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.

[DSCI Job Description]

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Democracy Prep at the Stewart Campus	Angelica Romero
Campus Number:	Superintendent Name:
015907168	Pedro Martinez
Date:	
Thursday, October 1, 2020	

TEA
Texas Education Agency

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	Democracy Prep at the Stewart Campus	Superintendent	Pedro Martinez	Principal	Virginia Silva
District Number	015907	Campus Number	000000168	District Coordinator of School Improvement (DCSI)	Angelica Romero	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Shannon Allen

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Angelica Romero
Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.*	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.	<Enter Name and Date>
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.	Virginia Silva, 10/1/2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.   https://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: 65 Rationale: In 2018, we scored a 51 in this domain. It will take significant growth to move from an F campus to a D campus in academic achievement, and 65 puts us on the path to steady improvement. This is with an overall average of approximately 65% of students approaching, 30% meeting and 15% mastering grade level content. Domain 2B: 80 Rationale: We worked hard in this domain last year, tracking individual student growth. While it is hard to know what 2B will look like this year, we are shooting for 75% of students to show growth in order for us to be a B-rated campus. In 2018 64% of students showed growth, leading to a scale score of 60. Domain 3: 70
	What changes in student group and subject performance are included in these goals?	Domain 1: We need to make significant progress in all performance levels for 4th grade reading and math (which is actually our current 6th grade cohort). There also needs to be growth in science scores at all performance levels. Finally, there is an emphasis to push more students to meet grade level on their math exams. Domain 2B: Again, 4th grade is our weakest area in terms of growth. There have been staffing changes since then, but we need to ensure that all students are
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

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.	4 - Partial 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

5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	Given the many constraints on this school year, it is especially important that teachers are making prioritized decisions about which content to teach and are utilizing high quality curricular resources to prepare their lessons.	In partnership with the Democracy Prep network, we are taking a content-rich approach to lesson planning. Additionally, with Covid limitations on assessment, formative data is more important than ever.	This is where we spent most of our efforts last year in our TIP. Teachers practiced data analysis in individual coaching meetings and in team meetings. We need to continue this process this year, making necessary adjustments to data collection due to Covid.
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity in this area by divvying up curricular expertise amongst different members of the instructional leadership team. We will also work to build the capacity of grade level chairs to guide the pacing of their teams and become experts of the curricular components. We will partner with our Academics team. We will hold joint biweekly meetings with the Superintendent, Principal and Academics teammate to review pacing and deep dive into the plans of one particular grade level/content area.	The campus will build capacity by providing regular feedback to teachers and holding lesson internalization meetings to practice the planning process. We will partner with our Academics team to facilitate unit preview meetings, focusing upon math as an area of need.	The campus will build capacity by coaching grade level chairs to facilitate data meetings. We will partner with our PSP and DCSI to observe PLC meetings to provide feedback on our protocols and action planning.
Barriers to Address throughout this year	Some challenges have been the variation in scheduling due to delays in start of school year, as well as the difficulty of gathering reliable assessment data virtually, especially for areas that require individual adminstration. There is also the challenge of balancing synchronous instruction to maintain pacing with the developmental appropriateness of prolonged screen time.	Some barriers are the leadership team's familiarity with each content area/curricular component to provide quality feedback, as well as time constraints to consistently review lesson plans for feedback. It is also difficult to provide exemplars for virtual math instruction.	One challenge can be in the validity of the online assessments that have been given. In administering assessments, there has been evidence that at times either the work is not a true reflection of their academic abilities or that technical barriers have affected the validity of the assessment scores. Additionally, including time for corrective instruction within a tight pacing calendar is challenging.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will reinforce the importance of pacing with grade level chairs and communicate pacing flags during individual coaching meetings. We will also explain that the content of common assessments is based on the pacing guide. Within the leadership team, we will create buy in by making space in the agenda to model pacing checks.	We have shared this priority when rolling out the strategic plan for Democracy Prep and then spent signficiant time practicing lesson planning expectations with teachers. We created buy in by building the capacity of teacher leaders so that they also helped lead these sessions and hold break out sessions specific to grade levels/content areas.	We spent an extensive amount of time practicing this with teachers last year during professional learning and PLC meetings. We need to train new teachers in this process. We will need to continue to build buy in by finding ways to gather meaningful data during remote learning.
Desired Annual Outcome	guide that comprehensively addresses prioritized TEKS, with time built in for corrective instruction. Assessments are adapted to a virtual/hybrid format in order to gather the most meaningful data to reflect mastery of the content that has been taught. Campus professional development is aligned to the pacing guide and provides opportunities to engage deeply with the content and skills required by that grade level.	reflect the lesson internalization process (concise student-friendly explanation of the objective and relevance, exemplar responses, key questions and scaffolds, criteria for success). Instructional leadership follows weekly schedule to provide "bite-size" lesson plan feedback on the established critieria. During lesson internalization meetings, coaches will provide feedback on the accommodations provided to English Language Learners and students	Teachers have a clear picture of the academic standing of each student due to their data analysis during coaching and grade level meetings. In these coaching meetings, the Instructional Team meets with teachers to review current data from the most recent assessments (formative and summative). Teachers and the instructional team review strengths and areas of growth to better understand student misconceptions. After reviewing and analyzing data, corrective instructional plans so that time is used strategically and student misconceptions are directly addressed.
District Commitment Theory of Action	If the district continues to provide access and flexibility with curricular resources, then the campus will be able to ensure that the curriculum is aligned to state standards and meets the needs of the campus population.	If the district will continue to support the campus in terms of training and feedback on lesson alignment, then the campus will continue to demonstrate progress in terms of lesson delivery.	If the district supports the campus in data collection and analysis, then the campus will be able to monitor and adjust in order to increase student academic achievement.

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.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	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	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	50%		Interim	50%	22%	Interim	55%	47%	Interim	60%	37%	60%
		All	All	Reading	Meets	STAAR	25%		Interim	20%	7%	Interim	25%	13%	Interim	30%	12%	30%
		All	All	Reading	Masters	STAAR	9%		Interim	5%	2%	Interim	10%	4%	Interim	15%	4%	15%
		All	All	Mathematics	Approaches	STAAR	57%		Interim	57%	22%	Interim	62%	35%	Interim	67%	32%	70%
		All	All	Mathematics	Meets	STAAR	18%		Interim	15%	7%	Interim	22%	8%	Interim	30%	9%	30%
		All	All	Mathematics	Masters	STAAR	9%		Interim	5%	2%	Interim	10%	1%	Interim	15%	4%	15%
		All	All	Science	Approaches	STAAR	39%		Interim	40%	18%	Interim	50%	32%	Interim	55%	17%	55%
		All	All	Science	Meets	STAAR	9%		Interim	10%	8%	Interim	15%	16%	Interim	20%	0%	15%
		All	All	Science	Masters	STAAR	2%		Interim	5%	0%	Interim	10%	5%	Interim	15%	0%	15%
		All	All	Social Studies	Approaches	STAAR												
		All	All	Social Studies	Meets	STAAR												
		All	All	Social Studies	Masters	STAAR												
		All	All	Writing	Approaches	STAAR	38%		Interim	35%	13%	Interim	40%		Interim	45%		45%
		All	All	Writing	Meets	STAAR	15%		Interim	10%	7%	Interim	15%		Interim	20%		20%
		All	All	Writing	Masters	STAAR	6%		Interim	5%	2%	Interim	8%		Interim	12%		12%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	All	Mathematics	Meets	STAAR	18%		Interim	20%	7%	Interim	30%	16%	Interim	40%	9%	40%
		All	EL	Mathematics	Meets	STAAR	27%		Interim	25%	12%	Interim	35%	12%	Interim	45%	T&D	50%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	EL	All	App/Meet/Master	STAAR	33 (component score)		Interim	25 (component score)		Interim	30 (component score)		Interim	35 (component score)	T&D	38 (component score)
		All	Eco Dis	All	App/Meet/Master	STAAR	25 (component score)		Interim	25 (component score)		Interim	30 (component score)		Interim	35 (component score)	T&D	38 (component score)
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	33 (component score)		Interim	25 (component score)		Interim	30 (component score)		Interim	35 (component score)	T&D	38 (component score)

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	5.3
Desired Annual Outcome	Teachers across grade levels and content areas consistently follow a pacing guide that comprehensively addresses prioritized TEKS, with time built in for corrective instruction. Assessments are adapted to a virtual/hybrid format in order to gather the most meaningful data to reflect mastery of the content that has been taught. Campus professional development is aligned to the pacing guide and provides opportunities to engage deeply with the content and skills required by that grade level.	Teacher lesson plans consistently include common elements schoolwide that reflect the lesson internalization process (concise student-friendly explanation of the objective and relevance, exemplar responses, key questions and scaffolds, criteria for success). Instructional leadership follows weekly schedule to provide "bite-size" lesson plan feedback on the established critieria. During lesson internalization meetings, coaches will provide feedback on the accommodations provided to English Language Learners and students with disabilities.	Teachers have a clear picture of the academic standing of each student due to their data analysis during coaching and grade level meetings. In these coaching meetings, the Instructional Team meets with teachers to review current data from the most recent assessments (formative and summative). Teachers and the instructional team review strengths and areas of growth to better understand student misconceptions. After reviewing and analyzing data, corrective instructional plans so that time is used strategically and student misconceptions are directly addressed.
Desired 90-day Outcome	Pacing will be monitored by a comprehensive analysis of lesson plans every 3 weeks. Instructional leadership team reviews and feedbacks 3 prioritized assessments to ensure rigor and grade level alignment. Instructional leadership team will build the capacity of grade level chairs to lead unit previews for their team to focus on the vertical alignment and grade level demands of the standards.	Teachers will include concise student-friendly explanation of the objective and its relevance, as well as the exemplar response in all lesson plans submitted. Instructional leadership team will provide weekly lesson plan feedback and share each other on responses to calibrate expectations.	Teachers will complete more extensive data analysis of 3 significant assessments during the first 90 days. Best practices in analyzing data from virtual instruction will be shared across teams so that teachers can continue to refine their methods for gathering data and planning for small group instruction.
Barriers to Address During this Cycle	Some challenges have been the variation in scheduling due to delays in start of school year, as well as the difficulty of gathering reliable assessment data virtually, especially for areas that require individual adminstration. There is also the challenge of balancing synchronous instruction to maintain pacing with the developmental appropriateness of prolonged screen time.	Some barriers are the leadership team's familiarity with each content area/curricular component to provide quality feedback, as well as time constraints to consistently review lesson plans for feedback. It is also difficult to provide exemplars for virtual math instruction.	One challenge can be in the validity of the online assessments that have been given. In administering assessments, there has been evidence that at times either the work is not a true reflection of their academic abilities or that technical barriers have affected the validity of the assessment scores. Additionally, including time for corrective instruction within a tight pacing calendar is challenging.
District Actions for this Cycle	PSP and/or DCSI will attend PLCs, provide input and debrief with a member of the campus leadership team.	The DCSI will review a sampling of the weekly lesson plan comments provided by members of the instructional focus team and provide feedback.	The district will continue to provide supports for data through data meetings. Meetings will utilize MAP Data to discuss relevant data points.
District Commitment Theory of Action	If the district continues to provide access and flexibility with curricular resources, then the campus will be able to ensure that the curriculum is aligned to state standards and meets the needs of the campus population.	If the district will continue to support the campus in terms of training and feedback on lesson alignment, then the campus will continue to demonstrate progress in terms of lesson delivery.	If the district supports the campus in data collection and analysis, then the campus will be able to monitor and adjust in order to increase student academic achievement.

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
Standards crosswalk completed for 6th/7th ELA is reflected in pacing guide	4.1	10/2020	Pacing Guide, Lead4ward, Wheatley curriculum	Katie Williamson	Completed standards crosswalk	11/2020	Met	
Conduct materials survey for pacing alignment & conduct follow up coaching sessions	4.1	10/2020	Lesson Plans, Pacing Guide	Katie Williamson	Pacing guide audit and coaching sessions	Biweekly beginning in October	Met	
Initial review to determine teachers have prioritized appropriate assessments for data analysis	4.1, 5.3	9/2020	Pacing Guide, Curricular pieces	Summer Ahmed, Jesus Ruiz	Data tracking spreadsheet	10/2020	Met	
Review prioritized assessments to check for pacing, alignment and rigor	4.1, 5.3	9/2020	Lead4ward, Pacing Guide	Summer Ahmed, Jesus Ruiz	Canvas assessments	Ongoing	Met	
Schedule unit preview meetings or vertical content profession	4.1	10/2020	Pacing Guide, Curricular components	Sam Katzman, Summer Ahmed, Jesus Ruiz	Unit preview meeting agendas	Ongoing	Significant Progress	
Update pacing guide for the second trimester	5.3	11/2020	Pacing Guide	Katie Williamson	Pacing Guide	11/2020	Met	
Schedule time and provide feedback on lesson plans	5.1	Continuous	Lesson Plans	Virginia Silva, Summer Ahmed, Jesus Ruiz	Curriculum Team Audits	11/2020	Significant Progress	
Schedule & hold data analysis meetings after major exams	5.3	Continuous	Data Analysis template, pacing guide, student	Virginia Silva, Summer Ahmed, Jesus Ruiz	Data Analysis Meeting agendas	Ongoing	Significant Progress	
Host lesson internalization coaching meetings	5.1	Continuous	Lesson Plans, Curricular pieces	Summer Ahmed, Jesus Ruiz	Lesson Internalization meeting agendas	Ongoing	Some Progress	
Launch Data Tracking System for Virtual Instruction	5.3	10/2020	Lead4ward, data from tests	Virginia Silva, Summer Ahmed, Jesus Ruiz	Data spreadsheet	Ongoing	Met	
Complete individual goal setting with teachers	5.3	11/2020	Data tracking spreadsheet	Virginia Silva, Summer Ahmed, Jesus Ruiz	Data spreadsheet & reflections	11/2020	Met	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We made a lot of progress in creating time and cycles for both previewing content with teacher, providing feedback on lesson plans, and reviewing assessment data. There was a slower start as we tried to adapt data analysis to a virtual context.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No. The exam was summative, so we did not expect full mastery in math, but we also are realizing that we need to work with students on reading online assessments. If we look at the unit level of assessments, we have seen steady progress over the course of the year - but data from the TEKS at the start of the year was quite low as teachers adjusted to online instruction.

	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?	Lesson plan feedback, unit preview meetings, data analysis meetings	Focused content planning on 5th grade science

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 <u>during this cycle</u>.

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	Teachers across grade levels and content areas consistently follow a pacing guide that comprehensively addresses prioritized TEKS, with time built in for corrective instruction. Assessments are adapted to a virtual/hybrid format in order to gather the most meaningful data to reflect mastery of the content that has been taught. Campus professional development is aligned to the pacing guide and provides opportunities to engage deeply with the content and skills required by that grade level.	Teacher lesson plans consistently include common elements schoolwide that reflect the lesson internalization process (concise student-friendly explanation of the objective and relevance, exemplar responses, key questions and scaffolds, criteria for success). Instructional leadership follows weekly schedule to provide "bite-size" lesson plan feedback on the established critieria. During lesson internalization meetings, coaches will provide feedback on the accommodations provided to English Language Learners and students with disabilities.	Teachers have a clear picture of the academic standing of each student due to their data analysis during coaching and grade level meetings. In these coaching meetings, the Instructional Team meets with teachers to review current data from the most recent assessments (formative and summative). Teachers and the instructional team review strengths and areas of growth to better understand student misconceptions. After reviewing and analyzing data, corrective instructional plans so that time is used strategically and student misconceptions are directly addressed.
Desired 90-day Outcome	**Output-oriented goal: 100% of teachers will participate in Unit previews in K-7 math, 5th grade science and middle school ELA 6th-7th; 70% of lesson plans for the indicated subject and grade levels will reflect learnings applied about key understandings in the unit. In the unit previews for math, we will identify lessons that should be skipped or where materials in Go Math should be supplemented in order to more closely align to how they are assessed on the STAAR.** Unit previews will happen for every grade level at the beginning of each Go Math (K-7th math) and Science unit (5th), as well as middle school ELA (6th-7th). Particularly within math, the instructional leadership team will work to identify alignment issues and help	**Output-oriented goal: In 80% of observations, teachers will be observed asking higher-order thinking questions. In grade levels that use Peardeck (3rd-7th grades), these higher order thinking questions will be directly written into the slides so that learners are able to see and process them.** Teachers will include key questions in their lesson plans and think intentionally about how they will check for understanding of those questions. In their planning, they will consider the rigor of the questions and aim to spend more instructional time on the rigorous, TEK-aligned questions versus simpler questions.	**Output-oriented goal: 100% of teachers will have specific, individualized data plans based on middle of year MAP data; In observations of small group instruction, teachers will be targeting the pre-identified groups with the correct prioritized standards 80% of the time. (We recognize that our goals for Cycle 2 are Teacher Behaviors and will switch to student-oriented goal in Cycle 3.)** Teachers will use data from the STAAR Interim assessments to evaluate their progress from the first third of the year and determine their small groups moving forward. Additionally, they will leverage adaptive learning platforms (Istation and Imagine Math) to continue student learning and flag when there are misconceptions.
Barriers to Address During this Cycle	~~One particular barrier we would like to address is alignment issues in our math curriculum within specific units.~~ **As we have more closely analyzed units during Unit Previews, we have identified pacing issues within Go Math or units in which the way content is presented doesn't closely mirror the way it is assessed on STAAR. This results in misspent instructional time. Additionally, in 6th grade math we are making up lost ground after the teacher was on maternity leave for the first half of the year.**	~~We will continue to work to coach teachers on how to conduct quality checks for understanding in a virtual space, particularly within the math classroom.~~ **Checking for understanding in math classrooms has proven more challenging than in language arts, as students are not as readily able to type their responses.**	Missing student data for students who are not often present for instruction; we will ensure that our student support team supports teachers in conferring with families of frequently absent students.
District Actions for this Cycle	PSP and/or DCSI will attend PLCs, provide input and debrief with a member of the campus leadership team.	The DCSI will review a sampling of the weekly lesson plan comments provided by members of the instructional focus team and provide feedback.	The district Accountability, Research and Evaluation Team will provide Middle of Year MAP analysis reports, teacher and leadership team training and accountability projections support.

District Commitment Theory of Action	If the district provides additional guidance on the pacing of curriculum and highlights priority standards given the unusual school year, then the school will have a more strategic approach to how they introduce the content.	If the district provides quality resources related to engagement in the virtual space and formative checks for understanding, then the campus will be better able to coach teachers to ask higher order questions and gather formative data on student performance.	If the district supports the campus in data collection and analysis, then the campus will be able to monitor and adjust in order to increase student academic achievement.

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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Conduct materials survey for pacing alignment & conduct follow up coaching sessions	4.1	Ongoing	Lesson Plans, Pacing Guide	Katie Williamson	Pacing guide audit and coaching sessions	Biweekly beginning in October	Met	Reordering of 3rd math
Identify prioritized assessments for 2nd trimester	4.1, 5.3	11/2020	Pacing Guide, Curricular pieces	Summer Ahmed, Jesus Ruiz	Data tracking spreadsheet	12/2020	Met	
Review prioritized assessments to check for pacing, alignment and rigor	4.1, 5.3	12/2020	Lead4ward, Pacing Guide	Summer Ahmed, Jesus Ruiz	Canvas assessments	Ongoing	Significant Progress	Prioritized feedback by assigned coaches to
Schedule unit preview meetings or vertical content professio	4.1	11/2020	Pacing Guide, Curricular components	Sam Katzman, Summer Ahmed	Unit preview meeting agendas	Ongoing	Significant Progress	Additional support from SAISD will be
Update pacing guide for the third trimester	5.3	1/2020	Pacing Guide	Katie Williamson	Pacing Guide	2/2021	Met	
Provide feedback on lesson internalization	5.1	Continuous	Lesson Plans	Virginia Silva, Summer Ahmed	Curriculum Team Audits	2/2021	Significant Progress	
Schedule & hold data analysis meetings after major exams	5.3	Continuous	Data Analysis template, pacing	Virginia Silva, Summer Ahmed	Data Analysis Meeting agendas	Ongoing	Significant Progress	
Host lesson internalization coaching meetings	5.1	Continuous	Lesson Plans, Curricular pieces	Summer Ahmed, Jesus Ruiz	Lesson Internalization meeting agendas	Ongoing	Some Progress	
Launch individual student data tracking	5.3	11/2020	Data spreadsheet	Virginia Silva	Student data trackers	12/2020	Some Progress	
Review individual progress with teachers	5.3	2/2021	Data tracking spreadsheet	Virginia Silva, Summer Ahmed	Data spreadsheet & reflections	2/2021	Significant Progress	

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?	Priority 1: Unit Previews were held for 90% of the identified units and grade levels - we lapsed on 7th grade math, but will pick them back up in the third cycle. We are still working to refine the process for 5th grade science. Based on the meetings, we did reach our goal of 70% implementation of key understandings, as teachers have adjusted the way they are presenting models and allowing time for sufficient independent practice. We saw significant growth in 4th grade math and 7th grade math in terms of teachers incorporating multiple approaches to problem solving and making clear connections to prerequisite TEKS when introducing grade level content; this growth is reflected in their middle of year data. The priority grade levels moving into Cycle 3 are 3rd, 5th and 6th grade math, as well as 5th grade science. This is based on student performance data and continued need to align formative measures with STAAR (3rd and 5th grade), or to
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not achieve our performance goals, although we narrowed the gap between our performance and our goals in reading. In math we had mixed success, increasing our overall approaches percentage but with still a long way to go in every reporting category. In middle of year data discussions with teachers, they acknowledged they have not put enough instructional time in accelerating learning for their higher scholars, so that was a priority during our planning for intervention. Moving into the last third of the year, our biggest focus areas are 3rd

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? | **Priority 1**
Conduct materials survey for pacing alignment & conduct follow up coaching sessions
Identify prioritized assessments for 2nd trimester
Review prioritized assessments to check for pacing, alignment and rigor
Schedule unit preview meetings or vertical content professional development
Priority 2 | **Priority 1**
Increase collaboration with SAISD Math Department in planning and executing unit previews in 5th and 6th grade math
Priority 2
Schedule observations for 5th and 6th grade math with SAISD Math Dept
Increase frequency of meetings
on lesson internalization for 5th grade math and science
Priority 3 |

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	Teachers across grade levels and content areas consistently follow a pacing guide that comprehensively addresses prioritized TEKS, with time built in for corrective instruction. Assessments are adapted to a virtual/hybrid format in order to gather the most meaningful data to reflect mastery of the content that has been taught. Campus professional development is aligned to the pacing guide and provides	Teacher lesson plans consistently include common elements schoolwide that reflect the lesson internalization process (concise student-friendly explanation of the objective and relevance, exemplar responses, key questions and scaffolds, criteria for success). Instructional leadership follows weekly schedule to provide "bite-size" lesson plan feedback on the established critieria. During lesson	Teachers have a clear picture of the academic standing of each student due to their data analysis during coaching and grade level meetings. In these coaching meetings, the Instructional Team meets with teachers to review current data from the most recent assessments (formative and summative). Teachers and the instructional team review strengths and areas of growth to better
Desired 90-day Outcome	The instructional leadership team will focus more intensely on the pacing guide and corrective instruction for 3rd grade math, 5th grade math, and 6th grade math, so that all 6 (100%) of these teachers make strategic adjustments based upon priority standards and the need for corrective instruction for previously covered concepts. As a result, student mastery will increase by 15% at the approaches level	In 80% of math observations (conducted with lesson plans in hand), teachers will provide sufficient time for independent practice on an aligned assessment measure so that student mastery can be assessed.	70% of teachers will show at least 50% growth on their end of year MAP assessment based upon their student cohort. This will be the result of fidelity to their data analysis plan from the middle of the year, including whole group instruction adjustments and targeted small group interventions.
Barriers to Address During this Cycle	Mastery of content from the first grading period in all three of these grade levels was very low, so we need to balance the introduction of new content with the need to loop back and reinforce previous concepts.	Teachers have struggled with pacing in the virtual world in the math classroom and how to effectively monitor student work. While they use programs such as Peardeck for students to submit their work, students struggle to display their calculations by clicking and dragging and it is often difficult to read over the screen when students hold up math work on paper.	In forming small groups, teachers struggled to balance whether or not to focus on grade level content or prerequisite standards based on the MAP continuum. This will continue to be a struggle as they work to introduce new content but also spiral in content that students have not mastered.
District Actions for this Cycle	PSP and/or DCSI will attend PLCs for these prioritized grade levels/content areas, as well as conducting coobservations.	The DCSI will preview math lesson plans in prioritized grade levels with the campus prior to conducting co-observations.	The DCSI will visit campus on a monthly basis to observe in person interventions and co-conduct learning walks while referring to teachers' MAP analysis reports.
District Commitment Theory of Action	If the district provides support in determining priority standards and sharing best practices in delivering instruction for those standards, then the	If the district provides targeted support in prioritized content areas, then they will be able to help the campus identify any additional action steps in order to raise student achievement.	If the district supports the campus in data-driven practices related to the intervention block, then the campus will see higher levels of student growth on the end of year MAP assessment.

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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Conduct materials survey for pacing alignment & conduct follow up coaching sessions; Prioritize feedback for 3rd math, 5th math/science, 6th math	4.1	Ongoing	Lesson Plans, Pacing Guide	Katie Williamson	Pacing guide audit and coaching sessions	Ongoing	Met	
Identify prioritized assessments for 3rd trimester	4.1, 5.3	3/2021	Pacing Guide, Curricular pieces	Summer Ahmed, Jesus Ruiz	Data tracking spreadsheet	3/2021	Significant Progress	
Review prioritized assessments to check for pacing, alignment and rigor	4.1, 5.3	3/2021	Lead4ward, Pacing Guide	Summer Ahmed, Jesus Ruiz	Canvas assessments	Ongoing	Significant Progress	
Schedule unit preview meetings or vertical content professional development; request support for 5th math and 6th math from SAISD Math Department for upcoming	4.1	3/2021	Pacing Guide, Curricular components	Sam Katzman, Summer Ahmed, Jesus Ruiz	Unit preview meeting agendas	Ongoing	Some Progress	
Provide feedback on lesson internalization; additional focus on 3rd math, 5th math/science, 6th math	5.1	Continuous	Lesson Plans	Virginia Silva, Summer Ahmed	Curriculum Team Audits	5/2021	Significant Progress	
Schedule & hold data analysis meetings after major exams	5.3	Continuous	Data Analysis template, pacing	Virginia Silva, Summer Ahmed	Data Analysis Meeting agendas	Ongoing	Significant Progress	
Host lesson internalization coaching meetings	5.1	Continuous	Lesson Plans, Curricular pieces	Summer Ahmed, Jesus Ruiz	Lesson Internalization meeting agendas	Ongoing	Some Progress	
Review individual progress with teachers	5.3	4/2021	Data tracking spreadsheet	Virginia Silva, Summer Ahmed	Data spreadsheet & reflections	5/2021	Significant Progress	
Conduct observations for 5th and 6th grade math with SAISD Math Dept and identify areas of strength/need ahead of unit meetings	4.1, 5.1	3/2021	Support from SAISD Math Dept	Virginia Silva, Angelica Romero	Meeting agendas & observation feedback	5/2021	Some Progress	
Conduct weekly observations of intervention block to measure implementation of teacher MOY data plans	5.3	3/2021	Data plans	Instructional Leadership team	MOY Data plans, observation data	Ongoing	Some Progress	

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?	4.1: We did show signficant progress in 3rd and 5th grade math since their Spring Interim STAAR assessment, with each grade level increasing the amount of students approaching grade level by more than 10%. 6th grade did not show as much growth, but the subset of students was also not completely comparable, as there were some students projected to pass who did not attend in person testing. However,
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No. We administered the STAAR Interim Assessment in November and February and saw definitive growth over the course of the year, but we also saw the challenges brought by the pandemic in terms of ultimate outcomes. This impacted math moreseo than reading, with our performance dipping more significantly in that content area - and there is lots of work to do in science as well. However, we are confident that some of the instructional practices we put into place will continue to positively impact student performance in the upcoming school year

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?	Plan for pacing checks in upcoming school year Prioritize assessments for first grading period Schedule unit preview meetings for first grading period Revisit systems for lesson plan feedback Schedule data analysis meetings for first grading period	Plan/implement professional development on priority math standards based on item analysis from STAAR Develop scope and sequence of science professional learning in collaboration with Doseum Develop exemplar unit for first Unit of 5th grade science; codify instructional best practices within a science classroom

END OF YEAR REFLECTION

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	Teachers across grade levels and content areas consistently follow a pacing guide that comprehensively addresses prioritized TEKS, with time built in for corrective instruction. Assessments are adapted to a virtual/hybrid format in order to gather the most meaningful data to reflect mastery of the content that has been taught. Campus	Teacher lesson plans consistently include common elements schoolwide that reflect the lesson internalization process (concise student-friendly explanation of the objective and relevance, exemplar responses, key questions and scaffolds, criteria for success). Instructional leadership follows weekly schedule to provide "bite-size"	Teachers have a clear picture of the academic standing of each student due to their data analysis during coaching and grade level meetings. In these coaching meetings, the Instructional Team meets with teachers to review current data from the most recent assessments (formative and summative). Teachers and the
Did the campus achieve the desired outcome? Why or why not?	Our teachers consistently followed the pacing guide and we made significant progress in grade level wide alignment in planning. We also had specific weeks that focused on corrective instruction and within math some saw gains from middle to end of the year as a result of those interventions. We would like to more intentionally integrate our pacing guides with our benchmark assessments and	Teachers consistently include these key components in lesson plans and the use of exemplars has made them more intentional in thinking through the demands of standard within the context of a lesson. As we look towards next year, we will be focusing on how teachers drive discussion amongst students with the key questions and how they are planning for differentiation within the lesson.	We used a consistent data tracker throughout the school year to show student progress over time. As we transition back to fully in person instruction, we need to have a visible data wall that we can use to ensure we are observing and feedbacking our priority grade levels. Additionally, we must be more streamlined in how we present data to scholars and families and leverage it for goal setting.

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	4.1	5.1	5.3
Rationale	While we made significant progress in terms of adherence to pacing guides, we will be working in the next school year to ensure they are fully integrated with benchmark assessments so that we are diligent about reviewing data at strategic intervals throughout the year.	We met the majority of the objectives laid out last year, but as we move back into in person instruction, we will be focusing on how teachers facilitate discussions and students' written expression through the use of key questions during strategic points of the lesson. Additionally, we will be focusing more on differentiation within the lesson.	We utilized a common data tracking system in the 20-21 school year and found that the STAAR Interim Assessments were very predictive of student outcomes on the spring exam. However, we want to better integrate our tracking systems with our pacing guides, with the assessments created further in advance with more intensive support from the leadership team. This was particularly true in math and science, where the adopted curriculum assessment resources are not always presented in the same format as the STAAR. Additionally, we
How will you communicate these priorities to your stakeholders? How will you create buy-in?	During summer professional development each content area + grade level will have the opportunity to do a "Year at a Glance" collaborative activity in which they analyze the key understandings of the course content and how they build over the course of the year, as well as calendar key assessments and analysis dates.	We will be doing this through the study of exemplar lessons and practicing structured instructional strategies to increase ratio (oral and written) within the classroom.	We will roll out the tracking systems to teachers in summer PD and get their input as to how to manage data tracking at the student level, with reaonsable standardization so we can share that information with families. We will use the structure of Academic Parent Teacher Teams, which we're implementing next year, in order to regularly share data with families as well.
Desired Annual Outcome	Teachers, along with the instructional leadership team, will be well versed in the pacing of content areas so that they are able to articulate how key understandings build on each other. The pacing guide will include calendared key assessments with time built in for analysis so that teachers respond to data in real time.	Lesson plans will consistently include a student-friendly learning objective, key questions and exemplars with the criteria for success. Teachers will intentionally plan how to execute questions so that students respond orally and written (QSSA), as well as intentionally include opportunities for differentiation within the lesson design.	Teachers will consistently backwards plan from common assessments and habitually track student performance, analyzing common assessments for student misconceptions. Students and families will have a clear picture of their academic standard and will set ambitious, but reasonable goals they can follow.
Desired 90-Day Outcome	The leadership team will revise the pacing guides, particularly within math and K-2 ELA based on teacher feedback, as well as build out key STAAR aligned assessments for the first grading period. Teachers will take the first benchmark assessment in order to familiarize themselves with the learning outcomes for the first months of school.	Teachers will have a clear understanding via the study of exemplars of how they can increase discussion around key questions, as well as tangible strategies for differentiation based on the unique needs of students within their classrooms. Teachers will submit and receive feedback upon a minimum of 2 lessons around this criteria.	The campuswide data trackers (both soft copy and visible on walls) will be created to roll out in conjunction with our pacing guides. Student data tracking systems will be introduced to students in the first weeks of schools and families will receive beginning of year data during the first Academic Parent Teacher Team meetings.
How will the campus build capacity in this area? Who will you partner with?	We will have greater differentiation of grade levels within our campus based team because we were able to add an allocation, giving each teammate smaller coaching loads. We will continue to work closely with the Democracy Prep curriculum department and are partnering with the SAISD math department in key tested grade levels.	We will build capacity by showing clear examples created by our leadership team but then quickly transitioning responsibility to our teacher leaders and providing collaboration opportunities. We will leverage the expertise of the Math Department and the educators at the Doseum as we design exemplar lessons.	We will build capacity by partnering with Region 20 on the APTT training. We will also leverage tools from Driven by Data, as well as the best practices of our teacher leaders to build consistency in data tracking campuswide.

Barriers to Address throughout the year	Balancing prequisite TEKS with grade level content Determining the best curricular materials to supplement the Go Math curriculum	Given the wide grad level range, it will require specializiation within our team to provide quality lesson plan feedback to such a variety of content areas.	Building student investment in their own data when they have a history of failure, compounded by the pandemic
District Actions for this Cycle	The district will provide coaching from the math department in the form of professional development sessions and regular check ins with grade level teams.	The district will provide curricular resources and coaching around exemplar lesson plans using these resources.	The district will share the resources of the Research & Evaluation Department so that the campus is better able to analyze data and set goals related to State Accountability.
District Commitment Theory of Action	If the district supports the campus with additional math planning supports and helps preview upcoming priority content, then teachers will be able to better anticipate key misunderstandings, work in prequisite TEKS and ultimately increase student achievement	If teachers are supported with examples of high quality lessons, then they will take these principles of lesson design and apply them to their daily practice.	If the campus has clear metrics and reasonable, ambitious goals, then they will be more strategic in their instructional planning in order to meet their accountability targets.

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
Revise and finalize pacing guides for 21-22 school year	4.1	June/July	Curriciulum	Director of Curriculum	Pacing Guides	July 20		
Create benchmark assessments for first grading period	4.1, 5.3	July/August	Item Bank, Lead4ward	Instructional Team	Assessments	July 20		
Create data tracker for all STAAR tested grade levels t	5.3	June/July	Previous data	Instructional Coach	Data Tracker	July 20		
Establish student data tracking systems	5.3	July/August	Student data folders, pr	Instructional Team, Tea	Data Folders	August 9		
Conduct Academic Parent Teacher Teams Training '	5.3	August/Sept	Training materials	Region 20 (Claudia)	Exit surveys, parent atten	Sept 30		
Plan/implement "Year at a Glance" training for summ	4.1, 5.1	June/July	Curriculum	Director of Curriculum	Meeting agenda, teacher	August 2		
Develop coaching plan with Math Department	4.1, 5.1	June/July	Math Dept	Principal	Coaching Plan	July 20		
Explore additional math professional development opt	4.1	June/July	ESSER Plan	Principal	PD Plan	July 20		
Plan/execute science professional development scope	4.1	June/July	Doseum	Principal	PD Plan	July 20		
Develop lesson plan feedback structures for 21-22 scho	5.1	July/August		Instructional Team	Lesson Plan, Rubrics	August 2		