

## 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:**

Crockett Academy

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

Yesenia Cordova - Assistant Superintendent

**Campus Number:**

015907118

**Superintendent Name:**

Pedro Martinez

**Date:**

Monday, November 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	SAISD	Campus Name	Crockett Academy	Superintendent	Pedro Martinez	Principal	Anna Garcia
District Number	015907	Campus Number	015907118	District Coordinator of School Improvement (DCSI)	Yesenia Cordova	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	Sandy 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.	Yesenia Cordova - 11/30/2020
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.	
Anna Garcia	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.	Anna Garcia - 11/30/2020
Board Approval Date	14-12-2020	

**DATA ANALYSIS**

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

<https://rptsvr1.tea.texas.gov/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: The Goals that we have set for Student Achievement are to increase each subject area by 10% . Rationale: To move our campus from a D to a minimum of a C.</p> <p>Domain 2: With regards to Growth, our goal is to increase each subject area by 10% allow us to move our campus to a minimum of a C. Rationale: This would allow us to move our campus to a minimum of a C.</p> <p>Domain 3: The Goal for Relative Performance is to increase by 10%. Rationale: This would allow us to move our campus to a minimum of a C.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We will focus on our Hispanic populations' growth this school year. We want to see a growth of 10%.</p> <p>Domain 2: We will focus on our ELL populations' growth this school year. We want to see a growth of 10%.</p> <p>Domain 3: We will focus on our Special Education growth this school year. We want to see a growth of 10%</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

**CAMPUS FOCUS AREAS**

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	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
<b>Essential Action</b>	2.1	4.1	5.3
<b>Rationale</b>	The reason that we need to focus on this area is that we have 8 new teachers and 3 teachers that are starting their 2nd year. All of them need support, coaching and guidance to master lesson planning and content delivery in the classroom. Once they do this, we want to keep them and continue to build capacity in our staff.	The alignment of curriculum and instruction drive our instruction in PK -8th grade.	Data drives our instruction as it highlights our campus strengths and weaknesses. And
<b>How will the campus build capacity in this area? Who will you partner with?</b>	We will partner with our SAISD Instructional Specialists, as well as outside partners like RELAY, Teach For America, and Texas Teachers to provide our teachers feedback as they continue to grow and master their craft.	We will partner with the district C&I Department as well as the Instructional Specialists that are assigned to our campus in order to assist all teachers with looking at instruction with a backwards lens.	The campus will build capacity in this area by working directly with teachers in reading and disaggregating data. We will partner with our Research and Evaluation Specialist, Mr. Gilberto Santos to have access to the most updated data by sub-populations.
<b>Barriers to Address throughout this year</b>	1. Instructional specialists are pulled on certain days by the district to work on curriculum or other projects so they may not always be available to work with us. 2. Teachers in Need of Assistance may be struggling to meet expectations in order to be rated at proficient due to all of the deadlines, trainings, etc..... that the district has set up this school year. 3. Another barrier that we will face	1. New teachers do not have the knowledge or skills to build aligned assessments and develop quality lesson plans due to lack of experience with the different platforms and processes that we use in SAISD. 2. Teachers may not have time to build mini assessments to administer every 3 weeks because testing timelines for the district have been moved up in December (CBAs,	1. Teachers may not have the time to work on gathering all of the information that goes
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	1) We will work with our teachers directly to help us get the message across to them that we value them and that we want to help them grow.	We will communicate our priorities to all stakeholders via grade level and staff meetings.	We will communicate this priority to our staff by meeting with them and discussing our 2018-2019 data and setting our goals for this school year.
<b>Desired Annual Outcome</b>	Our desired annual goal is to have at least 95% of our 1st and 2nd year teachers at Proficient or above on TTESS.	Our desired annual outcome is to have 100% of our teachers know how to create and align activities directly to the TEKS.	Our desired annual outcome is for 100% of our teachers to have data handy on each of
<b>District Commitment Theory of Action</b>	If the district provides the principal and teachers with T-TESS training, timelines and documents needed for coaching purposes the campus will meet their goal.	If the district supports the campus by allowing the Instructional Specialists to work directly with teachers this will lead to all teachers knowing the importance of aligning their activities to the TEKS and ultimately better instruction which is tied directly to learning.	If the district is able to provide us with immediate data after assessments are administered then our teachers will be able to make informed decisions for their students.

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 (E/MS) track an average of Approaches, Meets and Masters (as one number)

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

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.

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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	63%		CBA	67%	32%					73%	73%	
		All	All	Reading	Meets	STAAR	28%		CBA	32%	8%					38%	38%	
		All	All	Reading	Masters	STAAR	11%		CBA	15%	3%					21%	21%	
		All	All	Mathematics	Approaches	STAAR	70%		CBA	74%	44%					80%	80%	
		All	All	Mathematics	Meets	STAAR	28%		CBA	32%	9%					38%	38%	
		All	All	Mathematics	Masters	STAAR	13%		CBA	16%	2%					23%	23%	
		All	All	Science	Approaches	STAAR	40%		CBA	44%	25%					50%	50%	
		All	All	Science	Meets	STAAR	21%		CBA	24%	4%					31%	31%	
		All	All	Science	Masters	STAAR	2%		CBA	6%	0%					12%	12%	
		All	All	Social Studies	Approaches	STAAR	NA		CBA	60%	29%					65%	65%	
		All	All	Social Studies	Meets	STAAR	NA		CBA	15%	17%					20%	20%	
		All	All	Social Studies	Masters	STAAR	NA		CBA	7%	11%					12%	12%	
		All	All	Writing	Approaches	STAAR	47%		CBA	55%	30%					60%	60%	
All	All	Writing	Meets	STAAR	21%		CBA	25%	4%					30%	30%			
All	All	Writing	Masters	STAAR	2%		CBA	6%	1%					12%	12%			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Reading	Meets	STAAR	28%		NA	31%	NA				40%	40%		
		All	English Learners (ELs)	Reading	Meets	STAAR	37%		NA	40%	NA				45%	45%		
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Math	Meets	STAAR	29%		NA	32%	NA				40%	40%		
		All	English Learners (ELs)	Math	Meets	STAAR	37%		NA	40%	NA				50%	50%		
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	2.6 ADV		NA	NA	NA				NA	3.0 ADV		

### 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
<b>Essential Action</b>	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified teachers.	4.1 Curriculum and assessments aligned to the TEKS with a year long scope and sequence.	5.3 Data Driven Instruction
<b>Desired Annual Outcome</b>	We want to ensure that our teachers are highly qualified and trained. We will focus on supporting our teachers with PD that is tied directly to the content that they teach as well as training in the use of technology to support students who are learning online from home.	Our goal is to teach all of our new teachers how to use a backward planning approach. We will ensure that they are using the YAG to plan out their instruction and assessments. As they teach and assess TEKS they will adjust instruction as needed.	Our desired annual outcome is to have teachers plan their instruction based on student data and for them set academic goals with their students throughout the year.
<b>Desired 90-day Outcome</b>	100% of our teachers will be provided with training that is specific to their grade level needs. Our goal is to identify the number of teachers that need support and continuous coaching with the delivery of instruction.	100% of our teachers in Kinder-8th grade will have access to the YAG, Pacing Guide and Lead4ward materials to plan out instruction and align assessments for the 2nd and 3rd nine weeks.	1) 100% of our teachers will have their data binders set up by November 30th as well as their data walls in their classrooms.
<b>Barriers to Address During this Cycle</b>	Instructional specialists are pulled on certain days by the district to work on curriculum or other projects so they may not always be available to work with us.	New teachers do not have the knowledge or skills to build aligned assessments and develop quality lesson plans due to lack of experience with the different platforms and processes that we use in SAISD.	Teachers may not have the time to work on gathering all of the information that go
<b>District Actions for this Cycle</b>	The district has assigned instructional specialists who are working with our teachers and instructional coaches.	The district needs to provide training opportunity (dates and times) for teachers to learn the different platforms and processes used in SAISD.	The campus instructional coaches will work with the lss and will gather the Lead4ward documents, YAGS, and CBA/MAP data provided by the district for teachers.
<b>District Commitment Theory of Action</b>	If the curriculum and instruction department and the district supports instructional specialists working with our teachers and instructional coaches then teachers will develop the skills necessary to be proficient in their delivery of instruction.	If the district provides training opportunities for our teachers in the use and application of the different platforms that we use then teachers will gain the knowledge and experience to create quality lesson plans and align assessments.	If the district provides the campus access to lead4ward documents and data in a timely manner then the campus instructional coaches can assist with gathering the materials for teachers.

### 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
Teachers will attend PD focused on content area needs based on grade level with IC and admin if the ISS are Teachers will meet with our campus instructional coaches and administrators during PLNs to	2.1	10/9/20	Instructional Specialists	Anna Garcia	Agendas, Sign-In Sheets, Lesson Plans	10/19/20	Some Progress	Continue
Teachers/teams will get a 1/2 day to plan and create mini assessments that are aligned to what they will Teachers will receive training on Eduphoria and how to build tests.	5.3	10/19/20-11/30/20	Data and guiding questions to use and	K. Nwosu and V. Cuellar	Agendas, Data and Teacher answer to Lesson Plans and Assessments	Date of PLNs	Some Progress	Continue
Teachers will create action plans to address needs based on data	4.1	11/3/20	YAG and Pacing Guides	PK-8th Grade Teachers	Assessments	11/13/20	Some Progress	Continue
Tutoring will be provided to struggling students by Master Teachers on Tuesdays, Wednesdays and Teachers will hold Parent Conferences for all students to discuss attendance, academics, assessment and Data Binders will be set up by students. Teachers will keep their own data binders as well	4.1	10/19/20-11/30/20	Eduphoria Test Bank	New Teachers and Ics	Assessments	11/30/20	Some Progress	Continue
Coaching sessions will be held with all new teachers to assist them in areas that need improvement	5.3	10/19/20-11/30/20	YAG, Pacing Guides, and Eduphoria Test Action Plans based on Data	PK-8th Grade Teachers	Action plans with identified TEKS	10/30/20	Significant Progress	Continue
	5.3	11/4/20-11/30/20	Data, Duplicate Meeting forms and scheduled Binders, Dividers, bar graphs for visuals	Master Teachers	Mini Assessments and scores every 2 weeks Rosters identifying the parents that teachers binders being used to track progress	11/30/20	Significant Progress	Continue
	5.3	10/13/20-10/30/20	Scheduled conferences	Teachers and Parents	Performance Matters Reports and E-mails to	10/30/20	Significant Progress	Continue
	5.3	9/19/20-10/30/20		Teacher, Admin, Parents, Students		10/30/20	Some Progress	Continue
	2.1	9/14/20-11/30/20		TTESS Administrators		12/1/20	Significant Progress	Continue

**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?	2.1- YES, 4.1 NO, and 5.3 YES	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	NO	
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
	Line item 16, 17, 18, 19, 20, 21, 23, 24, and 25	We will not add any new action steps. We will continue to focus on the action steps outlined for Sept-Nov. and carry them over to Cycle 2.



## 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
<b>Essential Action</b>	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified teachers.	4.1 Curriculum and assessments aligned to the TEKS with a year long scope and sequence.	5.3 Data Driven Instruction
<b>Desired Annual Outcome</b>	We want to ensure that our teachers are highly qualified and trained. We will focus on supporting our teachers with PD that is tied directly to the content that they teach as well as training in the use of technology to support students who are learning online from home.	Our goal is to teach all of our new teachers how to use a backward planning approach. We will ensure that they are using the YAG to plan out their instruction and assessments. As they teach and assess TEKS they will adjust instruction as needed.	Our desired annual outcome is to have teachers plan their instruction based on student data and for them set academic goals with their students throughout the year.
<b>Desired 90-day Outcome</b>	Our goal is to have 85% of our teachers at Proficient or above on their walkthroughs, snapshots on Performance Matters	Our goal is to provide teachers a minimum of two planning sessions so that they can work on backwards planning and mini assessments to be administered every 3 weeks.	1) 100% of our 3rd-8th grade teachers will create action plans after CBAs and Simulations to adjust instruction as needed.
<b>Barriers to Address During this Cycle</b>	Teachers in Need of Assistance may be struggling to meet expectations in order to be rated at proficient due to all of the deadlines, trainings, etc. that the district has set up this school year.	Teachers may not have time to build mini assessments to administer every 3 weeks because testing timelines for the district have been moved up in December (CBAs, MAP, and Circle).	The barrier that we may face is not having access to all of our data ASAP due to
<b>District Actions for this Cycle</b>	The district is revising the calendar for any trainings and/or deadlines that teachers may not need to be held responsible for or that can be pushed off to later dates.	The district is providing mini assessment questions or exit tickets for each unit of study across content areas. Teachers can use these resources to assess students.	The Research and Evaluation team analyst, assigned to Crockett commits to assisting us gather data by subpops in order to address our focus groups.
<b>District Commitment Theory of Action</b>	If the district provides teachers the gift of time then they will have a better chance of being successful with the implementation of instruction as it will be their main focus.	If the district continues to provide assessment resources to teachers via the curriculum and instruction website then teachers may have aligned questions to build their assessments.	If the district (Research and Evaluation Dpt.) provides the campus access to their data as soon as possible then the teachers can create their action plans and implement them ASAP.

## 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
Instructional Specialists and Instructional Coaches will work with teachers and provide them with feedback. Teachers will build mini assessments (CFA) every 3 weeks to address low scoring TFKS.	2.1	12/1/20-2/28/21	Time set aside for conferences.	Instructional Coaches and Instructional	Notes via e-mail, Instructional	2/28/21		
	4.1	12/17/2020-2/28/21	Eduphoria STAAR bank, Leadward Field	Teachers	Copies of assessments and data	2/28/21		
Teachers will create and implement Action Plans	4.1	12/17/20-2/28/21	TEKS, Technology and support to implement	Teachers and ICs	Walkthroughs CFA, CBA and/or	2/28/21		
Parent Conferences with the parents of struggling students.	5.3	12/1/20- 2/28/21	Student Data, Conference Forms	Teachers	Student well being and grades	1/12/21		
Data Charts will be posted in classrooms and data binders will be updated by students as they take	5.3	12/1/20-2/28/21	Data Charts	Teachers and Students	Charts in Classrooms	12/18/20		
Teachers will meet with students to set STAAR goals.	5.3	1/11/21-1/22/21	STAAR Goal Setting Sheets by Grade Level	Teachers and Students	Copies of the Goal setting sheets	1/25/21		
Middle School Data Day will be provided to teachers after CBAs are administered.	5.3	12/17/20	CBA Data, Action Plan Templates and	Teachers and ICs	Implementation of Action Plans	1/11/21		
Teacher Planning Day will be held during the Intercession Week to provide teachers with	4.1	1/6/21	YAGS and Scope and Sequences	Teachers and ICs	Lesson Plans	1/6/21		
Tutoring will continue for 3rd-8th grade students.	5.3	12/1/20-2/25/20	CBA Data and Action Plans	Teachers and Students	9 Weeks Grades	2/25/21- End of each month		
Saturday Writing Camps for 4th and 7th Grade	41	1/23, 2/6, 3/6 & 3/27	Writing Samples and Revising and Editing	Master Teachers and 4th and 7th Grade	Writing Samples	End of each session		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE25**

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

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

### CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified teachers.	4.1 Curriculum and assessments aligned to the TEKS with a year long scope and sequence.	5.3 Data Driven Instruction
<b>Desired Annual Outcome</b>	We want to ensure that our teachers are highly qualified and trained. We will focus on supporting our teachers with PD that is tied directly to the content that they teach as well as training in the use of technology to support students who are learning online from home.	Our goal is to teach all of our new teachers how to use a backward planning approach. We will ensure that they are using the YAG to plan out their instruction and assessments. As they teach and assess TEKS they will adjust instruction as needed.	Our desired annual outcome is to have teachers plan their instruction based on student data and for them set academic goals with their students throughout the year.
<b>Desired 90-day Outcome</b>	Our goal is to have a minimum of 95% of our teachers receive an overall rating of proficient or above on T-TESS.	100% percent of our teachers in 3rd-8th will have the opportunity to participate in full day planning sessions to prepare for the implementation of our campus/district countdowns prior to testing in May.	Our desired 90 day outcome is to have at least 70% -80% of our students meeting expectations on STAAR across content areas and grade levels.
<b>Barriers to Address During this Cycle</b>	The barrier that we will face is not having enough time to continue to work with teachers that did not complete and/or meet any growth plan activities.	A barrier may be that the district does not provide us a countdown. If so, I will need to ask our Instructional Coaches and our teachers to create one for each grade level.	The barriers that we may face this period have to do with students that are not
<b>District Actions for this Cycle</b>	The Office of Continuous Improvement will work with teachers and administrators to grow them and guide them through next steps.	The district Instructional Specialists assigned to Crockett will work closely with our Instructional Coaches to keep them abreast of the supports being provided by the district. Currently the math and reading department countdowns are scheduled on the district pacing calendars	The district will support the campus efforts by providing funds to reach out to students that are in need of tutoring and extra supports.
<b>District Commitment Theory of Action</b>	If the teachers and administrators work together and implement the supports provided by the Office of Continuous School Improvement then all teachers should show growth and/or have an overall rating of Proficient or higher by EOY.	If the district provides our 3rd-8th grade teachers the countdowns needed then teachers will be able to implement them accordingly in a timely fashion to address students needs prior to testing.	If the district provides tutoring funds to the campus then the teachers will be able to address the needs of struggling students.

## ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teacher conferences will be held with their assigned T-TESS Anraiser	2.1	3/1/21-5/28/21	T-TESS Reports	Administrators	T-TESS Reports	5/28/21		
Teachers will continue to receive feedback from Instructional Specialists, Coaches and Admin Team.	2.1	3/1/21/-5/28/21	Conference Times	ics/ Implementation Specialists and	T-TESS Reports	5/28/21		
Action Plans will be created and implemented after Data Days are provided.	4.1	3/25/21-3/26/21	CBA Data	3rd-8th grade teachers	Action Plans and Implementation	3/30/21		

Tutoring will continue to take place in 3r-8th grade for students that are in need of assistance.	5.3	3/2/21-4/28/21	Online Classes with Master Teachers and a	3rd-8th grade teachers	Sign In Sheets	3/31/21 and 4/30/21		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

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

## END OF YEAR REFLECTION

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			



### CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

**Communication:** Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified teachers.	4.1 Curriculum and assessments aligned to the TEKS with a year long scope and sequence.	5.3 Data Driven Instruction
<b>Rationale</b>	If we are able to retain our staff we know that we have build capacity with them and we do not have to start over with new teachers when we have high turnover.	The alignment of curriculum and assessments drives our classroom instruction in PK-8th grade.	Data drives our instruction as it highlights our campus strengths and weaknesses and what we need to work on continuously.
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	The Principal will meet with each teacher prior to the year ending to discuss their plans for the following year.	We will communicate our priorities to our stakeholders via ACT and CLT Meetings as well as grade level meetings with the principal.	Our data priorities will be discussed in CLT, ACT and Staff Meetings to ensure that everyone is aware of the data and the implications it has for the campus.
<b>Desired Annual Outcome</b>	We want to retain at least 95% of the teachers that we hired in the 2020-2021 school year and continue to grow them to become masters in their craft.	It is our annual goal to have mapped out 100% of the curriculum (units) by early August so that our teachers are aware of how to plan for the year.	Our annual goal is for teachers to use data to drive their instruction throughout the school year.
<b>Desired 90-Day Outcome</b>	Our goal is to be 100% staffed with certified teachers for the 2021-2022 school year.	Our 90 day plan is to have 100% of our teachers build their mini assessments for at least the 1st nine weeks.	Our 90 day goal is to provide our 1st -8th grade teachers with a 2021-2022 school report card for every student on their class rosters so that they know how to group students accordingly for instructional purposes.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	We will build capacity by working with our talent partners and the office of Enrollment to ensure that our enrollment is high.	The campus administrative team will work with the instructional coaches and teachers to set up dates for us to come together and build assessments based on the TEKS identified in the scope and sequence.	We will work with Reaseach and Evaluation, specifically, Mr. Gilberto Santos to provide us with the data cards for each students' EOY results in MAP and STAAR scores.
<b>Barriers to Address throughout the year</b>	Due to Covid concerns I may have teachers retire early next year.	One of the barriers that we may deal with is the availability to the 2021-2022 YAG, Pacing Guides and Scope and Sequence.	The only barrier that we can foresee is Mr. Santos being busy preparing for the District Data Summit.

<b>District Actions for this Cycle</b>	The district (Talent Management) will work with the Principal to fill openings that may become available.	The district's C&I Dpt. will release the YAG, Pacing Guides and Scope and Sequence to teachers by late July or early June.	Mr. Santos from Research and Evaluation can train the administrative team as well as the Instructional Coaches to pull this data at the campus level.
<b>District Commitment Theory of Action</b>	If the district's TM Dept. works with the Principal to fill positions early in the year the school should be fully staffed by July or early August.	If the district is able to provide the necessary documents to teachers, then the campus will be able to build mini assessments for the 1st nine weeks and use a backwards planning design.	If the district approves for Mr. Santos to train the administrative team and the Instructional Coaches then the 90 day goal will be met.

