

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:
Hirsch Elementary	Eric Wicker, Senior Executive Director
Campus Number:	Superintendent Name:
000000137	Pedro Martinez
Date:	
Monday, December 14, 2020	



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	Hirsch Elementary	Superintendent	Pedro Martinez	Principal	Erika Persaud
District Number	015907	Campus Number	000000137	District Coordinator of School Improvement (DCSI)	Eric Wicker	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.	Eric Wicker 11/18/2020
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.	Erika Persaud - 11/18/2020
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.	<p>Domain 1: For the 2020-21 school year, our campus will increase our Domain 1 component score from a 28 (scaled score of 54) to a 70 by increasing percent Approaches to 70%, Meets to 36%, and Masters to 16%. This will support our campus in achieving an overall C rating for 2021. Rationale: We have seen other campuses in our district achieve these results, and so believe they are feasible for us. By our campus focusing on data driven instruction, aligned lesson plans, observation and debrief cycles, we can achieve these results.</p> <p>Domain 2B: Our goal is to reach a component score of 80 (scaled score 81) specifically for our economically disadvantaged students in 2021. Rationale: We have an Eco Dis percentage of 95%. We need to focus on campus relative performance this year. We know we can prove this possible for our students and ensure that our students can achieve at similar or higher levels compared to other schools with similar demographics.</p> <p>Domain 3: We will increase our Domain 3 score of 31 (scaled score of 63) to a score of 50 (scaled score of 70) in 2021. Rationale: Our Special Education population is represented by 15% of our students and the campus is having difficulty meeting the components of this domain. Additionally, none of the subgroups met their goals in the Student Achievement component of this Domain. Data indicates that our campus needs to implement differentiated instructional strategies to help our students in achieving the SPED indicator in earning at least a Meets level.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Scale Score:58 Domain 2B: Scale Score: 63 Domain 3: Scale Score 67 Totalling Hirsch ES overall final rating to 73 C</p>
	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.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	3.1
Rationale	Based on last year targeted improvement plan, the work had started; however this school year our current planning process is inconsistent with collaboration and alignment to standards. Common assessment and check for understanding are inconsistent and data is not being tracked.	Based on last year targeted improvement plan, development of CIAP (Corrective Instructive Action Plan) is inconsistent data from assessments is not utilized to inform instruction and corrective instruction action planning is not done in a timely manner.	Based on last year Insight survey campus practices and policies do not demonstrate high expectations and shared ownership for student success.
How will the campus build capacity in this area? Who will you partner with?	Teachers will use PLC time to collaborate and discuss lessons planned: TEK alignment with lesson activity and exit ticket. We will partner with the SAISD C&I department and research and evaluation to assist with the development of systems in utilizing best practices for planning.	Teachers use of the correction action planning process to identify trends in students misconceptions and determine the root cause to why students may have not mastered the TEKS. We will partner with the C&I department and research and evaluation to assist with the development of systems in utilizing data to drive instruction.	All staff and students will be trained, practice and reinforce behavioral expectations with a common language. We will partner with SAISD behavior implementation specialist, FACE, Communities in Schools, Campus Social worker to identify individual students needs and work together to support an monitor individual progress and behavior. The CLT and campus administrative team will collaborate in defining a campus environment that is inclusive and welcoming.
Barriers to Address throughout this year	Lack of training of backwards planning, lesson plans not aligned to depth and complexity of the standard, overwhelming demand for planning in-person and online instruction, scaffolding lessons to meet students currently learning gaps while bridging to on level expectations	Immediate feedback, overwhelming demands, never ending to do lists, learning to properly analyze data, time for corrective instruction, GRR stuck in I do, over planning, student gaps	Positive mindsets of staff is inconsistent, student behaviors, discipline supports (consequences), grade level teams working in silos.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	The teachers, admirative staff, and district personnel, will be involved with the process of the development of systems in utilizing best practices for planning. Teachers will work collaboratively during professional learning communities. All stakeholders will be given surveys to communicate their feedback, on instructional planning process and needs for all students.	Teacher, administrative staff, and district personnel will be involved in creating data tracking systems and assessment creation in order to utilize student data to drive instruction within professional learning communities.	We will communicate to all stakeholder through CLT, Community Meetings, Principal's Coffee, and conducting regular climate surveys to assess progress and student, staff, family experiences at Hirsch.

Desired Annual Outcome	All teachers create and submit weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility, differentiation based on student needs, and formative assessments along with exemplar responses.	Teachers use a corrective instruction action planning process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans to supplement low performing focus standards.	Campus practices and policies demonstrate high expectations and shared ownership for student success by challenging and enhancing learning for each student.
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.

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 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 (EPMs) 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 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.

1. In this section, please enter the data for each of the courses tested in this year.

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	3rd-5th	All	Reading	Approaches	STAAR	53		SAISD CBA	33	43	MAP MDY	57	43	Released STAAR	60	24	60
		3rd-5th	All	Reading	Meets	STAAR	25		SAISD CBA	25	17	MAP MDY	26	15	Released STAAR	27	8	27
		3rd-5th	All	Reading	Masters	STAAR	10		SAISD CBA	10	6	MAP MDY	12	4	Released STAAR	13	5	13
		3rd-5th	All	Mathematics	Approaches	STAAR	59		SAISD CBA	39	41	MAP MDY	59	30	Released STAAR	60	17	60
		3rd-5th	All	Mathematics	Meets	STAAR	28		SAISD CBA	28	16	MAP MDY	29	8	Released STAAR	30	5	30
		3rd-5th	All	Mathematics	Masters	STAAR	15		SAISD CBA	15	11	MAP MDY	16	3	Released STAAR	18	3	18
		3rd-5th	All	Science	Approaches	STAAR	38		SAISD CBA	38	42	SAISD CBA	40		Released STAAR	45	13	45
		3rd-5th	All	Science	Meets	STAAR	14		SAISD CBA	14	18	SAISD CBA	16		Released STAAR	17	0	17
		3rd-5th	All	Science	Masters	STAAR	6		SAISD CBA	6	0	SAISD CBA	8		Released STAAR	10	1	10
		3rd-5th	All	Social Studies	Approaches	STAAR	N/A											
		3rd-5th	All	Social Studies	Meets	STAAR	N/A											
		3rd-5th	All	Social Studies	Masters	STAAR	N/A											
		2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	3rd-5th	Eco Dis	Reading	Meets	STAAR	22		SAISD CBA	22	16	SAISD CBA	25		Released STAAR	28
3rd-5th	African American			Reading	Meets	STAAR	19		SAISD CBA	19	17	SAISD CBA	22		Released STAAR	24		24
3rd-5th	SPED (Current)			All	All	STAAR	22		SAISD CBA	22		SAISD CBA	26		Released STAAR	29		29
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	3rd-5th	Eco Dis	All	All	STAAR	50		SAISD CBA	50		SAISD CBA	55		Released STAAR	58		58
		3rd-5th	English Learners (EL)	TELPAS	All	TELPAS	33		SAISD CBA	33		SAISD CBA	35		Released STAAR	36		36

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	3.1
Desired Annual Outcome	All teachers create and submit weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility, differentiation based on student needs, and formative assessments along with exemplar responses.	Teachers use a corrective instruction action planning process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans to supplement low performing focus standards.	Campus practices and policies demonstrate high expectations and shared ownership for student success by challenging and enhancing learning for each student.
Desired 90-day Outcome	Based on developed look fors teachers in 40 % of STAAR assessed grade level teachers needing support in backword planning, creating daily formative checks and delivery of instruction will be identified and provided embedded professional learning.	Through the use of calendar and data analysis, 40% STAAR level teachers will develop corrective instructional action plans.	The mission and vision will be reviewed and updated. It will be shared with 40% staff: teachers, instructional assistants, parents, students, custodians, and cafeteria staff.
Barriers to Address During this Cycle	Teachers receptive to planning and feedback from instructional leaders. Feedback turnaround time and follow up to ensure teachers are taking feedback and making adjustments to instruction.	The implementation of the corrective instructional action plan to address students gaps based on data. Teachers unaware of how to address the gaps differently (lack of varied instructional practices, strategies, and resources).	Consistency and fidelity to the mission and vision statement. Staff will have to change mindset and ensure decisions made on campus are aligned with the mission and vision statement.
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
40% teachers will be trained on instructional look fors in lesson plan alignment to the standard to provide teachers targeted feedback.	1	September PLCs	Writing/Recording Materials Protocols	Classroom teachers	Grade level lesson plans align with lesson plan look fors	End of Cycle	Met	
40 % weekly lesson plans will receive weekly feedback based on the look-fors and instructional focus	1	October 13-October 30th	C & I curriculum, Math & Reading Framework	Classroom teachers	Teachers receive weekly feedback on lesson plans	End of Cycle	Met	
40 % of All teachers will review the assessment calendar for all grade levels with embedded data analysis days.	2	PLCs Weekly Calendar Shared	Calendar YAG	Instructional Coaches	Assessment Calendar Complete data tracker for unit 1, 2, 3	End of Cycle	Met	
40% of All teachers will collaborate to develop a student goal tracker.	2	October 30th, 2020 PLC	Lead4ward Student Learning Reports	Instructional Coaches	Students Goal Tracker contacts data from Unit 1 & 2	End of Cycle	Some Progress	
40% All teachers will conduct parent/teacher conferences to review student progress on assessment and instructional goals.	2	10/13-11/3	SharePoint/Google Conference Resources	Classroom Teachers	Teacher conference logs Title 1 Compact Sign-in	End of Cycle	Met	
40 % of All teachers will be trained on developing data driven corrective instruction action plans (CIAP) based utilizing exit tickets, check for understandings, unit, and curriculum-based assessment data.	2	After each unit assessment, CBA, MAP & Circle Testing	Assessment Data Data Analysis Form	Teachers Instructional Co	Data Analysis Tracker Complete Instructional Action Plan	End of Cycle	Met	
40% of All teachers will collaborate to develop small group instructional action plans based on Unit assessment data to be implemented during small group instruction time.	2	After each unit assessment	Assessment Data Data Analysis Form	chers Instructional Coach	Data analysis to examine progress next assessment checkpoint	End of Cycle	Met	
40% All teachers will be trained in the PBIS Hirsch "PAWS" expectations for on campus and virtual learning and with train students on these expectations	3	September PD Training Use PAWS daily with students	Hirsch PBIS HandbookTe	Teachers Instructional Co	Classroom walkthrough data on PBIS, Number of students by grade level cashing out PBIS incentives from the store	End of Cycle	Met	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Based on developed look fors teachers in 40 % of STAAR assessed grade level teachers needing support in backword planning, creating daily formative checks and delivery of instruction will be identified and provided embedded professional learning. 90 Day Outcomem Achieved Through the use of calendar and data analysis, 40% STAAR level teachers will develop corrective instructional action plans. 90 Day Outcome Achieved The mission and vision will be reviewed and updated. It will be shared with 40% staff: teachers, instructional assistants, parents, students, custodians, and cafeteria staff. 90 Day Outcome Achieved</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not meet our student performance goals in all areas. Daily checks for understanding data was not utilized in the adjustment for the of daily lesson plans.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Teachers will review the assessment calendar for all grade levels with embedded data analysis days. Teachers will be trained on developing data driven corrective instruction action plans (CIAP) based utilizing exit tickets, check for understandings, unit, and curriculum-based assessment data. Teachers will collaborate to develop small group instructional action plans based on Unit assessment data to be implemented during small group instruction time.</p>	<p>No new actions steps to be implemented at this time.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	3.1
Desired Annual Outcome	All teachers create and submit weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility, differentiation based on student needs, and formative assessments along with exemplar responses.	Teachers use a corrective instruction action planning process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans to supplement low performing focus standards.	Campus practices and policies demonstrate high expectations and shared ownership for student success by challenging and enhancing learning for each student.
Desired 90-day Outcome	Based on developed look fors teachers in 70% of STAAR assessed grade level teacher needing support in backword planning, creating daily formative checks and delivery of instruction will be identified and provided embedded professional learning.	Through the use of calendar and data analysis, 70% STAAR level teachers will develop corrective instructional action plans.	The mission and vision will be reviewed and updated. It will be shared with 70% staff: teachers, instructional assistants, parents, students, custodians, and cafeteria staff.
Barriers to Address During this Cycle	Teachers making adjustments to instruction based on feedback in a timely manner.	Teachers being provided with many resources and professional development to develop corrective instructional action plans but unaware of what resources or instructional strategy best fits the need of the individual student.	Continued motivation from staff who have buy-in of the campus mission and
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.

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
70% teachers will be trained on instructional look fors in lesson plan alignment to the standard to provide teachers targeted feedback.	1	December PLCs	Writing/Recording Materials Protocols	Classroom teachers	Grade level lesson plans align with lesson plan look fors	End of Cycle	Met	
70% weekly lesson plans will receive weekly feedback based on the look-fors and instructional focus	1		C & I curriculum, Math & Reading Framework	Classroom teachers	Teachers receive weekly feedback on lesson plans	End of Cycle	Met	
70% of All teachers will review the assessment calendar for all grade levels with embedded data analysis days.	2	PLCs Weekly Calendar Shared	Calendar YAG	Instructional Coaches	Assessment Calendar Complete data tracker for unit 1, 2, 3	End of Cycle	Met	
70% of All teachers will collaborate to develop a student goal tracker.	2	January 2020 PLC	Lead4ward Student Learning Reports	Instructional Coaches	Students Goal Tracker contacts data from Unit 1 & 2	End of Cycle	Some Progress	
70% All teachers will conduct parent/teacher conferences to review student progress on assessment and instructional goals.	2	End of the 2nd 9 weeks grading period	SharePoint/Google Conference Resources	Classroom Teachers	Teacher conference logs Title 1 Compact Sign-in	End of Cycle	Some Progress	
70% of All teachers will be trained on developing data driven corrective instruction action plans (CIAP) based utilizing exit tickets, check for understandings, unit, and curriculum-based assessment data.	2	After each unit assessment, CBA, MAP & Circle Testing	Assessment Data Data Analysis Form	Teachers Instructional Coaches	Data Analysis Tracker Complete Instructional Action Plan	End of Cycle	Met	
70% of All teachers will collaborate to develop small group instructional action plans based on Unit assessment data to be implemented during small group instruction time.	2	After each unit assessment	Assessment Data Data Analysis Form	Teachers Instructional Coaches	Data analysis to examine progress next assessment checkpoint	End of Cycle	Significant Progress	

70% All teachers will be trained in the PBIS Hirsch "PAWS" expectations for on campus and virtual learning and will train students on these expectations	3	January PD Training Use PAWS daily with students	Hirsch PBIS HandbookTe	Teachers Instructional Coaches Administration	Classroom walkthrough data on PBIS, Number of students by grade level cashing out PBIS incentives from the store	End of Cycle	Met	
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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?	Based on developed look fors teachers in 70 % of STAAR assessed grade level teachers needing support in backword planning, creating daily formative checks and delivery of instruction will be identified and provided embedded professional learning. 90 Day Outcomem Achieved Through the use of calendar and data analysis, 70% STAAR level teachers will develop corrective instructional action plans. 90 Day Outcome Achieved The mission and vision will be reviewed and updated. It will be shared with 70% staff: teachers, instructional assistants, parents, students, custodians, and cafeteria staff. 90 Day Outcome Achieved
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No CBA data to use for cycle 2. According to MAP MOY data 3-5th grade tests math we showed an expected growth measure of 42.13% and Reading for 3-5th grade showed a growth measure of 41%.
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
	Teachers will review the assessment calendar for all grade levels with embedded data analysis days. Teachers will be trained on developing data driven corrective instruction action plans (CIAP) based utilizing exit tickets, check for understandings, unit, and curriculum-based assessment data. Teachers will collaborate to develop small group instructional action plans based on Unit assessment data to be implemented during small group instruction time.
	No new actions steps to be implemented at this time.

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	3.1
Desired Annual Outcome	All teachers create and submit weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility, differentiation based on student needs, and formative assessments along with exemplar responses.	Teachers use a corrective instruction action planning process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans to supplement low performing focus standards.	Campus practices and policies demonstrate high expectations and shared ownership for student success by challenging and enhancing learning for each student.
Desired 90-day Outcome	All teachers create and submit weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility, differentiation based on student needs, and formative assessments along with exemplar responses.	Teachers use a corrective instruction action planning process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans to supplement low performing focus standards.	Campus practices and policies demonstrate high expectations and shared ownership for student success by challenging and enhancing learning for each student.
Barriers to Address During this Cycle	Teachers creating plans that are completely aligned to the learning objectives.	Discovering the root cause to address the root cause as to why students may not have learned and mastered the TEKS and create a plan for the 2021-2022.	Continue demonstrating high expectations and shared ownership for the remainder of the school year and starting into the 2021-2022.
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.

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
100% teachers will be trained on instructional look fors in lesson plan alignment to the standard to provide teachers targeted feedback.	1	March PLCs	Writing/Recording Materials Protocols	Classroom teachers	Grade level lesson plans align with lesson plan look fors	End of Cycle	Met	
100 % weekly lesson plans will receive weekly feedback based on the look-fors and instructional focus	1		C & I curriculum, Math & Reading Framework	Classroom teachers	Teachers receive weekly feedback on lesson plans	End of Cycle	Met	
100% of All teachers will review the assessment calendar for all grade levels with embedded data analysis days.	2	PLCs Weekly Calendar Shared	Calendar YAG	Instructional Coaches	Assessment Calendar Complete data tracker for unit 1, 2, 3	End of Cycle	Significant Progress	
100% of All teachers will collaborate to develop a student goal tracker.	2	April 2020 PLC	Lead4ward Student Learning Reports	Instructional Coaches	Students Goal Tracker contacts data from Unit 1 & 2	End of Cycle	Significant Progress	
100% All teachers will conduct parent/teacher conferences to review student progress on assessment and instructional goals.	2	End of the 3rd 9wks grading period	SharePoint/Google Conference Resources	Classroom Teachers	Teacher conference logs Title 1 Compact Sign-in	End of Cycle	Significant Progress	

100 % of All teachers will be trained on developing data driven corrective instruction action plans (CIAP) based utilizing exit tickets, check for understandings, unit, and curriculum-based assessment data.	2	After each unit assessment, CBA, MAP & Circle Testing	Assessment Data Data Analysis Form	Teachers Instructional Coaches	Data Analysis Tracker Complete Instructional Action Plan	End of Cycle	Significant Progress
100% of All teachers will collaborate to develop small group instructional action plans based on Unit assessment data to be implemented during small group instruction time.	2	After each unit assessment	Assessment Data Data Analysis Form	Teachers Instructional Coaches	Data analysis to examine progress next assessment checkpoint	End of Cycle	Significant Progress
100% All teachers will be trained in the PBIS Hirsch "PAWS" expectations for on campus and virtual learning and with train students on these expectations	3	April PD Training Use PAWS daily with students	Hirsch PBIS HandbookTe	Teachers Instructional Coaches Administration	walkthrough data on PBIS, Number of students by grade level cashing out PBIS incentives from the store	End of Cycle	Met

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Priority focus 5.1 All teachers create and submit weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility (still in progress), differentiation based on student needs, and formative assessments along with exemplar responses (still in progress). Based on the progress made within planning, our focus next year will futher implement the exemplar DOK question and responses for daily progress tracking.

Priority focus 5.3 Teachers use a targeted plan of action process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept(still in progress requires self reflection and we ae slowly building teacher capacity., and create action plans to supplement low performing focus standards. Based on the progress made within data analysis and action plans, our focus next year will be to examine student work, authentic crtiical conversations that lead to root cause as to why students may not have learned the concept/skills.

Priority Focus 3.1 Campus practices and policies demonstrate high expectations and shared ownership for student success by challenging and enhancing learning for each student (in progress we have trained teachers in no opt out and format matters and have observed the practice with students in classrooms. Base on the progress made within campus culture and systems our team has determine there is much work to complete within this focus area. We are refocusing our priorities for 3.2 explicit behavioral expecations and managagement systems for students and staff.

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

Hirsch Elementary School did not meet our STAAR student goals for the 20-21 school year. The factors that contributed to this are the educational impacts of Covid 19. Hirsch experienced chronic absenteeism with students throughout all grade levels, as well as some students not logging on to Canvas platform. Our campus slowly brought children into school in a very structured way, and only reached 30% student capacity until January 2021. Our campus has also experienced extended COVID-related staff absences which impacted students receiving quality and continuous instruction from a certified teacher. Additionally, many students experienced long COVID-related absences throughout the year which translate into social and emotional concerns that inhibit students full potential for learning and focus.

Carryover Action Steps

New Action Steps

<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>Teachers will collaborate to develop small group instructional action plans based on assessment data to be implemented during small group instruction time.</p>	<p>Teachers will implement small group power hour of math and reading based on student levels to strengthen skills and close academic gaps.</p>
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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	5.1	5.3	3.1
Desired Annual Outcome	All teachers create and submit weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility, differentiation based on student needs, and formative assessments along with exemplar responses.	Teachers use a corrective instruction action planning process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans to supplement low performing focus standards.	Campus practices and policies demonstrate high expectations and shared ownership for student success by challenging and enhancing learning for each student.
Did the campus achieve the desired outcome? Why or why not?	All teachers create and submit daily lesson plans that are aligned to learning standard. Teachers are still progressing towards differentiation and exemplar responses. Some teachers are pre-planning their questions and practicing GRR. Therefore we did not achieve all teachers toward the annual learning outcome.	In PLC we are going through the process of analyzing data , identifying	Campus practices and policies demonstrate expectations for student success by intervention and decreasing the instructional achievement gap.

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 campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.2 Explicit behavior expectations and management expectations for students and staff
Rationale	Based on last year's targeted improvement plan, the work had started; however this school year our current planning process is inconsistent with collaboration and alignment to standards. Common assessment and check for understanding are inconsistent and data is not being tracked.	Based on current years data, the need for continuous building of teacher capacity in the area of analysing assessment data and creation of targeted action plans is still a priority	Based on our pre-pandemic and current Review 360 data, PBIS data, and walkthrough data; we will focus on 3.2 Explicit behavior expectations and management expectations for students and staff.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	The teachers, admirative staff, and district personnel, will be involved with the process of the development of systems in utilizing best practice for planning. Teachers will work collaboratively during professional learning communities. All stakeholders will be given surveys to communicate their feedback, on instructional planning process and need for all students.	Teacher, administrative staff, and district personnel will be involved in creating data tracking systems and assessment creation in order to utilize student data to drive instruction within professional learning communities.	Our campus leadership, CLT and all stakeholders will engage in a campus culture and needs survey at BOY, MOY, EOY to inform our areas of need. Based on community and campus needs with will increase our social media following to engage families to campus for both instructional and social/emotional support for all students. Once Hirsch reestablish their community & family attendance and connections for our events, buy- in will flourish.
Desired Annual Outcome	All teachers create, submit and implement with fidelity, weekly lesson plans that are aligned to the learning standard to include clear learning objectives, pre-planned questions, gradual release of responsibility, differentiation based on student needs, and formative assessments along with exemplar responses.	Teachers use a plan of action planning process, individually and in PLC teams to analyze data, identify trends in students misconceptions, determine the root cause as to why students may not have learned the concept, and create action plans to supplement low performing focus standards.	All students, staff and community will positively and effectively communicate and interact using the same common language, high expectations and the same goal; social, emotional and academic success for all students.

Desired 90-Day Outcome	100% of content teachers will be trained on and begin utilizing the GRR framework and use the lesson plan checklist effectively to create lesson plans.	100% of Hirsch content teachers will begin practicing student work analysis within their grade level.	100% of teachers will be trained on PBIS and Restorative Practices
How will the campus build capacity in this area? Who will you partner with?	Teachers will use PLCs to build capacity in the following instructional areas: content deepening, authentic data analysis of assessment data and student work. Teachers will use collaborative planning time with colleagues including but not limited to teacher teams, instructional coaches, specialist and SAISD departments. We will continue partner with the SAISD C&I, SEAD, bilingual and research and evaluation departments to assist with the development of instructional systems and implementation.	Teachers will use PLCs to build capacity in the following instructional areas: content deepening, authentic data analysis of assessment data and student work. Staff will use the campus plan of action planning process to identify trends in students' misconceptions and determine the root causes to which students may have not mastered the TEKS. We will partner with the C&I department and research and evaluation to assist with the development of systems in utilizing data to drive instruction.	July Jumpstart staff will engage in initial professional development focused on campus social, emotional and academic systems and processes. Upon returning, all staff will engage in the following professional developments to include but not limited to: PBIS, restorative practice, CLT, SEAD, Review 360, classroom & tiered behavior management, time management/ organize and technology support.
Barriers to Address throughout the year	Lack of training of backwards planning, lesson plans not aligned to depth and complexity of the standard, overwhelming demand for planning in-person and online instruction, scaffolding lessons to meet students currently learning gaps while bridging to on level expectations	Immediate feedback, overwhelming demands, never ending to do lists, learning to properly analyze data, time for corrective instruction, GRR student I do, over planning, student gaps	Our current PD offerings have been via zoom until mid school year. Not all staff learn effectively in a virtual platform, staff use uncommon language with student and colleagues, conflicting mindsets for change, currently lacking staff capacity and knowledge from when to transition from restorative to behavioral consequences.
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	The district provides professional development and modeling of strategies focused on campus social, emotional and academic systems and processes.
District Commitment Theory of Action	If 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, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If 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, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.	If the district provides high-quality social-emotional and instructional professional development aligned to state and district standards for all staff members, then campus staff members have the tools needed to positively and effectively communicate and build relationships with students and the community using the same common language, high expectations and the same goal; social, emotional and academic success for all students.

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
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