

## 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](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Douglass Academy	Daniel Girard, Area Superintendent
<b>Campus Number:</b>	<b>Superintendent Name:</b>
000000119	Pedro Martinez

**Date:**

Tuesday, July 7, 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	Douglass Academy	Superintendent	Pedro Martinez	Principal	Dr. Stephanie Ratliff
District Number	015907	Campus Number	000000119	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Number	20
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2020	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Michael Torres

**ASSURANCES**

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Daniel Girard 10/28/2020
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.	<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.	Dr. Stephanie Ratliff 10/28/2020
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://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

<b>Data Analysis Questions</b>	<p>What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.</p>	<p><b>Domain 1: 70</b>  <b>Rationale:</b> Douglass Academy campus leadership team reviewed data from multiple sources to include: NWEA MAP MOY 2020 &amp; BOY 2020, Benchmark scores, and daily formative assessments of student achievement. In order for Douglass to improve its overall accountability rating, there needed to be systematic changes and setting attainable SMART goals and student predictions based on real-time data was implemented throughout 3rd - 8th grade in all content areas. To get to 70 as a scale score, Douglass will increase the following percentages: 70% Approaches, 30% Meets, and 25% Masters across all testable subject areas.</p> <p><b>Domain 2B: 80</b>  <b>Rationale:</b> Douglass Academy campus leadership team reviewed data from multiple sources to include: NWEA MAP MOY 2020 &amp; BOY 2020, Benchmark scores, and daily formative assessments of student growth. Douglass teachers and students worked together to create goals for improvement and set goals based on positively impacting Douglass' overall accountability rating. In order to achieve an 80 scaled score with a 94.8% Eco Dis rate, Douglass will focus on monitoring &amp; adjusting daily instruction based on real-time student data.</p> <p><b>Domain 3: 70</b>  <b>Rationale:</b> Douglass Academy campus leadership team reviewed data from multiple sources to include: NWEA MAP MOY 2020 &amp; BOY 2020, Benchmark scores, and daily formative assessments (i.e., real-time student data). Student predictions were utilized at every grade level to determine the individual goals needed for the campus to increase its overall accountability rating. With over 90% of our population identifying as Hispanic, Douglass has to focus on the total student population. Additionally, we have to focus on the 13% ELL identified and 16% SPED identified which both need to make gains in growth and at least achieve Approaches in all content areas for Douglass to ensure we meet the scale score goal. TELPAS for our 13% ELL identified students means teachers will focus on increasing speaking, writing, reading, and listening skills through the use of interactive apps and instructional feedback.</p>
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	<p>What changes in student group and subject performance are included in these goals?</p>	<p><b>Domain 1:</b> For Domain 1, all student groups and subject performance were lower than expected but showed improvement on NWEA MAP MOY and were on track to show increased student performance. Goals created for this year were set aggressively to compensate for gaps in achievement created by loss of in-person instruction. Douglass teachers and students worked together to create individual goals and action plans to increase Meets and Masters scores.</p> <p><b>Domain 2B:</b> For Domain 2, students and teachers in 4th - 8th worked to create individual goals for reading and math. Goals were adjusted based on student needs (i.e., some students have 1 year growth goals, while others have 2 years growth goals). Goal adjustment also took into account consistent remote learning engagement. With over 90% Hispanic and Eco Dis, Douglass is prioritizing both groups.</p> <p><b>Domain 3:</b> Teachers and administration worked collaboratively to determine goals and finalize plans for reading, writing, math, science, and social studies. Individual goals were adjusted based on real-time student data, and aligned with overall Domain goals. With over 90% Hispanic and Eco Dis, Douglass is prioritizing both groups. Additionally, 13% ELL and 16% SPED are identified as sub-groups and are focused on by our SPED and ESL teachers.</p>
	<p>If applicable, what goals has your campus set for CCMR and Graduation Rate?</p>	

**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.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	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://texasese.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://texasese.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	<p>Although the District provides a year-long pacing guide, student assessments (to include daily checks of understanding) are not readiness aligned to TEKS. Students are not being assessed on a regular basis despite school-wide protocols surrounding backward planning and assessment.</p>	<p>PLNs are meeting weekly, but are still working on data-focused adjustments to instruction based on individual student needs. Processes are set in place for analyzing student assessment data, to include real-time data, but have not been regularly monitored holding teachers accountable to student achievement.</p>	

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>The campus has already partnered with an internal group of campuses to build capacity in planning daily checks of understanding. Additionally, an internal PLN will continue to provide instructional feedback to administration for use with teachers. Lastly, as needed the campus will partner with Region 20 to provide research-based instructional strategies.</p>	<p>The campus has already partnered with an internal group of campuses to build capacity in adjusting instruction based on real-time student data. Additionally, an internal PLN will continue to provide instructional feedback to administration for use with teachers. Lastly, as needed the campus will partner with Region 20 to provide research-based instructional strategies.</p>	
<p><b>Barriers to Address throughout this year</b></p>	<p>There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in grades 5-8, there is time needed for professional development, modeling, and coaching. Administration struggles to balance the monitoring of ALL processes with planning and assessment.</p>	<p>There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in grades 5-8, there is time needed for professional development, modeling, and coaching. Even with teachers not new to campus, there could be elements of sabotage (either intentionally through fixed mindsets or unintentionally through compliance). Administration struggles to balance the monitoring of ALL processes with planning and assessment.</p>	
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>The campus has already begun the process of communicating out priorities through Facebook Live events, virtual meetings, phone calls, small group focus meetings, handouts, and requests for feedback from students/teachers/staff/community members. The goals were shared via QR code which was displayed across social media sites, to include the school</p>	<p>The campus has already begun the process of communicating out priorities through Facebook Live events, virtual meetings, phone calls, small group focus meetings, handouts, and requests for feedback from students/teachers/staff/community members. The goals were shared via QR code which was displayed across social media sites, to include the school</p>	
<p><b>Desired Annual Outcome</b></p>	<p>100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS). <b>This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, weekly data analysis of student work using a Standards in Practice (SIP) protocol, and campus vetting of the DFA by administration using the campus created protocol.</b></p>	<p>Teachers and administrators co-leading PLN weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data. <b>This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, and weekly PLN agenda meeting minutes in which lead teachers are co-facilitating with administration.</b></p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.</p>	<p>If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.</p>	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

-For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

\*\*\*To enforce access, select the blue tab and click the Freeze Data button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	51		Benchmark	50	39	MDY MAP	55	42	Campus Benchmark	65	35	70
		All	All	Reading	Meets	STAAR	23		Benchmark	15	11	MDY MAP	20	17	Campus Benchmark	25	14	30
		All	All	Reading	Masters	STAAR	11		Benchmark	10	5	MDY MAP	12	5	Campus Benchmark	15	7	25
		All	All	Mathematics	Approaches	STAAR	58		Benchmark	50	32	MDY MAP	55	33	Campus Benchmark	65	39	70
		All	All	Mathematics	Meets	STAAR	26		Benchmark	20	9	MDY MAP	20	7	Campus Benchmark	25	15	35
		All	All	Mathematics	Masters	STAAR	13		Benchmark	10	1	MDY MAP	15	2	Campus Benchmark	20	4	25
		All	All	Science	Approaches	STAAR	50		Benchmark	50	40	District Assessment	60	41	Campus Benchmark	65	27	70
		All	All	Science	Meets	STAAR	34		Benchmark	25	19	District Assessment	30	9	Campus Benchmark	35	11	40
		All	All	Science	Masters	STAAR	13		Benchmark	10	7	District Assessment	15	3	Campus Benchmark	20	2	25
		All	All	Social Studies	Approaches	STAAR	NA		Benchmark	50	50	District Assessment	60	60	Campus Benchmark	65	57	70
		All	All	Social Studies	Meets	STAAR	NA		Benchmark	15	35	District Assessment	25	31	Campus Benchmark	25	20	30
		All	All	Social Studies	Masters	STAAR	NA		Benchmark	10	23	District Assessment	20	13	Campus Benchmark	20	17	25
		All	All	Writing	Approaches	STAAR	45		Benchmark	50	13	District Assessment	60	20	Campus Benchmark	65	52	70
All	All	Writing	Meets	STAAR	24		Benchmark	15	0	District Assessment	20	10	Campus Benchmark	25	24	30		
All	All	Writing	Masters	STAAR	5		Benchmark	5	0	District Assessment	10	0	Campus Benchmark	10	19	15		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	SPED	Mathematics	Meets	STAAR	35		Benchmark	30	0	MDY MAP	35	5	Campus Benchmark	40	8	45
		All	Hispanic	Mathematics	Meets	STAAR	25		Benchmark	15	2	MDY MAP	20	18	Campus Benchmark	25	11	30
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ECD DIS	Mathematics	Meets	STAAR	24		Benchmark	15	4	MDY MAP	20	18	Campus Benchmark	25	11	30
		All	English Learners (ELs)	Mathematics	Meets	STAAR	31		Benchmark	20	11	MDY MAP	25	13	Campus Benchmark	30	13	35
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	27		Benchmark	15	5	Benchmark	25		Campus Benchmark	30		36

### CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS). This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, weekly data analysis of student work using a Standards in Practice (SIP) protocol, and campus vetting of the DFA by administration	Teachers and administrators co-leading PLN weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data. This will be monitored and checked for success through daily learning walks	
<b>Desired 90-day Outcome</b>	CLT establishes, reviews, and provides PD surrounding assessments and backward planning (this includes assessment calendar, daily checks of understanding question bank, exemplar creation, and evidence of learning) for both in-person instruction ad remote learning.	CLT establishes, reviews, and provides training surrounding assessments and protocols (this includes Standards in Practice, instructional feedback evidence, and evidence of learning) for both in-person instruction and remote learning.	
<b>Barriers to Address During this Cycle</b>	Teacher content knowledge, teacher understanding of assessments, teacher buy-in, and adjusting for remote learning	Teacher knowledge of data analysis, teacher knowledge of high-yield reteach lessons (this includes aspects of remote learning & teaching)	
<b>District Actions for this Cycle</b>	Provide professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs and best practices for remote teaching and learning. Coaching, observation, and feedback cycles will occur.	Provide professional learning opportunities for key stakeholders to respond to student performance on daily FAs (including remote learning best practices). Coaching, observation, and feedback cycles will occur. Provide guidance on re-assessing the campus theory of action on how to meet the goals they have set out and how processes surrounding theory of action have adjusted based on remote learning best practices.	
<b>District Commitment Theory of Action</b>	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.	

## ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers and administration will review & finalize campus protocols surrounding formative assessments (to include campus checklist for assessments) and backward planning; <b>By developing the campus protocols together we are creating shared expectations which will directing address teacher buy-in</b> ; Aligned with 5.1 - formative assessments and lesson planning	5.1 (Focus Area 1)	7/20/20 - 10/1/2020	PD materials, Hattie research, videos, exemplars	CLT	Protocols and Teacher/PLN /Student Products	Ongoing	Met	Continue to make adjustments based on student need (i.e.. online tool availability)
Administration will train teachers on daily formative assessments (to include providing exemplars and rubrics for immediate student feedback) along with Campus Theory of Action (If students are provided with grade-level aligned assessments daily & analysis is done daily by teachers then teachers will be able to monitor & adjust instruction based on real-time student data while providing immediate feedback to students then we will have increased student achievement); <b>Training will be used to address the barriers related to lack of teacher knowledge in the areas of content knowledge, data analysis, and remote learning</b> . Aligned with 5.1 - formative assessments and 5.3 - data driven instruction	5.1 (Focus Area 1) and 5.3 (Focus Area 2)	7/20/20 - 11/20/2020	PD materials, Hattie research, videos, exemplars	Principal	PD Agendas/Sign-ins/Teacher Assessments/PLN Agendas	After PDs and PLNs	Significant Progress	Continue to conduct Standards in Practice Protocol to assess daily feedback and assessment alignment
Teachers and Administration will create campus-wide tracking tool to be used by all teachers for daily checks of understanding and CFA/unit assessments (to include campus, teacher, student goals); Aligned with 5.3 - data-driven instruction	5.3 (Focused Area 2)	10/1/20	Google Drive, Data Tracking Tools	CLT	Data Tracking Tool	Ongoing (daily)	Significant Progress	Continue to work with new teachers to the campus to ensure tracking tool is utilized daily
Administration will conduct weekly PLNs to verify alignment and analyze student data for adjustments to instruction; <b>District Instructional Specialists will provide mini-sessions with teachers to have strategies to adjust instruction based on student responses</b> ; Aligned with 5.3 - data driven instruction	5.3 (Focused Area 2)	9/14/2020 - 11/20/2020	Analysis Protocol & Standards in Practice Protocol (with DFAs and student responses)	Principal	PLC meeting agendas/teacher responses, evidence of student assessments	After weekly PLCs	Significant Progress	Meeting weekly and made additional time slots for teachers to continue to be provided with instructional feedback





**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>Yes, both 90-day outcomes were met because we began the planning process in July and continued to work through what needed to be done with each teacher.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Currently, we've assessed all 3rd - 8th grade with 9-week content based assessments. We assessed ALL students, regardless of remote learning status, so we've developed different strategies for students who are not consistently engaged with daily direct content instruction (i.e.. drive-thru teaching, home visit teaching, in-neighborhood teaching). As a campus, we only achieved 4/19 benchmark goals. We have analyzed grade level by grade level, teacher by teacher, and student by student to determine which student needs can be met through small group instruction, afterschool and Saturday school hours.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Conducting daily assessments &amp; analysis; monitoring and adjusting instruction based on real-time data; providing instructional feedback &amp; planning; weekly PLNs to discuss student work &amp; analysis; conducting classroom walkthroughs for instructional feedback</p>	<p>Provide additional time for in-school planning &amp; data analysis of student work; provide additional opportunities for ALL students to engage in direct instruction and be provided with instructional feedback</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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS). This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, weekly data analysis of student work using a Standards in Practice (SIP) protocol, and campus vetting of the DFA by administration using the campus created protocol.	Teachers and administrators co-leading PLN weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data. This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, and weekly PLN agenda meeting minutes in which	
<b>Desired 90-day Outcome</b>	100% of teachers will utilize daily evidence of learning for analysis	Teachers will assess daily with formative assessments and use data to tier instruction (flexible groups are happening everyday).	
<b>Barriers to Address During this Cycle</b>	Maintaining alignment of DFAs and grade level standards	Continuing to analyze data , monitor/adjust and providing research-based high yield reteach lessons (this includes remote learning students).	
<b>District Actions for this Cycle</b>	Continue professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs. Coaching, observation, and feedback cycles will occur.	Continue professional learning opportunities for key stakeholder to how to respond to student performance on daily FAs. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals they have set out.	
<b>District Commitment Theory of Action</b>	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.	

## 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
Administration will provide <b>weekly</b> instructional pullout sessions to ensure alignment with assessments and grade level standards; <b>Meeting weekly to review DFAs and student responses using a Standards in Practice (SIP) protocol ensures alignment and feedback are occurring in classrooms and addresses the barrier of ensuring grade level aligned assessments being administered to students;</b> Aligned with 5.1 - lesson planning and 5.3 data drive instruction	5.1 (Focus Area 1) and 5.3 (Focus Area 2)	Every Friday (Dec-Feb)	PD materials, agenda, grade level standards, protocols	Principal, IC, AP	Agenda/Sign-in, percentage of aligned assessments	Ongoing	Significant Progress	Admin provides 120min weekly for planning, alignment, and adjustment
Administration will conduct weekly instructional coaching meetings with IS/IC and teachers to analyze student data and provide high-yield research- based strategies for reteaching students; <b>Holding weekly meetings will allow for continued monitoring of data analysis by teachers, and will allow for immediate coaching on how to move forward with action steps to adjust instruction based on student responses;</b> Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	Every Tuesday/Wednesday (Dec-Feb)	Hattie High-Yield App (with examples, videos, research), student data, coaching plan, feedback form	Principal, IC, AP, IS	Adjust-Monitor walkthroughs, high-yield strategy teacher use percentage, student success rates	Ongoing	Significant Progress	Admin conducts weekly meetings to review student data in PLNs with AP, IC, and IS
Administration will conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach); <b>Holding weekly meetings will allow for continued monitoring of data analysis by teachers, and will allow for immediate coaching on how to move forward with action steps to adjust instruction based on student responses and it additionally allows for immediate coaching sessions from District Implementation Specialists and Instructional Coaches which is a District action step;</b> Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	Every Monday (Dec-Feb)	Coaching plan template, master schedule, feedback form, support schedules	Principal, IC, AP, IS	Data trackers, assessment walkthrough schedule, student assessments	Ongoing	Significant Progress	Admin has conducted over 75+ learning walks a week with teachers providing Hattie strategies



## REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	Yes, both were achieved because individual teacher feedback was provided every day through daily learning walks. Additionally, systems were setup allowing for the campus instructional coach and assistant principal to actively monitor daily formative assessment for alignment, and teacher feedback to student work in real-time.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Currently, we've attempted to assess all K - 8th graders with Middle of the Year (MOY) MAP. We were not successful in achieving at least 90% participation. With the students assessed, less than 50% were receiving in-person instruction and that is directly impacting our assessment results. As a campus, we only achieved 3/19 benchmark goals in spite of multiple attempts to reach students through remote instruction. We have analyzed grade level by grade level, teacher by teacher, and student by student to determine which student needs can be met through small group instruction before, during, and afterschool (to include evening hours). In addition to low in-person enrollment, we are experiencing declining attendance rates to which we have adjusted communication techniques and increased community outreach.	
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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>
	Provide additional time for in-school planning & data analysis of student work; provide additional opportunities for ALL students to engage in direct instruction and be provided with instructional feedback; Daily instructional walks with instructional feedback based on high-yield Hattie strategies	Increase in-person attendance rates through flexible in-person instruction (meaning families can select to attend school 3 to 5 days out of week); develop a system for teachers to share engagement strategies for remote learners

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS). This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, weekly data analysis of student work using a Standards in Practice (SIP) protocol, and campus vetting	Teachers and administrators co-leading PLN weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data. This will be monitored and checked for success through daily	
<b>Desired 90-day Outcome</b>	100% of teachers will adjust instruction based on real-time student data	Full implementation of real-time student data analysis to drive instruction (this includes 100% implementation of teacher-created campus protocols).	
<b>Barriers to Address During this Cycle</b>	Administrative Team, as a whole, balancing time to ensure active monitoring of ALL planning and assessment protocols within the feedback coaching cycle.	Administrative Team, as a whole, balancing time to ensure active monitoring of ALL planning and assessment protocols within the feedback coaching cycle.	
<b>District Actions for this Cycle</b>	Continue professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs. Coaching, observation, and feedback cycles will occur.	Continue professional learning opportunities for key stakeholder to how to respond to student performance on daily FAs. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals they have set out.	
<b>District Commitment Theory of Action</b>	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.	

## 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>(Maybe requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administration will conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach); <b>Holding weekly meetings will allow for continued monitoring of data analysis by teachers, and will allow for immediate coaching on how to move forward with action steps to adjust instruction based on student responses and it additionally allows for immediate coaching sessions from District Implementation Specialists and Instructional Coaches which is a District action step</b> ; Aligned with 5.1 - formative assessments and 5.3 - data driven instruction	5.1 (Focus Area 1) and 5.3 (Focus Area 2)	Every Monday (Mar-May)	Coaching plan template, master schedule, feedback form, support schedules	Principal, IC, AP, IS	Data trackers, assessment walkthrough schedule, student assessments	Ongoing	Significant Progress	Principal completed over 100 learning walks to include daily feedback sessions with individual teachers
Grade level ACTs will continue to co-facilitate (with Principal) weekly <b>PLN</b> meetings following <b>PLN</b> protocol; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	3/23/21	<b>PLN</b> agenda, data trackers, student assessments, campus assessment checklist	Principal, Grade Level ACTs, IC	Agenda/Sign-in, student data, videos of PLC	Ongoing	Significant Progress	Grade level teachers utilized Standards in Practice protocol to analyze student work
Students and teachers will track data for TEKS mastery and hold family conferences to show progress in meeting goals; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	4/30/21	Student conference form, student data tracker, student goals, family interview protocol	Principal, AP, Teachers	Completed conference form, student progress towards goal, family interviews	5/3/21	Some Progress	Teachers and some students are tracking their data; the family conferences are still teacher-led



<p>Administration will conduct weekly instructional coaching meetings with IS/IC and teachers to analyze student data and provide high-yield research-based strategies for reteach; <b>Holding weekly meetings will allow for continued monitoring of data analysis by teachers, and will allow for immediate coaching on how to move forward with action steps to adjust instruction based on student responses and it additionally allows for immediate coaching sessions from District Implementation Specialists and Instructional Coaches which is a District action step</b>; Aligned with 5.3 - data driven instruction</p>	<p>5.3 (Focus Area 2)</p>	<p>Every Tuesday/Wednesday (Mar-May)</p>	<p>Hattie High-Yield App (with examples, videos, research), student data, coaching plan, feedback form</p>	<p>Principal, IC, AP, IS</p>	<p>Adjust-Monitor walkthroughs, high-yield strategy teacher use percentage, student success rates</p>	<p>Ongoing</p>	<p>Some Progress</p>	<p>Principal held weekly meetings with grade levels, but meetings did not include IC on a regular basis because of other duties</p>
<p>Teachers will conduct and analyze STAAR assessments in reading, writing, math, science, social studies in grades 3 - 8; Aligned with 5.1 - formative assessments</p>	<p>5.1 (Focus Area 1)</p>	<p>4/1/21 - 5/7/21</p>	<p>STAAR assessments</p>	<p>Principal, AP, IC, IS</p>	<p>Percentage of students achieving at least a 70% or better in tested areas</p>	<p>6/1/21</p>	<p>No Progress</p>	<p>We have only received online scores as of 5/26/21, and scores were not at 70% or better in tested areas</p>
<p>Teachers will conduct and analyze End of the Year NWEA MAP assessments in reading, writing, and math in grades K-8th; Aligned with 5.1 - formative assessments</p>	<p>5.1 (Focus Area 1)</p>	<p>4/1/21 - 5/21/21</p>	<p>NWEA MAP Online Testing</p>	<p>Principal, AP, IC, IS, Teachers</p>	<p>Percentage of students achieving Tier 1 on performance and at least 1 years growth in RIT scores</p>	<p>6/1/21</p>	<p>No Progress</p>	<p>We have not completed EOY MAP testing as of yet</p>
<p>Teachers will conduct and analyze <b>Campus-based</b> Content-Based Assessments (CBAs) in reading, writing, math, science, social studies in grades 3 - 8; Aligned with 5.1 - formative assessments</p>	<p>5.1 (Focus Area 1)</p>	<p>2/1/21 - 3/3/21</p>	<p>District CBAs</p>	<p>Principal, AP, IC, IS</p>	<p>Percentage of students achieving at least a 70% or better in tested areas</p>	<p>3/4/21</p>	<p>Met</p>	<p>Teachers and principal completed campus-based assessments and analysis by TEKS by student; teachers adjusted small group instruction</p>

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

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	Yes, teachers utilized daily formative assessments to adjust flexible small group instruction. Adjustments included bringing in additional staff members to help with targeted instruction.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, we did not achieve our student achievement goals. The monitoring groups (SPED, ELs, Hispanic, and Eco. Dis.) increased throughout the year, but when being assessed on grade level standards on the the last campus benchmark their scores dropped from the previous assessment. While teachers adjusted small group instruction not all students in remote instruction engaged in spiral/re-teach lessons. Teachers had multiple ways to reach out to families and students, but were unsuccessful with some cases. Additionally, after analyzing student responses to campus assessments and activities offered as re-teach, activities and assessments were not grade level aligned in ALL cases.	
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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>
	Continue to provide additional planning and brainstorming teacher time so there are other ideas for re-teach and using class time for spiraling and re-teach. Teachers and administration need to ensure schedule allows for time within Zoom class time for students to be engaged in spiral/re-teach time so students do not have to come back.	Adjust schedule and student groups for more targeted instruction based on TEKS needs and leverage staff members to assist with small group instuction during Zoom class time. Additionally, teachers will provide grade-level aligned activities to reinforce student strategies with grade-level assessments, specifically with monitored subgroups (SPED, ELs, Eco. Dis., and Hispanics).

## 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.

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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS). This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, weekly data analysis of student work using a Standards in Practice (SIP) protocol, and campus vetting of the DFA by administration using the campus created protocol.	Teachers and administrators co-leading PLN weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data. This will be monitored and checked for success through daily learning walks conducted by administration which are recorded in an Excel spreadsheet, and weekly PLN agenda meeting minutes in which lead teachers are co-facilitating with administration.	0
<b>Did the campus achieve the desired outcome? Why or why not?</b>	Yes, the annual desired outcome was achieved. Although there was not overall achievement at 70% or better, the systems are in place with teachers. Systems are also monitored consistently by the campus principal. With systems in place, there was progress in reading and math with students who received in-person instruction on a daily basis.	No, the annual desired outcome was not achieved because teachers are not co-leading PLN meetings at all grade levels. There were 2 grade levels in which the principal was leading the weekly PLN meeting. Additionally, not all campus protocols were followed 100% of the time, and teachers received a memo indicating expectations and follow-up feedback.	

### 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
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	Although the campus uses the District pacing guides and resources,, student assessments (to include daily formative assessments) are not always grade-level aligned to TEKS. Students are not being assessed on a regular basis despite school-wide protocols surrounding backward planning and assessment.	The campus has already partnered with an internal group of campuses to build capacity in adjusting instruction based on real-time student data. Additionally, an internal PLN will continue to provide instructional feedback to administration for use with teachers. Lastly, as needed the campus with partner with Region 20 to provide research-based instructional strategies.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	The campus has already begun the process of communicating out priorities through Facebook Live events, virtual meetings, phone calls, small group focus meetings, handouts, and requests for feedback from students/teachers/staff/community members. The goals will be shared via QR code which will be displayed across social media sites, to include the school website. The QR code will link to a feedback form for all who scanned the QR code.	The campus has already begun the process of communicating out priorities through Facebook Live events, virtual meetings, phone calls, small group focus meetings, handouts, and requests for feedback from students/teachers/staff/community members. The goals will be shared via QR code which will be displayed across social media sites, to include the school website. The QR code will link to a feedback form for all who scanned the QR code.	
<b>Desired Annual Outcome</b>	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS).	Teachers and administrators co-leading PLN weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data.	

<p><b>Desired 90-Day Outcome</b></p>	<p>By the end of August, 100% of returning teachers will align their daily activities and student assessments, to include daily checks of understanding and pulse checks, to grade level standards (TEKS) and 70% of new teachers will align their daily activities and student assessments, to include daily checks of understanding and pulse checks, to grade level standards (TEKS).</p>	<p>By the end of August, 100% of students in grades K-5th will have student trackers in place with evidence of learning, and goal setting. Additionally, at least 80% teachers will implement campus protocols surrounding planning, and adjusting instruction based on real-time student data.</p>	
<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>The campus has already partnered with an internal group of campuses to build capacity in planning daily formative assessments. Additionally, an internal PLN will continue to provide instructional feedback to administration for use with teachers using a plus/delta protocol. Lastly, as needed the campus will partner with Region 20 to provide research-based instructional strategies.</p>	<p>The campus has already partnered with an internal group of campuses to build capacity in adjusting instruction based on real-time student data. Additionally, an internal PLN will continue to provide instructional feedback to administration for use with teachers. Lastly, as needed the campus will partner with Region 20 to provide research-based instructional strategies.</p>	
<p><b>Barriers to Address throughout the year</b></p>	<p>There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teacher teams in grades 3-5, there is time needed for professional development, feedback, modeling, and coaching. Administration struggles to balance the monitoring of ALL processes with planning and assessment. Additionally, there will be a new administrative team which will need time for coaching and feedback.</p>	<p>There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teacher teams in grades 3-5, there is time needed for professional development, feedback, modeling, and coaching. Administration struggles to balance the monitoring of ALL processes with planning and assessment. Additionally, there will be a new administrative team which will need time for coaching and feedback.</p>	
<p><b>District Actions for this Cycle</b></p>	<p>The District will provide student data reports, pacing guides, resources, and lesson activities aligned to grade level standards.</p>	<p>The District will provide pacing guides, resources, unit assessments, and lesson activities aligned to grade level standards.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the District has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.</p>	<p>If unit assessments are aligned to grade level standards, the District ensures that schools will receive copies of unit assessments by the end of July so the campus can utilize backward planning to create daily student assessments. The District has effective systems for creating and aligning assessments in a timely manner.</p>	

**ACTION PLAN**



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