

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:	
S. J. Davis Middle School		Dr. Julio Garcia, Assistant Superintendent	
Campus Number:		Superintendent Name:	
000000043		Pedro Martinez	

Date:

Monday, December 14, 2020



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Antonio ISD	Campus Name	S. J. Davis Middle School	Superintendent	Pedro Martinez	Principal	Dr. Hugo Saucedo
District Number	015907	Campus Number	000000043	District Coordinator of School Improvement (DCSI)	Dr. Julio Garcia	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?		ESC Support	Sandra Slaough

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Julio Garcia 12/2/2020
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.	Dr. Hugo Saucedo - 12/2/2020

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.	Domain 1: 62 Rationale: The school took the 2018 scores and increased them to meet a higher grade level. Domain 2B: 74 Rationale: The school took the 2018 scores and increased them to meet a higher grade level. Domain 3: 74 Rationale: The school took the 2018 scores and increased them to meet a higher grade level.
	What changes in student group and subject performance are included in these goals?	Domain 1: 57-62 Domain 2B: 66-74 Domain 3: 63-74
	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.	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.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Rationale	Davis Middle School teachers and students have experienced an extreme leadership turnover rate. This reality has created a sense of instability and mistrust.	Lesson plans are the blueprint that drive the instructional research-based best practices that must be aligned, rigorous, have measurable outcomes and are rooted in the relationship between student, teacher, and content being presented.	Data Driven Instruction (DDI) has not been prioritized on campus to support academic success nor fully implemented.
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity in this area by recruiting leadership emphasizes collaboration and consensus. The campus will partner with district resources including the Office of School Leadership to ensure that Davis leadership are held accountable for creating a collaborative school environment.	Instructional coaches and administrators will collect lesson plans weekly and provide feedback on alignment and rigor within 24 hours.	The administrative team (Instructional Coaches and Administrators) will lead the teachers through a training process to ensure we are all speaking the same data driven instruction language. This will include fidelity to the process such as using Eduphoria as our data repository, implementing a 3, 6, 9 formative assessment calendar and corrective instruction plan after every three week cycle.
Barriers to Address throughout this year	Barriers to address throughout the year include, lack of trust, attrition, non-collaboration.	Barriers to address throughout the year include lack of monitoring and actionable feedback by the administrative team resulting in lack of buy-in from teachers.	Barriers to address this cycle include the following: failure to properly teach and implement the data driven instruction program, failure to properly create and vet formative assessments that are aligned to state standards.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	The school will communicate these priorities to stakeholders through monthly check ins on culture and quarterly metrics reports.	Weekly PLCs, department chair meetings, monthly faculty meetings, DDI cycle discussions.	The school will communicate these priorities to stakeholders through monthly check ins on culture and quarterly metrics reports.
Desired Annual Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining campus goals, demonstrate high expectations for students and teachers, and share a common understanding of the mission, vision, and values.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	The desired outcome for ESF lever 5.3 is for data informed instruction that is adjusted according to the gaps found in the data to occur with fidelity across disciplines. This will occur via a Data Driven Instruction process led by the administrative team which includes the principal, AP's and Instructional Coaches. This will in turn create a culture of critical analysis of student misconceptions and corrective instructional plans that will mitigate these gaps. The overall goal being academic achievement that supports the campus plan for a C rating in 2021-2022 school year.
District Commitment Theory of Action	If the district recruits highly effective and collaborative campus leadership, then Davis Middle School will reach their academic goals.	If Davis Middle School implements a data driven lesson planning process, then teachers will address areas of student needs and create actionable plans to ensure student academic success.	The district will monitor the progress of cycle one and give feedback to the campus leadership team.

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining campus goals, demonstrate high expectations for students and teachers, and share a common understanding of the mission, vision, and values.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	Data Driven Instruction (DDI) has not been prioritized on campus to support academic success nor fully implemented.
Desired 90-day Outcome	The desired quarterly outcome is for 50% of the Davis campus staff to engage in creating and refining the goal, practice the high expectations, and share a common understanding of the mission, vision, and values.	Instructional coaches and administrators will collect lesson plans weekly and provide feedback on alignment and rigor within 24 hours.	The administrative team (Instructional Coaches and Administrators) will lead the teachers through a training process to ensure we are all speaking the same data driven instruction language.
Barriers to Address During this Cycle	Barriers to address throughout the year include, lack of trust, attrition, non-collaboration, and lack of consistent leadership.	Barriers to address throughout the year include lack of monitoring and actionable feedback by the administrative team resulting in lack of buy-in from teachers.	Barriers to address are that there is not a protocol in place for a data driven instruction
District Actions for this Cycle	The district will monitor the progress of cycle one and give feedback to the campus leadership team.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	The desired outcome for ESF lever 5.3 is for data informed instruction that is adjusted according to the gaps found in the data to occur with fidelity across disciplines. This will occur via a Data Driven Instruction process led by the administrative team which includes the principal, AP's and Instructional Coaches. This will in turn create a culture of critical analysis of student misconceptions and corrective instructional plans that will
District Commitment Theory of Action	If the district recruits highly effective and collaborative campus leadership, then Davis Middle School will reach their academic goals.	If Davis Middle School implements a data driven lesson planning process, then teachers will address areas of student needs and create actionable plans to ensure student academic success.	If the district supports Davis in the development of a protocol in conjunction with _____, then Davis Middle School will implement a schoolwide data driven protocol.

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>The desired 90 day outcome on all prioritized focus areas has not been met. This is due to a number of factors including, a global pandemic and its effects on student and teacher engagement. Additionally there has been higher than normal staff attrition to date with more expected in the coming months.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not achieve our quarterly student goals but did make great strides in attaining those goals.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>All action steps from this cycle will carry over to the next cycle for improvement.</p>	<p>Monitor PLC engagement and data metrics follow through by leadership team.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining campus goals, demonstrate high expectations for students and teachers, and share a common understanding of the mission, vision, and values.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	The desired outcome for ESF lever 5.3 is for data informed instruction that is adjusted according to the gaps found in the data to occur with fidelity across disciplines. This will occur via a Data Driven Instruction process led by the administrative team which includes the principal, AP's and Instructional Coaches. This will in turn create a culture of critical analysis of student misconceptions and corrective instructional plans that will mitigate these gaps. The overall goal being academic achievement that supports the campus plan for a C rating in 2021-2022 school year.
Desired 90-day Outcome	The desired annual outcome is for 75% of the Davis campus staff to engage in refining and implementing the stated goals, practice the high expectations, and share a common understanding of the mission, vision, and values.	Instructional coaches and administrators will collect lesson plans weekly and provide feedback on alignment and rigor within 24 hours.	The administrative team (Instructional Coaches and Administrators) will lead the teachers through a training process to ensure we are all speaking the same data driven instruction language. The desired outcome of this process is for teachers to be better equipped to make data driven instructional plans.
Barriers to Address During this Cycle	Barriers to address throughout the year include, lack of trust, attrition, non-collaboration, lack of consistent leadership.	Barriers to address throughout the year include lack of monitoring and actionable feedback by the administrative team resulting in lack of buy-in from teachers.	Barriers to address this cycle include the following: failure to properly teach and implement the data driven instruction program
District Actions for this Cycle	The district will monitor the progress of cycle one and give feedback to the campus leadership team.	The district will monitor the progress of cycle one and give feedback to the campus leadership team.	The district will monitor the progress of cycle one and give feedback to the campus leadership team.
District Commitment Theory of Action	If the district recruits highly effective and collaborative campus leadership, then Davis Middle School will reach their academic goals.	If Davis Middle School implements a data driven lesson planning process, then teachers will address areas of student needs and create actionable plans to ensure student academic success.	The district will monitor the progress of cycle one and give feedback to the campus leadership team.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We achieved our desired outcome for Math, were withing 2% points in Social Studies and 8% points in Science. Writing was off by 12% and Reading regressed by 23% points. In the area of Reading we had two teachers either resign or go on FMLA due to COVID. These classes are beign taught by subs and supported by district and campus staff.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not achieve our performace goals for this cycle but we say incremental growth overall.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

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	3.1	5.1	5.3
Desired Annual Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining campus goals, demonstrate high expectations for students and teachers, and share a common understanding of the mission, vision, and values.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	Data Driven Instruction (DDI) has not been prioritized on campus to support academic success nor fully implemented.
Desired 90-day Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining the goal, practice the high expectations, and share a common understanding of the mission, vision, and values.	Instructional coaches and administrators will collect lesson plans weekly and provide feedback on alignment and rigor within 24 hours.	The administrative team (Instructional Coaches and Administrators) will lead the teachers through a training process to ensure we are all speaking the same data driven instruction language.
Barriers to Address During this Cycle	Barriers to address throughout the year include, lack of trust, attrition, non-collaboration.	Barriers to address throughout the year include lack of monitoring and actionable feedback by the administrative team resulting in lack of buy-in from teachers.	Barriers to address are that there is not a protocol in place for a data driven instructional program.
District Actions for this Cycle	The district will monitor the progress of cycle one and give feedback to the campus leadership team.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	The desired outcome for ESF lever 5.3 is for data informed instruction that is adjusted according to the gaps found in the data to occur with fidelity across disciplines. This will occur via a Data Driven Instruction process led by the administrative team which includes the principal, AP's and Instructional Coaches. This will in turn create a culture of <u>critical analysis of student misconceptions and corrective instructional</u>
District Commitment Theory of Action	If the district recruits highly effective and collaborative campus leadership, then Davis Middle School will reach their academic goals.	If Davis Middle School implements a data driven lesson planning process, then teachers will address areas of student needs and create actionable plans to ensure student academic success.	If the district supports Davis in the development of a DDI protocol then Davis Middle School will implement a schoolwide data driven protocol.

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
Implement a standardized lesson plan template.	5.1	March 1-June 18	Lesson plan template, shared drive (link lesson plan here)	Administrators, instructional coaches, instructional specialists, teachers	Lesson plan posted outside doors. Creation of a shared drive for the submission of lesson plans.	Weekly	Met	PLC engagement follow through by leadership team
Lesson plans reviewed by administrators and feedback provided to teachers.	5.1	March 1-June 18	Lesson plan template, shared drive	Administrators, instructional coaches, instructional specialists	Submission of lesson plans in shared drive. Evidence of feedback given.	Weekly	Met	PLC engagement follow through by leadership team
Implement effective PLC protocol, Theory of Action focused on standard aligned assessments, daily checks for understanding, providing feedback to teachers via weekly walkthrough data and coaching of teachers. Additionally a vetting process will be created to ensure the daily formative assessments are aligned (exit tickets) by instructional coaches and processed as an instructional leadership team with administrators.	5.1, 5.3	March 1-May 31	None	Dr. Hugo Saucedo, Gabriela Santiago, Juan Gonzalez, Department Chairs	PLC Agenda, CBA/Simulation data	Ongoing up until June 1.	Significant Progress	PLC engagement follow through by leadership team

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?	Essential Action 3.1 was met through a process of engaging stakeholder in the building of a mission and vision. This will help us focus on the work at hand. For Essential Action 5.1 we have seen good progress. Teachers have agreed to a uniform lesson plan template and administrators have begun to work through the process of ensuring alignment and proficient feedback. For Essential Action 5.3 the campus
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Although final data has not come in we did see an upward trajectory towards our academic goals. In Algebra I which is the one area we have summative data we met our goal of 80% proficiency.
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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
	Continue to implement effective PLC protocol, Theory of Action focused on standard aligned assessments, daily checks for understanding, providing feedback to teachers via weekly walkthrough data and coaching of teachers. Additionally a vetting process will be created to ensure the daily formative assessments are aligned (exit tickets) by instructional coaches and processed as an instructional leadership team with administrators.	Creation of PLC Handbook to help codify the process of the PLC time.

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	3.1	5.1	5.3
Desired Annual Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining campus goals, demonstrate high expectations for students and teachers, and share a common understanding of the mission, vision, and values.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	Data Driven Instruction (DDI) has not been prioritized on campus to support academic success nor fully implemented.
Did the campus achieve the desired outcome? Why or why not?	The campus achieved the desired out through an iterative process. We engaged different stake holders to take ownership of the mission and vision and will use it as our guiding force moving forward.	The campus has achieved the desired outcome through eliciting buy in	The campus met the goal of prioritizing DDI as part of the campus cult

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	3.1	5.1	5.3
Rationale	Davis Middle School teachers and students have experienced an	Lesson plans are the blueprint that drive the instructional research-	Data Driven Instruction (DDI) has not been prioritized on campus to
How will you communicate these priorities to your stakeholders? How will you create buy-in?	The school will communicate these priorities to stakeholders through monthly check ins on culture and quarterly metrics reports.	Weekly PLCs, department chair meetings, monthly faculty meetings, DDI cycle discussions.	The school will communicate these priorities to stakeholders through monthly check ins on culture and quarterly metrics reports.
Desired Annual Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining campus goals, demonstrate high expectations for students and teachers, and share a common understanding of the mission, vision, and values.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	Data Driven Instruction (DDI) has not been prioritized on campus to support academic success nor fully implemented.
Desired 90-Day Outcome	The desired annual outcome is for all members of the Davis community to engage in creating and refining the goal, practice the high expectations, and share a common understanding of the mission, vision, and values.	Instructional coaches and administrators will collect lesson plans weekly and provide feedback on alignment and rigor within 24 hours.	The administrative team (Instructional Coaches and Administrators) will lead the teachers through a training process to ensure we are all speaking the same data driven instruction language.
How will the campus build capacity in this area? Who will you partner with?	The school will communicate these priorities to stakeholders through monthly check ins on culture and quarterly metrics reports.	Weekly PLCs, department chair meetings, monthly faculty meetings, DDI cycle discussions.	The school will communicate these priorities to stakeholders through monthly check ins on culture and quarterly metrics reports.

Barriers to Address throughout the year	Barriers to address throughout the year include, lack of trust, attrition, non-collaboration.	Barriers to address throughout the year include lack of monitoring and actionable feedback by the administrative team resulting in lack of buy-in from teachers.	Barriers to address are that there is not a protocol in place for a data driven instructional program.
District Actions for this Cycle	The district will monitor the progress of cycle one and give feedback to the campus leadership team.	The desired outcome for lever 5.1 is for teachers to engage in purposeful planning and for those plans to be aligned to state standards, ultimately culminating in campus academic achievement resulting in a C rating in 2021-2022 school year.	The desired outcome for ESF lever 5.3 is for data informed instruction that is adjusted according to the gaps found in the data to occur with fidelity across disciplines. This will occur via a Data Driven Instruction process led by the administrative team which includes the principal, AP's and Instructional Coaches. This will in turn create a culture of critical analysis of student misconceptions and corrective instructional plans that will mitigate these gaps. The overall goal being academic achievement that supports the campus plan for a C rating in 2021-2022 school year.
District Commitment Theory of Action	If the district recruits highly effective and collaborative campus leadership, then Davis Middle School will reach their academic goals.	If Davis Middle School implements a data driven lesson planning process, then teachers will address areas of student needs and create actionable plans to ensure student academic success.	If the district supports Davis in the development of a DDI protocol then Davis Middle School will implement a schoolwide data driven protocol.

ACTION PLAN

