

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:	
Robert B. Green Academy		Daniel Girard, Assistant Superintendent	
Campus Number:		Superintendent Name:	
015907131		Pedro Martinez	
Date:			
Wednesday, December 2, 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 Independent School District	Campus Name	Robert B. Green Academy	Superintendent	Pedro Martinez	Principal	Jeanette H. Vasquez
District Number		Campus Number	015907131	District Coordinator of School Improvement (DCSI)	Daniel Girard	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	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 - 12/2/2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<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.	Jeanette Vasquez - 12/02/2020
Board Approval Date	14-12-2020	

DATA ANALYSIS

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

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Approaches 72% Meets 35% Masters 15% -Raw score 41 and Scale Score of 70 for a C/ Raw Score 41 Rationale: According to STAAR MAP Projections data we were on trajectory to reach a C overall score. Domain 2B: Raw Score 41 and Scale Score 77 for a C Rationale: Campus economically disadvantaged percentages have been relatively high which impacts our overall relative performance goal. Domain 3: Raw Score 48 and Scale Score 70 for a C Rationale: Continue to push for increase growth with special education populations
	What changes in student group and subject performance are included in these goals?	Domain 1: This year we will include 8th grade reading, math, Algebra, science, and social studies which will be included in this year's data Domain 2B: Campus economically disadvantaged groups has increased from 90.7% to 93.2% Domain 3: Continue to focus on economically disadvantaged groups along with special education groups to reach this goal
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full 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.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial 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://texasessf.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://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Standard aligned backwards planning with clear learning targets and defined success criteria are not being implemented routinely.	Daily formative assessments were not used routinely or effectively to monitor and adjust instruction.	
How will the campus build capacity in this area? Who will you partner with?	Campus will work with campus instructional coach and district instructional specialists to help build capacity to plan with the backwards design model and the use of clear learning targets and success criteria	Use PLC time to review data and make plans to intervene including reteach and small group instruction. Seek district support to building capacity to align exit tickets and assessments to daily instruction.	
Barriers to Address throughout this year	<ul style="list-style-type: none"> Keeping up to pace of the pacing calendar with slower progression in virtual setting Learning new tools to effectively plan and deliver instruction virtually Ensuring students and parents have access and knowledge of how to connect to all the learning platforms and tools the teacher uses 	<ul style="list-style-type: none"> Teachers using other strategies to re-teach same content Learning curve to using new virtual resources to administer, track, and collect student data 	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Routine and focused review of Campus Theory of Action and TIP goals with stakeholders is provided with an opportunity to reflect, revise, and refocus during professional developments, PLCs/ CLT meetings, parent meetings, and campus data wall.	Routine and focused review of Campus Theory of Action and TIP goals with stakeholders is provided with an opportunity to reflect, revise, and refocus during professional developments, PLCs/ CLT meetings, parent meetings, and campus data wall.	
Desired Annual Outcome	100% of teachers align lesson plans with clear learning targets and success criteria that include exit tickets that contain grade level appropriate TEK, rigor, and/or STAAR expectations.	100% of teachers track and monitor individual student data and create action plans on a student by student basis.	

District Commitment Theory of Action	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 grade 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 grade 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.	
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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 2020 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: 60/20/20). 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 2020 TELPAS data. 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 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 (ELMS) 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 CIMS.

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 2020 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 the disruption of the school year in regard to COVID-19.

1. An asterisk (*) indicates that the data is not available for this student.

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	
STAAR Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	App/Meets/Ma	STAAR	57/30/13	N/A	1st Nine Weeks Assessments	60	N/A	MDY MAP STAAR Projections	65	57/27/5	STAAR Simulation	70	75	
		All	All	Mathematics	App/Meets/Ma	STAAR	65/33/14	N/A	1st Nine Weeks Assessments	60	N/A	MDY MAP STAAR Projections	65	47/9/2	STAAR Simulation	70	75	
		All	All	Writing	App/Meets/Ma	STAAR	48/20/3	N/A	2nd Nine Weeks Assessments	60	N/A	2nd nine weeks assessment	65	N/A	STAAR Simulation	70	75	
		All	All	Science	App/Meets/Ma	STAAR	58/25/19	N/A	1st Nine Weeks Assessments	60	N/A	2nd nine weeks assessment	65	N/A	STAAR Simulation	70	75	
		All	All	Social Studies	App/Meets/Ma	STAAR	N/A	N/A	1st Nine Weeks Assessments	60	33%	2nd nine weeks assessment	65	43/14/0	STAAR Simulation	70	75	
		3rd	All	Reading	App/Meets/Ma	STAAR	67/33/14	N/A	1st Nine Weeks Assessments	60	29	MDY MAP STAAR Projections	65	36/7/0	STAAR Simulation	70	75	
		3rd	All	Mathematics	App/Meets/Ma	STAAR	81/52/14	N/A	1st Nine Weeks Assessments	60	36	MDY MAP STAAR Projections	65	14/0/0	STAAR Simulation	70	75	
		4th	All	Reading	App/Meets/Ma	STAAR	46/20/11	N/A	1st Nine Weeks Assessments	60	56	MDY MAP STAAR Projections	65	50/47/0	STAAR Simulation	70	75	
		4th	All	Mathematics	App/Meets/Ma	STAAR	60/31/17	N/A	1st Nine Weeks Assessments	60	44	MDY MAP STAAR Projections	65	33/32/0	STAAR Simulation	70	75	
		4th	All	Writing	App/Meets/Ma	STAAR	48/20/3	N/A	1st Nine Weeks Assessments	60	59	2nd nine weeks assessment	65	65/29/12	STAAR Simulation	70	75	
		5th	All	Reading	App/Meets/Ma	STAAR	71/31/15	N/A	1st Nine Weeks Assessments	60	29	MDY MAP STAAR Projections	65	54/25/0	STAAR Simulation	70	75	
		5th	All	Mathematics	App/Meets/Ma	STAAR	69/32/23	N/A	1st Nine Weeks Assessments	60	43	MDY MAP STAAR Projections	65	75/0/0	STAAR Simulation	70	75	
		5th	All	Science	App/Meets/Ma	STAAR	58/35/19	N/A	1st Nine Weeks Assessments	60	85	2nd nine weeks assessment	65	53/40/3	STAAR Simulation	70	75	
		6th	All	Reading	App/Meets/Ma	STAAR	39/24/7	N/A	1st Nine Weeks Assessments	60	38	MDY MAP STAAR Projections	65	40/20/10	STAAR Simulation	70	75	
		6th	All	Mathematics	App/Meets/Ma	STAAR	57/34/11	N/A	1st Nine Weeks Assessments	60	62	MDY MAP STAAR Projections	65	53/27/3	STAAR Simulation	70	75	
		7th	All	Reading	App/Meets/Ma	STAAR	69/35/15	N/A	1st Nine Weeks Assessments	60	56	MDY MAP STAAR Projections	65	42/31/5	STAAR Simulation	70	75	
		7th	All	Mathematics	App/Meets/Ma	STAAR	65/42/4	N/A	1st Nine Weeks Assessments	60	44	MDY MAP STAAR Projections	65	42/31/5	STAAR Simulation	70	75	
		7th	All	Writing	App/Meets/Ma	STAAR	46/23/4	N/A	1st Nine Weeks Assessments	60	45	2nd nine weeks assessment	65	66/26/26	STAAR Simulation	70	75	
		8th	All	Reading	App/Meets/Ma	STAAR	N/A	N/A	1st Nine Weeks Assessments	60	33	MDY MAP STAAR Projections	65	75/46/4	STAAR Simulation	70	75	
		8th	All	Mathematics	App/Meets/Ma	STAAR	N/A	N/A	1st Nine Weeks Assessments	60	77	MDY MAP STAAR Projections	65	44/0/0	STAAR Simulation	70	75	
8th	All	Science	App/Meets/Ma	STAAR	N/A	N/A	2nd Nine Weeks Assessments	60	53	2nd nine weeks assessment	65	50/0/0	STAAR Simulation	70	75			
8th	All	Social Studies	App/Meets/Ma	STAAR	N/A	N/A	1st Nine Weeks Assessments	60	33	2nd nine weeks assessment	65	43/24/0	STAAR Simulation	70	75			
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Special Education	Reading	App/Meets/Ma	STAAR	38/24/5	N/A	1st Nine Weeks Assessments	60		2nd nine weeks assessment	65		STAAR Simulation	70	75	
		All	Special Education	Mathematics	App/Meets/Ma	STAAR	42/27/11	N/A	1st Nine Weeks Assessments	60		2nd nine weeks assessment	65		STAAR Simulation	70	75	
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS		TELPAS		N/A	1st Nine Weeks Assessments	60	N/A	2nd nine weeks assessment	65	N/A	STAAR Simulation	70	75	

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.
Desired Annual Outcome: Pre-populates from the 'Foundations' tab.
For each Prioritized Focus Area, please complete the following sections:
Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u> .
District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.
District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	100% of teachers align lesson plans with clear learning targets and success criteria that include exit tickets that contain grade level appropriate TEK, rigor, and/or STAAR expectations.	100% of teachers track and monitor individual student data and create action plans on a student by student basis.	0
Desired 90-day Outcome	100% are using and posting clear learning targets and success criteria.	100% of teachers track student daily formative assessment data with campus tracker and/or aggressive monitoring sheets	
Barriers to Address During this Cycle	<ul style="list-style-type: none"> •Monitoring learning targets, success criteria, and student work in different platforms that are restricted or limited access for administrators •Ability to house and view student work over time •No uniform or single platform to administer, collect, and monitor student data and work 	<ul style="list-style-type: none"> •Finding ways to give, collect, and track student daily formative assessments virtually and in a blended classroom (part virtual and part face to face) •Providing immediate student feedback depending on the platform •No uniform or single platform to administer, collect, and monitor daily formative assessments 	
District Actions for this Cycle	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitment Theory of Action	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 grade 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 grade 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.	0

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.
<p>For each action step, indicate:</p> <ul style="list-style-type: none"> - 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. <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Review Campus Theory of Action components and how linked to campus improvement plan	5.1	BOY PD	Campus Theory of Action and drivers/ PowerPoint	Teachers, Admin, Instructional Coach	Sign sheets/ Meeting notes/ agenda	08/10/2020 & 10/9/2020	Some Progress	Continue
Collect and review teacher-made four week and nine week assessments for alignment to pacing calendar and TEKS rigor level for the 1st nine weeks.	5.1	Every nine weeks	Lead4ward snapshots, pacing calendars, and year-at a-glance	Principal, Assistant Principal, Instructional Coach/ District Content Coaches	Checklist/ Campus assessment calendar/ Assessments collected	8-Oct-20	Some Progress	Continue/ District made tests have already been pre-vetted
Professional Learning Communities (PLC) to establish exit ticket criteria and review process of	5.1	Weekly	Agenda / Meeting Time	Grade Level Teams/IC	PLC minutes/agenda	Ongoing	Some Progress	Continue
Collect, review, and preapprove two weeks of exit tickets for alignment to TEK rigor level and lessons using campus exit ticket criteria	5.3	Every three weeks	Lead4ward snapshots, pacing calendars, and year-at a-glance	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing	Some Progress	Continue
Administer 1st nine week assessments/District assessment. Actions plans made to address learning gaps based on assessment data.	5.3	Every nine weeks	Assessment data/ Action plan templates/ Google Drive /Eduphoria	Teachers, Admin, Instructional Coach	CBA/Campus assessments/ Actions plans	9-Oct-20	Some Progress	Continue
Assessment calendar and PLC calendar provide support for pre-planning assessments, lessons, exit tickets, and activities that align to the four week/nine week	5.1	Ongoing	Google Drive	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/Calendar	Ongoing	Some Progress	Continue
Hold Teacher conferences to review campus data and goals	5.3	End of each nine weeks	Teacher review form	Teachers, Admin, Instructional Coach	Signed Forms/Meeting notice	End of each nine week grading period	Some Progress	Continue

Campus data wall available to monitor progress toward campus goals.	5.3	Ongoing	Data wall, teacher action plan templates	Grade level teachers, Instructional coach	CBA/Campus assessments/ Actions plans	Ongoing	Some Progress	Continue
Provide feedback and coaching following observations/walkthroughs of teachers.	5.1 & 5.3	Ongoing	TTESS walkthrough forms / email/	Principal, Assistant Principal, Instructional Coach	Performance Matters or emails/logs	Ongoing	Some Progress	Continue

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We are making some progress in each area. We are reevaluating our systems for monitoring and adjusting in a virtual setting.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not achieve our goals in most areas. Transition into virtual classrooms and then to blended classrooms with half the students faces to face and the other half virtual has been a challenge. Also implementing paperless exit tickets, using effective ways to check for understanding, and providing feedback to students also pose a challenge. We also reaching out to students that are at high risk for failure due to poor attendance and/or poor participation in and outside of class. We are scheduling face to face time with these students as needed to get them back on track.	
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	We did not achieve our goals in most areas. Transition into virtual classrooms and then to blended classrooms with half the students faces to face and the other half virtual has been a challenge. Also implementing paperless exit tickets, using effective ways to check for understanding, and providing feedback to students also pose a challenge. We also reaching out to students that are at high risk for failure due to poor attendance and/or poor participation in and outside of class. We are scheduling face to face time with these students as needed to get them back on track.	<ul style="list-style-type: none"> •Encourage participation in district professional development to support virtual and blended classrooms. •Model virtual tools for teachers during campus pd that can be implemented right-away. •Specify time in PLCs to share best practices and technology ideas.

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	5
Desired Annual Outcome	100% of teachers align lesson plans with clear learning targets and success criteria that include exit tickets that contain grade level appropriate TEK, rigor, and/or STAAR expectations.	100% of teachers track and monitor individual student data and create action plans on a student by student basis.	
Desired 90-day Outcome	100% of teachers are planning using the frequent checks for understanding/hyper monitoring to address students gaps before the end of the lesson.	There will be 10% increase in student performance on exit tickets and interim assessments as a result of frequent checks for understanding and hyper monitoring.	
Barriers to Address During this Cycle	<ul style="list-style-type: none"> • Teachers capacity to build lessons that anticipate student misconceptions and what actions to take to address the misconceptions. • Tracking data virtually in the moment 	<ul style="list-style-type: none"> • Ensuring action plans are implemented with fidelity and student progress is documented. • Using varied activities to reteach and intervene or enrich students based on data 	
District Actions for this Cycle	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitment Theory of Action	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 grade 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 grade 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.	

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
Professional Learning Communities (PLC) to establish exit ticket criteria and review process of implementation to ensure teacher clarity of purpose and process.	5.1	Weekly	Agenda / Meeting Time	Grade Level Teams/IC	PLC minutes/agenda	Ongoing	Significant Progress	PLC focus on student communication and differentiation strategies based on data.
tickets for alignment to TEKS and lessons using campus exit ticket criteria prior to administration of the exit tickets.	5.3	Weekly	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing	Some Progress	Continue to process and provide feedback
Collect students samples of completed exit tickets and analyze student results.	5.3	Weekly	Teacher exit ticket data, google drive data tracker	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing	Some Progress	Support teachers in collecting data virtually and student feedback
Observe classes for evidence of teachers using hyper monitoring (active checking for understanding with immediate feedback to students) and use of exit tickets to monitor student learning.	5.1 & 5.3	Weekly	Laptops, Google access	Principal, Assistant Principal, Instructional Coach	TTESS walkthroughs, exit ticket form tracker	Ongoing	Some Progress	Continue to support Tier III teacher in this area/ Move to look for student centered communication and differentiation
Administer 2nd nine week assessments/District assessment /Actions plans made to address learning gaps based on assessment data.	5.3	End of the 3rd nine we	Assessment data/ Action plan templates/ Google Drive /Eduphoria	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	Dec 14-18, 2020	Met	Continue process for next semester assessments

Campus data wall available to monitor progress toward campus goals.	5.3	Ongoing	Data wall, teacher action plan templates	Grade level teachers, Instructional coach	Simulation/ District unit assessment/CBA/Action plans	Ongoing	Some Progress	Use virtual data trackers.
Provide feedback and coaching following observations/walkthroughs of teachers	5.1 & 5.3	Ongoing	TTESS walkthrough forms / email/	Principal, Assistant Principal, Instructional Coach	Performance Matters or emails/logs	Ongoing	Some Progress	Continue process for next semester assessments
Create tutoring schedule to ensure implementation of interventions beyond the school day.	5.3	Ongoing	Tutoring schedule	Instructional coach	Tutoring logs/ MTSS	Ongoing	Some Progress	Continue update for next semester with

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 have made some progress, but did not reach our desired outcome. Additional support, interventions, and coaching needed for Tier III teacher and Tier II teachers. PGP are in place and additional coaching support dedicated to identified teachers.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We have made some progress in some areas and regressed in others. Additional support, interventions, and coaching needed for Tier III teacher and Tier II teachers. PGP are in place and additional coaching support dedicated to identified teachers.
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
	We will continue and/revise most of our action steps as stated above. New actions steps will include new areas of focus.
	New Action Steps
	We will refocus our classroom look fors to include looking for evidence of differentiation and increased student centered communication during instruction such as accountability talk, TALK Read Talk Write, and other instructional strategies that elicit high order thinking, responses, and dialogue. We will also focus on assessment predictions to help inform instruction.

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	100% of teachers align lesson plans with clear learning targets and success criteria that include exit tickets that contain grade level appropriate TEK, rigor, and/or STAAR expectations.	100% of teachers track and monitor individual student data and create action plans on a student by student basis.	
Desired 90-day Outcome	100% of teachers will use student data to differentiate instruction to enrich the academically advanced students as well as address the bubble and low performing students.	There will be a 10% increase in student performance than the previous interim assessment.	
Barriers to Address During this Cycle	Teachers' capacity to build rigorous lessons for our pre-ap/advanced students and their ability to differentiate instruction for the bubble and academically low students.	<ul style="list-style-type: none"> •Implementing effective tutoring and interventions in a virtual and blended setting •Accessing the students who need to most help •Finding new and interactive activities that are aligned to TEKS to build student engagement during reteach lessons 	
District Actions for this Cycle	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitment Theory of Action	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 grade 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 grade 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.	

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
Collect, review, and preapprove teacher-made four week assessments for alignment to pacing calendar and TEKS rigor level for the 4th nine weeks.	5.1	Every nine weeks	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach/ District Content Coaches	Checklist/ Campus assessment calendar/ Assessments collected	1-Apr-21		
Professional Learning Communities (PLC) to focus on differentiation and student communication	5.1	Weekly	Agenda / Meeting Time	Grade Level Teams/IC	PLC minutes/agenda	Ongoing		
tickets for alignment to TEK rigor level and lessons using campus exit ticket criteria prior to administration of the exit tickets.	5.3	Weekly	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		
Collect students samples of completed exit tickets and analyze student results.	5.3	Weekly	Teacher exit ticket data, google drive data tracker	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		
Observe classes for evidence of differentiation and student communication. (More student talk versus teacher talk) during instruction.	5.1 & 5.3	Weekly	Laptops, Google access	Principal, Assistant Principal, Instructional Coach	TTESS walkthroughs, exit ticket form tracker	Ongoing		
Administer 4th nine week assessments and review assessment data. Create STAAR Countdown plans using simulations, 4 week assessment data, STAAR predictions of student outcomes.	5.3	Every nine weeks	Assessment data/ Action plan templates/ Google Drive /Eduphoria	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	February 24-March 4, 2021		

Monitor campus and student progress toward campus goals on virtual data walls.	5.3	Ongoing	Data wall, teacher action plan templates	Grade level teachers, Instructional coach	Simulation/Campus assessment/ District unit assessment/ Action plans	Ongoing		
Provide feedback and coaching following observations/walkthroughs of teachers	5.1 & 5.3	Ongoing	TTESS walkthrough forms / email/	Principal, Assistant Principal, Instructional Coach	Performance Matters or emails/logs	Ongoing		
Create pull-out schedule to ensure implementation of interventions during the school leading up of STAAR	5.3	March 6/ Revised April 17	Tutoring schedule	Instructional coach	Pull out schedule/ CBA/ Simulation/ Campus assessments	April 5-April 30, 2021		

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?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps
	New Action Steps

END OF YEAR REFLECTION

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

