

## 2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district’s actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Foster Academy	Dr. Julio Garcia
Campus Number:	Superintendent Name:
015907125	Pedro Martinez

**Date:**

Monday, November 16, 2020



### CAMPUS INFORMATION

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

District Name	SAISD	Campus Name	Foster Academy	Superintendent	Pedro Martinez	Principal	Johnny Angel Diaz
District Number	015907	Campus Number	000000125	District Coordinator of School Improvement (DCSI)	Dr. Julio Garcia	ESC Number	20
Is this a Turnaround Implementation Plan?	no	What Year was the TAP first implemented?		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.	Dr. Julio Garcia 11/16/2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Johnny Angel Diaz 11/16/2020
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>	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: 66% Approaches 32 % Meets 15% Masters (Raw Score 38/ Scale Score 65 D) Rationale: Focus on Reading Instruction/intervention  Domain 2B: Student Achievement Raw score=38, Percent Economically Disadvantaged= 96.4%, (Scale Score= 73 C) Rationale: Focus on Reading Instruction/intervention  Domain 3: Targets Met 4 of 14=29% of Targets Met 9.7 points (Raw Score 47/Scale Score 69 D) Rationale: Focus on Special Ed. (Current) and Eco Dis subgroups
	What changes in student group and subject performance are included in these goals?	Domain 1: Subject Reading goals= 67% Approaches 30% Meets 15 % Masters Domain 2B: Student Achievement Raw Score increase +5 Domain 3: Focus on Special Ed. (Current) +6 Reading/+8 Math and Eco Dis +13 Reading/+2 Math subgroups
	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.	4 - Partial 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.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	5 - Full Implementation
5.3 Data-driven instruction.	5 - Full 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>	Lesson plan collection demonstrates that teachers are in need of aligned instruction to the rigor of state standards and to Daily Formative Assessments/Common 3 Week Formative Assessments with little to no feedback on them.	PLCs need to increase the focus on data analysis of DFAs and the 3 Week CFAs and follow up on effective responses (reteach) to learning gaps. A system needs to be created and defined for this purpose.	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Teacher will receive on going feed back from instructional coaches and administration to support teaching and learning.	DFA Tracker/PLC Agendas/Action Plans for Common Formative Assessments/ Partner up with central instructional specialist for support;	
<b>Barriers to Address throughout this year</b>	Time management focused on timely submission of lesson plans by teachers, and on timely initial feedback on lesson plans by ICs'; teacher receptivity to planning and feedback from Instructional Coaches.	Effective PLCs and teacher buy-in verses compliance. Time management by Instructional Coaches to ensure PLC prep is done and is high quality	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	PLC Agendas/CIP/Weekly/Canvas Assignments	PLC Agendas/CIP/Weekly/Canvas Assignments	
<b>Desired Annual Outcome</b>	A system where teachers initial feedback from coaches prior to weekly PLC's, and set the PLC agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	PLCs will follow a weekly DDI protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	

<p><b>District Commitment Theory of Action</b></p>	<p>If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>	<p>If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>	<p>if....then,</p>
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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											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	61%		CBA	67%	39%	Common Formative Assessment	67%	46%	Common Formative Assessment	67%	42%	67%
		All	All	Reading	Meets	STAAR	22%		CBA	30%	10%	Common Formative Assessment	30%	26%	Common Formative Assessment	30%	26%	30%
		All	All	Reading	Masters	STAAR	7%		CBA	15%	3%	Common Formative Assessment	15%	16%	Common Formative Assessment	15%	16%	15%
		All	All	Mathematics	Approaches	STAAR	68%		CBA	74%	42%	Common Formative Assessment	74%	75%	Common Formative Assessment	74%	66%	74%
		All	All	Mathematics	Meets	STAAR	35%		CBA	40%	13%	Common Formative Assessment	40%	40%	Common Formative Assessment	40%	32%	40%
		All	All	Mathematics	Masters	STAAR	15%		CBA	20%	3%	Common Formative Assessment	20%	22%	Common Formative Assessment	20%	14%	20%
		All	All	Science	Approaches	STAAR	71%		CBA	74%	41%	Common Formative Assessment	74%	49%	Common Formative Assessment	74%	28%	74%
		All	All	Science	Meets	STAAR	38%		CBA	38%	12%	Common Formative Assessment	38%	33%	Common Formative Assessment	38%	13%	38%
		All	All	Science	Masters	STAAR	12%		CBA	12%	3%	Common Formative Assessment	12%	21%	Common Formative Assessment	12%	2%	12%
		All	All	Social Studies	Approaches	STAAR	57%		CBA	59%	10%	Common Formative Assessment	59%	30%	Common Formative Assessment	59%	29%	59%
		All	All	Social Studies	Meets	STAAR	17%		CBA	19%	0%	Common Formative Assessment	19%	0%	Common Formative Assessment	19%	0%	19%
		All	All	Social Studies	Masters	STAAR	9%		CBA	9%	0%	Common Formative Assessment	9%	0%	Common Formative Assessment	9%	0%	9%
		All	All	Writing	Approaches	STAAR	37%		CBA	46%	20%	Common Formative Assessment	46%	53%	Common Formative Assessment	46%	53%	46%
All	All	Writing	Meets	STAAR	12%		CBA	16%	2%	Common Formative Assessment	16%	24%	Common Formative Assessment	16%	24%	16%		
All	All	Writing	Masters	STAAR	0%		CBA	12%	2%	Common Formative Assessment	12%	14%	Common Formative Assessment	12%	15%	12%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco. Disc.	Reading	Meets	STAAR	20%		CBA	33%	9%	Common Formative Assessment	33%	26%	Common Formative Assessment	33%	26%	33%
		All	SPED (Current)	Reading	MEETS	STAAR	13%		CBA	19%	2%	Common Formative Assessment/ALT Predictions	19%	15%	Common Formative Assessment	19%	8%	19%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco. Disc.	Math	MEETS	STAAR	34%		CBA	36%	13%	Common Formative Assessment	36%	40%	Common Formative Assessment	36%	31%	36%
		All	SPED (Current)	Math	MEETS	STAAR	15%		CBA	23%	7%	Common Formative Assessment/ALT Predictions	23%	22%	Common Formative Assessment	23%	28%	23%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	40%		Simulation	37%	?	Common Formative Assessment	37%	?	Simulation	37%	?	37%

## 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>	A system where teachers initial feedback from coaches prior to weekly PLC's, and set the PLC agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	PLCs will follow a weekly DDI protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	
<b>Desired 90-day Outcome</b>	System has been set up in canvas to submit and receive coaching on lesson plans.	Daily Formative Assessments are reviewed the week prior to use with students. Lead Teachers submit on canvas and receive feedback. Daily Formative Assessment Tracker has been established to review student performance data. PLCs are guided by the data from the previous week.	
<b>Barriers to Address During this Cycle</b>	1) Face to Face learning vs. On-line students planning; 2) Teacher learning curve on CANVAS use;	1) CANVAS submission of Daily Formative Assessments; 2) Student participation/attendance during synchronous time for DFAs; 3) Creating Daily Formative Assessments for on-line learners; 4) Turn around time of submitting DFA results and prep for PLCs;	
<b>District Actions for this Cycle</b>	District support for CANVAS use;	Instructional Specialist supporting DFA development and guiding Instructional Coaches with PLCs;	
<b>District Commitment Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If....then,





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

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We were successful is developing the systems of data collection. We need to work on developing stronger feedback loops to support student learning.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, not all students were able to test. We also are trying to address student participation in synchronous lessons. We had a vacancy to fill in middle school and are trying to catchup.</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>1) Strengthen and close the feedback loop between Principal/Instructional coaches and teachers;</p>	<p>1) Instructional coaches need to provide specific feedback on lesson plans; 2) DFA data needs to be tied to the following weeks lesson plan as an action statement.</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>	A system where teachers initial feedback from coaches prior to weekly PLC's, and set the PLC agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	PLCs will follow a weekly DDI protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	
<b>Desired 90-day Outcome</b>	Monitor established system of lesson plans with exit ticket exemplars submission and give feedback and provide on going dialogue	Refine systems to monitor DFA data source by individual teacher; Refine paper collection of DFAs; Establish systems for Admin. reliability check of DFA data source; Establish system of support for analyzing CFA data, developing 3 Week Action Plan and follow-up on reteach methods.	
<b>Barriers to Address During this Cycle</b>	Teacher receptivity to DDI planning; Time for ILT to prep for effective PLCs and monitoring system/follow-up.	Teacher receptivity to DDI planning; Time for ILT to prep for effective PLCs and follow-up with feedback.	
<b>District Actions for this Cycle</b>	Curriculum Support by content;	Principal Supervisor Coaching	

<p><b>District Commitment Theory of Action</b></p>	<p>If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role</p>	<p>If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>	<p>If....then,</p>
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## 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
Provide weekly and on going feedback by ILT on lesson plan development/design/implementation.	1,2	Dec-Jan	YAG, District Pacing Guides, Student performance data	Instruction Coaches/Admin.	Time Stamp Markers on Lesson Plans	Jan. 2021	Significant Progress	Stay on schedule w/ILT giving feedback on all tested areas weekly on CANVAS.
Conduct weekly 45 minute PLC sessions.	1,2	Dec-Jan	DFA Data/Planning guides	ILT/Teachers	PLC Agendas	Weekly	Significant Progress	Continue to align PLC agends with DDI plan
Continue to develop and refine DFAs to focus daily instruction.	2	Dec-Jan	YAG, District Pacing Guides, Student data	ILT/Teachers	Lesson Plans with DFA Exemplars submitted weekly	Weekly	Significant Progress	ADD one more Daily Formative Assessment to have a total of 3 weekly
Develop CFAs in tested areas to provide teaching targets and assess student growth.	2	Dec-Jan	YAG, District Pacing Guides, Student data	ILT/Teachers	CFA Campus Test Bank	Dec. 18, 2020	Significant Progress	Continue to have more students take Common Formative Assessments
Conduct one 90 minute session every four weeks to refine action plans by teacher and for campus to address student learning gaps in DFA and CFA/CBA student performance data.	2	Dec-Jan	YAG, District Pacing Guides, Student performance data,	ILT/Teachers	PLC Agendas, Action Plans,	Jan. 2021	Significant Progress	Continue to carve out time in schedules to allow for teacher pull out maintain social distancing
Monitor and adjust DFA daily data tracker inputted by teachers	1,2	Dec. 18	DFA Data/Planning guides	ILT/Teachers	90% of data is being inputting on a daily basis with audits	Jan. 2021	Significant Progress	ILT Followup with teachers of data input into DFA tracker.



**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 significant gains in the two focus areas. We will continue to refine our systems to support student learning in the classroom, as we learn more about how to address teachers teaching in two medias: remote and in person.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

In Reading, Science and Social Studies, we did not achieve our percentage of students needed to meet approaches. In general, student performance goals in meets and masters were close to achieve or were surpassed (Exception Social Studies). The challenge has been teachers and ILTs adjusting to gaps in academic calendar, student attendance and teaching remote and in person students.

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

**Carryover Action Steps**

ALL

**New Action Steps**

Provide weekly and on going feedback by ILT on lesson plan development/design/implementation with a focus on checking for understanding throughout the lesson.

### 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>	A system where teachers initial feedback from coaches prior to weekly PLC's, and set the PLC agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	PLCs will follow a weekly DDI protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	
<b>Desired 90-day Outcome</b>	Monitor established system of lesson plans with exit ticket exemplars submission and give feedback and provide on going dialogue.	Refine systems to monitor DFA data source by individual teacher; Refine paper collection of DFAs; Establish systems for Admin. reliability check of DFA data source; Establish system of support for analyzing CFA data, developing 3 Week Action Plan and follow-up on reteach methods.	
<b>Barriers to Address During this Cycle</b>	Heavy Testing time,	Timely data retrieval	
<b>District Actions for this Cycle</b>	Curriculum Support by content;	Principal Supervisor Coaching	

<p><b>District Commitment Theory of Action</b></p>	<p>If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>	<p>If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>	<p>If....then,</p>
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## 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
Provide weekly and on going feedback by ILT on lesson plan development/design/implementation with a focus on checking for understanding throughout the lesson.	1,2	4/1/21	YAG, District Pacing Guides, Student performance data	Instruction Coaches/Admin.	Time Stamp Markers on Lesson Plans	May-21	Met	Focus on small group lessons for reading and math interventions/stations
Conduct weekly 45 minute PLC sessions.	1,2	4/1/21	YAG, District Pacing Guides, Student performance data	ILT/Teachers	PLC Agendas	May-21	Met	Add personalized PD based on teacher needs every other week and meet <del>w/grade level weekly</del>
Continue to develop and refine DFAs to focus daily instruction.	1,2	4/1/21	YAG, District Pacing Guides, Student performance data	ILT/Teachers	Lesson Plans with DFA Exemplars submitted weekly	May-21	Significant Progress	Continue refining exit tickets



## 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 met our goals of setting down systems to provide lesson plan feedback and how we provide professional development with our teachers. We will continue to refine our systems to support student learning in the classroom, as we move towards a blended learning model.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	In Science and Social Studies, we did not achieve our percentage of students needed to meet approaches. In reading and math, we held on to our numbers in meets and master but took a dip in overall students reaching approaches level. The challenge being sporadic student attendance causing difficulties in collecting data difficult and providing targeted interventions.	
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>
	All	1. Personalized PD for individual teachers. 2. Lesson plan feedback focused on flexible small student groups. 3. Address writing through all content areas.

## 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>	A system where teachers initial feedback from coaches prior to we, and set the PLC agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	PLCs will follow a weekly DDI protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>	Yes, achieved the desired outcome given in person and remote learning environment.	Yes, we were able to set the system but the action plans did not produc	

## 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>	Lesson plan collection demonstrates that teachers are in need of aligning instruction in flexibe student groups and providing writing opportunities across content areas.	PLCs need to increase the focus on data analysis of running records, DFAs and the 3 Week CFAs and follow up on effective responses (reteach) to learning gaps, with a focus on small group instruction.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	PLC Agendas/CIP/Weekly/Canvas Assignments	PLC Agendas/CIP/Weekly/Canvas Assignments	
<b>Desired Annual Outcome</b>	A system where teachers initial feedback from coaches prior to weekly PLC's, and set the PLC agenda where parts of the small group lessons are refined collaboratively to help improve student learning outcomes increasing students opportunities to write across content areas.	PLCs will follow a weekly DDI protocol to analyze running record and DFAs data to impact flexible group planning. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	
<b>Desired 90-Day Outcome</b>	System has been set up in canvas to submit and receive feedback on small group interventions and incorporating writing across content area in the lesson plans.	Daily Formative Assessments include a written response justification and are reviewed the week prior to use with students. Lead Teachers submit on canvas and receive feedback. Daily Formative Assessment Tracker has been established to review student performance data. PLCs are guided by the data from the previous week.	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Teacher will receive on going feed back from instructional coaches/administration and central office instructional specialist to support teaching and learning.	Running records/DFA Tracker/PLC Agendas/Action Plans for Common Formative Assessments/ Partner up with central instructional specialist for support;	

<b>Barriers to Address throughout the year</b>	Time management focused on timely submission of lesson plans by teachers, and on timely initial feedback on lesson plans by ICs'; teacher receptivity to planning and feedback from Instructional Coaches.	Effective PLCs and teacher buy-in verses compliance. Time management by Instructional Coaches to ensure PLC prep is done and is high quality	
<b>District Actions for this Cycle</b>	Learning walks and review of small group intervention plans	Provide sample protocols and feedback on PLC's agendas and meetings;	
<b>District Commitment Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high quality unit tests for all tested grades and	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high quality unit tests for all tested grades and subjects;	

**ACTION PLAN**

