	Met	Plan for professional development activities	
Develop and implement a TELPAS benchmark for our English Learners.	5.1	12/01 - 02/26	TELPAS Benchmark, CPUs, Eduphoria	LPAC Coordinator	TELPAS Benchmark, student results	05-Feb and 22-Feb	Met	Monitoring of TELPAS administration to	
Participation in training sessions for the Frontline Student Information System. (address 5.1 barrier)	4.1 & 5.1	12/01 - 02/26	Internet & CPUs	PEIMS Administrator, Registrar and	Registration confirmation forms	11-Jan and 28-Feb	Met	Continue training as required	
Continued monitoring and refinement of recurring weekly campus leadership team meetings. Continue	5.1	12/01 - 02/26	Agendas, CPUs, Zoom	Principal, APs & CLT	Campus calendar & agendas	18-Dec, 29-Jan and 28-Feb	Met	Continue implementation	
Continued monitoring and refinement of recurring weekly content professional learning community	4.1	12/01 - 02/26	Agendas, CPUs, Zoom	Principal, APs & CLT	Agendas	18-Dec, 29-Jan and 28-Feb	Met	Continue implementation	
Continuation of the monitoring and refinement of the common process and agenda for Professional Learning Cycle, conduct at least one	4.1 & 5.1	12/01 - 02/26	Agendas, CPUs, Zoom	APs & Department	Agendas, Sign-ins	11-Jan and 28-Feb	Met	Continue implementation	
Common professional program review sessions are	4.1 & 5.1	12/01 - 02/26	Agendas, CPUs, Zoom	APs & Department	Agendas, Sign-ins	11-Jan and 28-Feb	Some Progress	Conducted Proerson	
Monitoring the use of a content area leaders (ELs)	4.1	12/01 - 02/26	data tracker, CPUs,	APs & Department	Campus data tracking tool	18-Dec, 29-Jan and 28-Feb	Met	Continue implementation	
data tracking chart that is be posted in the physical	4.1 & 5.1	12/01 - 02/26	data tracker, CPUs,	APs & Department	Campus data tracking tool	18-Dec, 29-Jan and 28-Feb	Some Progress	Continue implementation	
Continuation of the use of data tracker by teachers and instructional department heads will use data	4.1 & 5.1	12/01 - 02/26	Agendas, CPUs, Zoom	Principal & APs	Campus calendar & agendas	18-Dec, 29-Jan and 28-Feb	Some Progress	Continue implementation	
Continuation of instructional leadership team meetings and refinement of the CLT protocols for the	4.1	12/01 - 02/26	CPUs, technology	Principal & APs	Exemplars & annotated Materials	18-Dec, 29-Jan and 28-Feb	Some Progress	Continue implementation	
Continuation of the campus administration will provide written feedback on daily exit tickets and	4.1 & 5.1	12/01 - 02/26	CPUs, technology	Principal & APs	Exemplars & annotated Materials	18-Dec, 29-Jan and 28-Feb	Significant Progress	Continue implementation	
Campus administration will continue to provide written feedback on classroom walk throughs weekly	4.1 & 5.1	12/01 - 02/26	Released STAAR exams and data	Department Heads	Assessments & Student Data	22-Feb	Some Progress	Continue implementation	
Analysis of the Cycle 2 released test results for Algebra 1, English 1 and 2, Biology and US History will	4.1 & 5.1	02/16 - 02/19	Released STAAR exams and data	Department Heads	Assessments & Student Data	22-Feb	Some Progress	Continue implementation	

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?	Yes, we did achieve the desired 90-day outcome for the Prioritized Focus Area 4.1. We continue to conduct weekly departmental planning sessions (PLCs). We conducted approximately 80% of the Campus Instructional Leadership meetings. The reason canceling a couple of the leadership meetings was conflicts with district meetings and weather related issues. Campus administration continued to monitor and	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did achieve our student performance goals in the following areas: Algebra 1 Approaches, US History Approaches and Masters, English 2 Approaches and Meets, CCMR Economically Disadvantaged and CCMR College Ready Hispanic, and ELP component (TELPAS Benchmark). We did not meet our performance goals in the following areas: English 1 Approaches, Meets and Masters, Algebra 1 Meets and Masters, Biology Approaches, Meets and Masters, US History Meets, English 2 Masters, Algebra 1 Hispanic and Economically Disadvantaged Meets.	
	Carryover Action Steps	New Action Steps
Review: the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	We will carryover the actions steps from line 17 and 20 through line 30.	Conduct a week long intersession period for struggling students (March 15 -19). Campus administration will conduct monthly calibration walk-through and teacher feedback sessions. Administration will review and coordinate walk-through protocols. Campus teachers will conduct parent and student conferences for struggling students.

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	0
Desired Annual Outcome	100 % of teachers will utilize the appropriate curriculum resources when planning lessons, activities, and assessments. 100% of teachers will use aligned and approved digital curriculum resources for lesson planning and instructional delivery for all student activities. Formative assessments will be administered at least 3 times per year. 100% of instructional materials will include resources designed	100% of core content teachers and supervisory administrators will work as a coordinated team, where administration monitors teacher instructional delivery, lesson plan development and formative assessment implementation weekly. Campus administration will provide targeted feedback to teachers for 100% of official campus walk-throughs. Feedback will be provided through written forms and	
Desired 90-day Outcome	90% of campus teachers will conduct planning sessions using approved curriculum resources. The core content teachers will follow a specified year-long scope and sequence; variations of content planning resources will not occur. Administrators will verify that the PLC calendar for the 2020-2021 school year are meeting at least 90% required weekly meetings. 90% of campus teachers will use an	Teachers will use reoccurring common planning periods 95% of the time to develop lessons, formative assessments (exit tickets), and grading rubrics. Teachers will develop student product exemplars used when grading all formative assessments. Campus administration will refine classroom observation protocols and provide observation feedback for 95% of formal and informal observations	
Barriers to Address During this Cycle	Consistent student attendance for both the virtual and in-person learning environments through the end of year. Follow through and continuous monitoring of teacher and student use of technology resources for lesson delivery, lesson participation and PLC implementation. Consistent monitoring of planning opportunities between five sites.	Consistent monitoring and implementation of PLC protocol, classroom observation and teacher feedback protocols for both the virtual/remote and in-person learning environments. Remaining focused on the monitoring and implementation of formative and summative assessments, submission and review of assessments, lesson plans, grading rubrics and exemplars through the end of the year when consistently monitoring the progress of graduating	
District Actions for this Cycle	The DCSI Supervisor will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.	The DCSI Supervisor will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.	
District Commitment Theory of Action	If the San Antonio Independent School district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) aligned for the entire year, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.	If the San Antonio Independent School district provides the campus with a digital teacher appraisal system, provides a data assessment platform to capture assessment data by item and student performance level and ensures access to high-quality common formative assessment resources which are aligned to state standards for all tested areas, then Cooper Academy will be able to meet their	

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
Conduct routine home visits for students with poor attendance and poor participation with the remote	4.1 & 5.1	03/01 - 05/28	Vehicles, CPUs, hotspots and forms	Retention Specialist (part-time)	Travel logs, parent and student	26-Mar, 30--Apr and 28-May	Met	Continue action step
Conduct monthly administration walk-through and teacher feedback calibration sessions.	4.1 & 5.1	03/01 - 05/28	Internet & CPUs	Administrators	Teacher walk-through documentation	31-Mar, 30-April and 28 May	Met	Continue action step
Conduct parent and student conferences for struggling students.	5.1	03/28 - 04/01	Student assessment data, CPUs, teacher	Campus teachers	student data tracking, teacher contact logs	31-Mar, 30-April and 28 May	Significant Progress	Continue action step

Conduct campus a week long wide intersession period for struggling students.	4.1 & 5.1	03/15 - 03/19	Internet & CPUs	Administrators and Teachers	students grades, Edmentix and Canvas	19-Mar	Significant Progress	Continue action step
Continued monitoring and refinement of recurring weekly campus leadership team meetings. Continue	5.1	03/01 - 05/28	Agendas, CPUs, Zoom	Principal, APs & CILT	Campus calendar & agendas	26-Mar, 30--Apr and 28-May	Met	Continue action step
Continuation of the monitoring and refinement of the common process and agendas for Professional	4.1 & 5.1	03/01 - 05/28	Agendas, CPUs, Zoom	APs & Department Heads	PLCs process, agendas & sign-ins	26-Mar, 30--Apr and 28-May	Significant Progress	Continue action step
During the third cycle, conduct at least one common professional program review sessions per content	4.1 & 5.1	03/01 - 05/28	Agendas, CPUs, Zoom	APs & Department Heads	Agendas, Sign-Ins	05-Apr and 28-May	Met	Continue action step
Monitoring the use a core content area student TEKS	4.1	03/01 - 05/28	Data tracker, CPUs, data analysis	APs & Department Heads	Campus data tracking tool	26-Mar, 30--Apr and 28-May	Significant Progress	Continue action step
Monitoring of the use of data tracker by teachers and instructional department heads will use data	4.1 & 5.1	03/01 - 05/28	Data tracker, CPUs, data analysis	APs & Department Heads	Campus data tracking tool	26-Mar, 30--Apr and 28-May	Significant Progress	Continue action step
Continuation of Instructional leadership team meetings and refinement of the CILT protocols for the	4.1	03/01 - 05/28	Agendas, CPUs, Zoom	Principal & APs	Campus calendar & agendas	26-Mar, 30--Apr and 28-May	No Progress	Refine and refocus this strategy
Continuation of the campus administration will provide written feedback on daily exit tickets and	4.1 & 5.1	03/01 - 05/28	CPUs, technology applications	Principal & APs	Exemplars & Annotated Materials	26-Mar, 30--Apr and 28-May	Some Progress	Refine and refocus this strategy
Campus administration will continue to provide written feedback on classroom walk-throughs weekly.	4.1 & 5.1	03/01 - 05/28	CPUs, technology applications	Principal & APs	Walk-through document	26-Mar, 30--Apr and 28-May	Significant Progress	Continue action step
Analysis of the Cycle 3 benchmark test results for Algebra 1, English 1 and 2, Biology and US History will	4.1 & 5.1	04/05 - 04/16	Released STAAR exams and data	Department Heads	Assessments & Student Data	20-Apr	Significant Progress	Continue action step

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 desired 90 day outcome was met for focus area 4.1. All core content departments used a SAISD Office of Academics developed year-	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We achieved our student performance goals for CCMR (Eco. Dis. and Hispanic), US History (Approaches, Meets and Masters) and we were on track to achieveing our student performance goals for TELPAS (English Landuage Learnings). However, the TELPAS window for the 2020-2021 school year was extended and we have not received our official results. Based on the projection from cycle 2 benchmark and for us testing	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	1. Conduct routine home visits for students with poor attendance and poor participation with the remote and in-person learning	1. Conduct a summer school program for students requiring credit recovery, credit attainment and TSI preparation/remediation (June 21-
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	
Desired Annual Outcome	100 % of teachers will utilize the appropriate curriculum resources when planning lessons, activities, and assessments. 100% of teachers will use aligned and approved digital curriculum resources for lesson planning and instructional delivery for all student activities	100% of core content teachers and supervisory administrators will work as a coordinated team, where administration monitors teacher instructional delivery, lesson plan development and formative assessment implementation weekly. Campus administration will	
Did the campus achieve the desired outcome? Why or why not?	We achieved the desired annual outcome for essential action 4.1. All core area teachers utilized approved district curriculum resources when planning lessons, activities and assessments. Core content areas administered more than three formative assessments throughout the year. The core content areas administered cycle	We did not achieve our desired annual outcome for essential action 5.1. The reason for not achieving the desired annual outcome was that we did not consistently review and provide written feedback on the department formative and summative assessments. We also did not consistently review and provide feedback for the assessment and	

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	1.1-Develop campus instructional leaders with clear roles and responsibilities.	5.3-Data Driven Instruction	
Rationale	As students return to in-person instruction, our campus leadership team believes that refocusing on instructional practices within the classroom with be vitally important to success of our students. We plan on	Our campus instructional leadership team believes we need to build capacity in all of our teachers in the area of data driven instruction. Our staff members will need to have the skills to understand the students performance	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will communicate our priorities through on-line shared documents, emails, Canvas LMS, calendars, posters, program review and PLC sessions. We will create buy-in through collaboration with instructional leadership team members, using student data to drive instruction and planning and giving staff members the ability to provide input.	We will communicate our priorities through on-line shared documents, emails, Canvas LMS, calendars, posters, program review and PLC sessions. We will create buy-in through collaboration with instructional leadership team members, using student data to drive instruction and planning and giving staff members the ability to provide input.	
Desired Annual Outcome	By the end of the 2021-2022 school year, the campus instructional leaders will know their assigned instructional duties, lead departmental PLCs, participate and implement campus professional development sessions, conduct peer observations and lead campus program review sessions.	By the end of the 2021-2022 school year, the campus instructional leaders will be able to diagnois student needs based on student performance on classroom assigned, assessments, common benchmark and STAAR exams. All departmental teachers will utilize student performance tracking charts, be able to conference with students to develop individual student performance goals. All core area departments will be able to develop campus assessments	
Desired 90-Day Outcome	For the remainder of the 2020-2021 Targeted Improvement Plan Cycle 4, the desired goal for our campus will be to provide initial staff development in the area of building instructional capacity to 60% of the campus instruction leadership team (minimum 1 session), 100% campus administration will participate in building instructional and data driven capacity in instructional team staff development (minimum 1 session)	For the remainder of the 2020-2021 Targeted Improvement Plan Cycle 4, the desired goal for our campus will be to provide initial staff development in the area of building instructional capacity to 60% of the campus instruction leadership team (minimum 1 session), 100% of campus administration will participate in building instructional and data driven capacity in instructional team staff development (minimum 1 session), provide training to 60% of the	
How will the campus build capacity in this area? Who will you partner with?	Instructional Leadership Team, PLCs and team meetings. Our campus staff development activities during professional development days will be planned to focus on relevant instructional capacity building sessions. Administrative instructional feedback will focus on providing support to all instructional staff members in the area of instructional capacity building information. We will partner with the Region ESC20, SAISD	Instructional Leadership Team, PLCs and team meetings. Our campus staff development activities during professional development days will be planned to focus on relevant data driven instructional training sessions. Administrative instructional feedback will focus on providing support to all instructional staff members in the area of data driven instruction information. We will partner with the Region ESC20, SAISD Curriculum & Instruction and 21st Century	

Barriers to Address throughout the year	Barriers that will need to be addressed throughout the 2021-2022 school year will be the reintegration of students and staff to an in-person instructional environment, addition of new instructional staff members (i.e. three new ELAR teacher), and potential academic and socialization losses that may have occurred during the 2020-2021 school year.	Barriers that will need to be addressed throughout the 2021-2022 school year will be the reintegration of students and staff to an in-person instructional environment, addition of new instructional staff members (i.e. three new ELAR teacher), integration of a new assessment management system and potential academic and socialization losses that may have occurred during the	
District Actions for this Cycle	The district will provide the following support to the campus. First, the district will provide funding for the campus to attend the data instruction staff development. Second, the principal's supervisor will discuss with the district recognizes the unique needs of low-performing schools and	The district will provide the following support to the campus. First, the district will ensure that there is funding available for the campus to attend data driven instruction training. Second, the district will ensure that district resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the data resulting from the implementation of those assessments provided by the district and graded, the district ensures that	
District Commitment Theory of Action	provides the flexibility to address those needs and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to		
ACTION PLAN			

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Conduct routine home visits for students with poor attendance and poor participation with the remote	4.1 & 5.1	June 1 - July 30, 2021	Vehicles, CPUs, hotspots and forms	Retention Specialist (part-time)	Travel logs, parent and student conference notes and student data tracking, teacher contact logs	30-Jul-21		
Conduct parent and student conferences for struggling students.	5.1	June 1 - June 21, 2021	Phones, Computers and	Teachers and administ		21-Jun-21		
Conduct campus a two week summer intersession period for students who need credit recovery. credit	4.1 & 5.1	July 19 - July 30, 2021	Internet & CPUs	Administrators and Teachers	students grades, Edgenuity and Canvas Log-in	30-Jul-21		
Continued monitoring and refinement of recurring weekly campus leadership team meetings. Continue	5.1	June 1 - June 17, 2021	Agendas, CPUs, Zoom Application	Principal, APs & CILT	students grades, Edgenuity and Canvas Log-in	21-Jun-21		
Continuation of the monitoring and refinement of the common process and agendas for Professional	4.1 & 5.1	June 1 - June 17, 2021	Agendas, CPUs, Zoom Application	APs & Department Heads	Campus calendar & agendas	21-Jun-21		
During the 4th cycle (summer), conduct a common professional program review sessions per content	4.1 & 5.1	July 26 - Aug 27, 2021	Agendas, CPUs, Zoom Application	APs & Department Heads	PLCs process, agendas & sign-ins	31-Aug-21		
Conduct a summer school program for students needin	4.1 & 5.1	June 21 - June 30, 2021	Internet & CPUs	Administrators and Teachers	students grades, Edgenuity and Canvas Log-in	2-Jul-21		
Campus administration will attend training through ES	4.1 & 5.1	Aug. 1 - Aug. 9, 2021	Internet & CPUs	Administrators and Teachers	agendas, certificates of comple	14-Aug-21		