

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:

Huppertz ES

District Coordinator of School Improvement (DCSI) Name, Role:

D'Les Gonzales Herron, San Antonio Director of Schools

Campus Number:

015907139

Superintendent Name:

Pedro Martinez

Date:

Monday, September 28, 2020



CAMPUS INFORMATION

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

District Name	San Antonio ISD	Campus Name	Huppertz ES	Superintendent	Pedro Martinez	Principal	Linda Rios-Garcia
District Number	015907	Campus Number	000000139	District Coordinator of School Improvement (DCSI)	D'Les Gonzales Herron	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.	D'Les Gonzales Herron 09/28/2020, Director of Schools, TCIS
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.	Margaret Davis 09/28/2020, TCIS CEO
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.	Linda Rios Garcia 09/28/2020
Board Approval Date	14-12-2020	

DATA ANALYSIS

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

<https://rptsvr1.tea.texas.gov/perfreport/tap/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: Student Achievement 64% Approaches, 41% Meets, and 14% Masters Raw Score of 40, Scale Score of 69 for a D rating, Final Score of 70 or C Rationale: Looking at prior year STAAR, MAP data and teacher feedback we determined that goals for each proficiency band trying to increase student proficiency in Approaches, Meets and Masters, but focusing on Meets and Masters. The goals set show an increase from a 49 (F) to a 69 (D) and in conjunctions with the other domains will earn us an overall rating of 70 (C). These goals are realistic in light of the COVID-19 and adjustments in instructional delivery, while still moving our campus to a C or higher level.</p> <p>Domain 2B: Rel. Performance Raw Score of 40, Scale Score of 76 for a C rating, Final Score of 70 or C Rationale: Intentional focus on identifying students who are struggling and the campus will intervene with AIP. Since the Eco. Dis.% maintained, we need to focus on this sub-pop to ensure student success.</p> <p>Domain 3: Closing the Gap Raw Score of 19, Scale Score of 55 for a F rating, Final Score of 70 or C . This score could increase to a roughly a Raw Score of 42, 67 Scale Score or D rating if no growth is including in accountability and the weights for the achievement and STAAR achievement are adjusted. Rationale: Intentional focus on identifying students who are struggling and the campus will intervene with CAIPs. By identifying the students who can earn the greatest gain and providing target intervention and superior Tier 1 instructions, students will make appropriate gains.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Increasing students who scored previously from 49% Approaches, 21% Meets and 10% Masters to 64% Approaches, 41% Meets and 14% Masters for 2021. Increase the rigor level of instructional delivery and ensure assessment alignment.</p> <p>Domain 2B: Focusing in on specific sub-pops, especially Eco. Dis. and Hispanic will improve the score.</p> <p>Domain 3: By identifying the students who can earn the greatest gain and providing target intervention and superior Tier 1 instructions students will make appropriate gains.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

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)
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1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	In reflecting on last year, many key components have been put into place last year such as comprehensive list of responsibilities, weekly focus on student progress and deliberate observation and feedback cycles. Systems have been developed to focus on student and teacher performance and growth.	In reflecting upon last year, systems were in place to turn in lesson plans weekly, provide appropriate feedback to the lesson plans and align assessments to learning standards on a regular basis however this year we are being more clear with focused feedback.	In reflecting upon last year, we created a DDI calendar, planned training for Backwards Design training, but training did not get completed due to district and campus circumstances. Data walls were created in the PLC classroom and student binders were implemented.
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity by having a full time assistant principal to team with the Principal and hold each other accountable to develop campus instructional leaders. This will be done via weekly meetings at least 1-2 times per week and consistently monitoring, observing, modeling, coaching, and conferencing with instructional leaders.	The instructional leadership team assigned to review lesson plans weekly will calibrate and meet to discuss findings while problem solving as to which best practice can be implemented (conferencing, coaching, modeling, etc.) for teachers to improve their craft. Formative mini assessments (4 week) will be created by the teachers with guidance from the Instructional Leadership Team members and the 9 week assessments will be created by the Instructional Coaches and aligned with the TEKS taught during that time period.	The Instructional Leadership Team (ILT) will model, teach, guide, and coach the teachers how to drive their instruction based on assessment data. This will be done in unison with our Region 20 Texas Lesson Study consultant, Administrators, and Instructional Coaches.
Barriers to Address throughout this year	Leadership roles and responsibilities were created and established, however due to not having an assistant principal it was extremely challenging completing all the required responsibilities. Re-establishing new roles and responsibilities will be a focus and making sure that the follow through of each role is completed consistently.	Teachers are being held accountable for lessons plans as well as receiving feedback from the leadership team, however the focus now needs to be on ensuring the lesson are being taught with fidelity to the lesson plan by visiting classroom regularly and giving feedback on the lesson. Lesson plans, daily activities and formative assessments need to align to the rigor of the standard. There is dedicated time for lesson planning with support provided by the instructional coach.	Data was used to develop a CIAP for whole group, small group, and individualized instruction. Grade level teams collaborate on the test after assessments are given. Data is reviewed and they develop CIAPs. Teachers need to have modeling and co-teach support to develop rigorous Tier 1 instruction with COVID challenges of in-person and virtual learning. Instructional Coaches reflect the support provided in their instructional snapshot tool as well as their instructional calendar.
How will you communicate these priorities to your stakeholders? How will create buy-in?	The principal will communicate these priorities to our stakeholders by reviewing processes and protocols on a regular basis with the instructional leadership team encouraging their input or changes needed to lead effectively.	The principal will communicate these priorities to our stakeholders by reviewing processes and protocols at the beginning of the year with teachers and the instructional leadership team. Feedback and concerns are welcome to streamline this process.	Reviewing data and goal setting every 5th and 1st week after formative assessments will take place to determine areas of needs for each grade level. Using our ILT to model and coach teachers through the DDI process, teachers will experience and witness how interventions and reteach should occur.
Desired Annual Outcome	Develop clear, written, and transparent campus leadership roles and responsibilities for weekly use as reflected in calendars and meetings. Use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs which meet weekly and include weekly agendas and minutes. Campus leadership teams meet weekly to focus on student progress and formative data to show student growth and collective alignment.	Teachers consistently create and submit weekly lesson plans that are clear, effective, collaborative and differentiated using spreadsheet to determine completed lesson plans. The lesson plans will include formative assessments and exemplars with feedback from the instructional leadership team.	Develop, monitor and adjust meeting schedules and norms as needed with review every 9 weeks with the ILT. By the end of the year, 90% of grade levels will transition to facilitating meeting agendas and are in charge of completing minute-taking template as evidence by agenda minutes. Teacher leaders will be able to manage and facilitate their own PLCs. ILT will be in attendance or provide feedback in PLCs on a weekly basis.

District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Huppertz will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Huppertz will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.
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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	1.1	5.1	5.3
Desired Annual Outcome	Develop clear, written, and transparent campus leadership roles and responsibilities for weekly use as reflected in calendars and meetings. Use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs which meet weekly and include weekly agendas and minutes. Campus leadership teams meet weekly to focus on student progress and formative data to show student	Teachers consistently create and submit weekly lesson plans that are clear, effective, collaborative and differentiated using spreadsheet to determine completed lesson plans. The lesson plans will include formative assessments and exemplars with feedback from the instructional leadership team.	Develop, monitor and adjust meeting schedules and norms as needed with review every 9 weeks with the ILT. By the end of the year, 90% of grade levels will transition to facilitating meeting agendas and are in charge of completing minute-taking template as evidence by agenda minutes. Teacher leaders will be able to manage and facilitate their own PLCs. ILT will be in attendance or provide feedback in PLCs on a weekly basis.
Desired 90-day Outcome	Develop clear, written, and transparent campus leadership roles and responsibilities. Use weekly calendars to show observations, feedback and leadership meetings. Monitor and adjust rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers, as needed. Communicate performance expectations for all staff with matching job responsibilities. Use consistent protocols and processes for PLCs and grade level teams are leading their PLCs with support from ILT as needed. ILT meets weekly to focus on student progress and formative data.	Monitor the submission of lesson plans each week. 90% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday 6pm at 90% completion rate.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 60% of PLCs can manage and facilitate their own PLCs. ILT in attendance or providing feedback to PLCs on a weekly basis at a rate of 70%.
Barriers to Address During this Cycle	Leadership roles and responsibilities were created and established, however due to not having an assistant principal it was extremely challenging completing all the required responsibilities. Re-establishing new roles and responsibilities will be a focus and making sure that the follow through of each role is completed consistently.	Teachers are being held accountable for lessons plans as well as receiving feedback from the leadership team, however the focus now needs to be on ensuring the lesson are being taught with fidelity to the plan by visiting classroom regularly and giving feedback on the lesson. Lesson plans, daily activities and formative assessments need to align to the rigor of the standard. There is dedicated time for lesson planning.	Data was used to develop a CIAP whole group, small group, and individualized instruction. Grade level teams collaborate on the test after assessments are given. Data is reviewed and they develop CIAPs. Teachers need to have modeling and co-teach support.
District Actions for this Cycle	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of October.	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of October. Spot check PLC minutes with the principal on a bi-weekly basis.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Huppertz will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Huppertz will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools, then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.

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
From 2019 - Cycle 1								
Review, discuss and implement campus leadership roles with leadership team.	1.1	9/1/2020 to 11/30/2020	Campus Handbook for roles and responsibilities	Principal Linda Rios Garcia	ILT Meeting minutes and agenda	November 30, 2020	Met	
Leadership team will calendarize walkthroughs, instructional snapshots, feedback and leadership meetings.	1.1	9/1/2020 to 11/30/2020	Calendars	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Examples of walkthroughs, instructional snapshots or feedback.	November 30, 2020	Some progress	Need to maintain consistency when leaders are out.
Campus team leaders have implemented the protocols for their teams/PLCs and meet weekly. Re-evaluate protocols for teams/PLCs.	1.1	9/1/2020 to 11/30/2020	Written Team Protocols	Team Leaders	PLC Meeting Minutes and updated written protocol.	November 30, 2020	Met	
90% of lesson plans are turned in by Friday afternoons at 4pm. Lesson plans are evaluated by the Administration team by Saturday 6pm. Any changes are due Sunday 6pm.	5.1	9/1/2020 to 11/30/2020	Established Lesson Plan Rubric, Google Classroom, Evaluation Comments	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Completed comments in the lesson plans by the administration team that are aligned to the rubric for coordinating teachers.	November 30, 2020	Met	Specials and shared teachers sometimes are turned promptly.
90% of lesson plans will be monitored for implementation and fidelity. Additional feedback regarding lesson plan implementation will be provided during instructional snapshots and walkthroughs.	5.1	9/1/2020 to 11/30/2020	Google Instructional Snapshot and TTESS	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Instructional Snapshots and TTESS	November 30, 2020	Met	
3 CIAPs will be developed and implemented by all teachers in Math and Reading. In addition, 4th will complete a Writing CIAP and 5th will complete a Science CIAP.	5.3	9/15/2020 to 11/30/2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs and Instructional Snapshots	November 30, 2020	Met	
60% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	9/15/2020 to 11/30/2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	November 30, 2020	Some progress	Transitioning still in progress.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We met 5 of the Prioritized Focus Areas because these were items that were in place last school and were carried over. Two items had some progress. Leadership team has had balance feedback and walkthroughs with the campus demands of safety and dealing with the increase of in person students. They will continue to calendarize and prioritize planning of feedback. Teachers are still transitioning to take ownership of the CIAPs.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We met one of the performance goals. Some areas were close, but due to lack of instruction in 2019-20 and the challenges of instruction during COVID have impacted student performance and achievement dramatically.</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>We will maintain all of the action step except the first action step while increasing the expectations of the others.</p>	<p>We will add the following action steps: 1. Provide teachers an opportunity for additional paid time outside of the regular day to develop and write lessons that meet the requirements for hybrid teaching. 2. Provide at least one meeting per cycle for teachers and parents to review strategies of accurate data collection during class and testing experiences.</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	1.1	5.1	5.3
Desired Annual Outcome	Develop clear, written, and transparent campus leadership roles and responsibilities for weekly use as reflected in calendars and meetings. Use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs which meet weekly and include weekly agendas and minutes. Campus leadership teams meet weekly to focus on student progress and formative data to show student growth and collective alignment.	Teachers consistently create and submit weekly lesson plans that are clear, effective, collaborative and differentiated using spreadsheet to determine completed lesson plans. The lesson plans will include formative assessments and exemplars with feedback from the instructional leadership team.	Develop, monitor and adjust meeting schedules and norms as needed with review every 9 weeks with the ILT. By the end of the year, 90% of grade levels will transition to facilitating meeting agendas and are in charge of completing minute-taking template as evidence by agenda minutes. Teacher leaders will be able to manage and facilitate their own PLCs. ILT will be in attendance or provide feedback in PLCs on a weekly basis.
Desired 90-day Outcome	Review and determine that clear, written, and transparent campus leadership roles and responsibilities are being followed and adjust as needed. Continue to use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Use consistent protocols and processes for PLCs and grade level teams are leading their PLCs with support from ILT as needed. ILT meets weekly to focus on student progress and formative data.	Monitor the submission of lesson plans each week. 94% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday 6pm at 94% completion rate.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 70% of PLCs can manage and facilitate their own PLCs. ILT in attendance or providing feedback to PLCs on a weekly basis at a rate of 80%.
Barriers to Address During this Cycle	Ensuring appropriate and timely calendarizing is being implemented for classroom visits.	Hybrid model for dealing with COVID situation may cause challenges on implementing the lessons with fidelity and the time it takes to develop quality lessons.	Data being accurate since not all students have been on campus for testing and assessments, parents are assisting with assessments for those students at home.
District Actions for this Cycle	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of February.	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of February. Spot check PLC minutes with the principal on a bi-weekly basis.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Huppertz will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Huppertz will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.

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
Leadership team will calendarize walkthroughs, instructional snapshots, feedback and leadership meetings.	1.1	12/1/2020 to 2/28/2020	Calendars	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Examples of walkthroughs, instructional snapshots or feedback.	February 28, 2021	Significant Progress	Maintain consistency
60% of campus team leaders implement the protocols for their teams/PLCs and meet weekly with support from ILT.	1.1	12/1/2020 to 2/28/2020	Written Team Protocols	Team Leaders	PLC Meeting Minutes and updated written protocol.	February 28, 2021	Met	Maintain consistency at 95% currently
Provide teachers an opportunity for additional paid time outside of the regular day to develop and write lessons that meet the requirements for hybrid teaching.	1.1	12/1/2020 to 2/28/2020	IB Unit Planners TEKS	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC Teachers	Completed IB Unit Planners and documentation of teachers who participated	February 28, 2021	Some Progress	Instructional Coaches have begun to calendarize with the grade levels in order to increase teachers who participate. Limited teachers have responded to this opportunity.
94% of lesson plans are turned in by Friday afternoons at 4pm. Lesson plans are evaluated by the Administration team by Saturday 6pm. Any changes are due Sunday 6pm.	5.1	12/1/2020 to 2/28/2020	Established Lesson Plan Rubric, Google Classroom, Evaluation Comments	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Completed comments in the lesson plans by the administration team that are aligned to the rubric for coordinating teachers. Excel document showing percentages of completed lesson plans and feedback.	February 28, 2021	Met	At 95% completion of lesson plan turned in. 95% of lesson plan feedback is given.
94% of lesson plans will be monitored for implementation and fidelity. Additional feedback regarding lesson plan implementation will be provided during instructional snapshots and walkthroughs.	5.1	12/1/2020 to 2/28/2020	Google Instructional Snapshot and TTESS	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Instructional Snapshots and TTESS	February 28, 2021	Some Progress	Calibrating with the ILT and do follow up during ILT meeting.

6 CIAPs will be developed and implemented by all teachers in Math and Reading. In addition, 4th will complete a Writing CIAP and 5th will complete a Science CIAP.	5.3	12/1/2020 to 2/28/2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs and Instructional Snapshots	February 28, 2021	Met	Maintain consistency
70% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	12/1/2020 to 2/28/2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	February 28, 2021	Met	Maintain consistency
Provide at least one meeting per cycle for teachers and students to review strategies of accurate data collection during class and testing experiences.	5.3	12/1/2020 to 2/28/2020	Best Practices flyer/documentation for data collection	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC Teachers	Agenda, Sign in sheets	February 28, 2021	Some Progress	Started with 5th grade teachers and students to hold student data conferences to review strengths and areas of growth. Need to work with other grade levels in this process.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We met 4 out of the 7 areas due teachers taking responsibility and ownership of increasing student performance. We had one area of significant progress regarding ILT calendarizing that requires consistent implementation and monitoring. We had some progress on 3 areas that need more focus in Cycle 3.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We met none of the student performance goals. However, we had significant growth from BOY in the all levels for Science and Writing because of the challenges due to face to face learning and remote learning this year. Teachers have been learning new ways to engage students virtually and we continue to work at increase the number of face to face students on campus as allowed by the district guidelines.</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>All action steps will remain intact making sure to maintain consistently with those that are significant progress or above and we will focus on the some progress areas.</p>	<p>Instructional Coaches will begin to work with 3-5 teachers to implement the usage of the technology, Swivel, to allow teachers to view and reflect on their teacher practices with at least 2 recording each week per Instructional Coach.</p>

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	1.1	5.1	5.3
Desired Annual Outcome	Develop clear, written, and transparent campus leadership roles and responsibilities for weekly use as reflected in calendars and meetings. Use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs which meet weekly and include weekly agendas and minutes. Campus leadership teams meet weekly to focus on student progress and formative data to show student growth and collective alignment.	Teachers consistently create and submit weekly lesson plans that are clear, effective, collaborative and differentiated using spreadsheet to determine completed lesson plans. The lesson plans will include formative assessments and exemplars with feedback from the instructional leadership team.	Develop, monitor and adjust meeting schedules and norms as needed with review every 9 weeks with the ILT. By the end of the year, 90% of grade levels will transition to facilitating meeting agendas and are in charge of completing minute-taking template as evidence by agenda minutes. Teacher leaders will be able to manage and facilitate their own PLCs. ILT will be in attendance or provide feedback in PLCs on a weekly basis.
Desired 90-day Outcome	Ensure clear, written, and transparent campus leadership roles and responsibilities are being followed. Continue to use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Use consistent protocols and processes for PLCs and grade level teams are leading their PLCs with support from ILT as needed. ILT meets weekly to focus on student progress and formative data.	Monitor the submission of lesson plans each week. 98% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday 6pm at 98% completion rate.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 80% of PLCs can manage and facilitate their own PLCs. ILT in attendance or providing feedback to PLCs on a weekly basis.
Barriers to Address During this Cycle	Ensuring appropriate and timely calendarizing is being implemented for classroom visits.	Hybrid model for dealing with COVID situation may cause challenges on implementing the lessons with fidelity and the time it takes to develop quality lessons.	Data being accurate since not all students have been on campus for testing and assessments, parents are assisting with assessments for those students at home.
District Actions for this Cycle	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of May.	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of May. Spot check PLC minutes with the principal on a bi-weekly basis.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Huppertz will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Huppertz will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.

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
Leadership team will calendarize walkthroughs, instructional snapshots, feedback and leadership meetings.	1.1	3/1/2021 to 5/31/2020	Calendars	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Examples of walkthroughs, instructional snapshots or feedback.	May 31, 2021	Met	Maintain consistency and frequency
75% of campus team leaders implement the protocols for their teams/PLCs and meet weekly with support from ILT.	1.1	3/1/2021 to 5/31/2020	Written Team Protocols	Team Leaders	PLC Meeting Minutes and updated written protocol.	May 31, 2021	Met	Maintain consistency and frequency currently at 100%
Provide teachers an opportunity for additional paid time outside of the regular day to develop and write lessons that meet the requirements for hybrid teaching.	1.1	3/1/2021 to 5/31/2020	IB Unit Planners TEKS	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC Teachers	Completed IB Unit Planners	May 31, 2021	Significant Progress	Maintain if there is a need for hybrid learning.
98% of lesson plans are turned in by Friday afternoons at 4pm. Lesson plans are evaluated by the Administration team by Saturday 6pm. Any changes are due Sunday 6pm.	5.1	3/1/2021 to 5/31/2020	Established Lesson Plan Rubric, Google Classroom, Evaluation Comments	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Completed comments in the lesson plans by the administration team that are aligned to the rubric for coordinating teachers.	May 31, 2021	Significant Progress	91% was the average for lesson plans. Feedback average was 99% from Admin. Calendarize an reminder for staff regarding lesson plans being due Friday.

98% Lesson plans will be monitored for implementation and fidelity. Additional feedback regarding lesson plan implementation will be provided during instructional snapshots and walkthroughs.	5.1	3/1/2021 to 5/31/2020	Google Instructional Snapshot and TTESS	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC	Instructional Snapshots and TTESS	May 31, 2021	Met	Maintain consistency and frequency currently at 99%
Instructional Coaches will begin to work with 3-5 teachers to implement the usage of the technology, Swivel, to allow teachers to view and reflect on their teacher practices with at least 1 recording each week per Instructional Coach.	5.1 and 5.3	3/1/2021 to 5/31/2020	Swivel and reflection discussion form	Veronika Gutierrez IB IC Marcelina Avery IC	Reflection discussion form	May 31, 2021	Met	Maintain consistency. All teachers have recorded one video a week with feedback from ICs.
9 CIAPs will be developed and implemented by all teachers in Math and Reading. In addition, 4th will complete a Writing CIAP and 5th will complete a Science CIAP.	5.3	3/1/2021 to 5/31/2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs and Instructional Snapshots	May 31, 2021	Significant Progress	All was completed except for 4th grade writing. Document to turn in CIAPs with a Google form.
80% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	3/1/2021 to 5/31/2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	May 31, 2021	Met	Maintain consistency and frequency. At 86% currently. Additional support is needed for 4th grade. Document to turn in CIAPs with a Google form.
Teachers meet with students and parents to review data and student results from STAAR test and EOY data from MAP.	5.3	3/1/2021 to 5/31/2020	Best Practices flyer/documentation for data collection	Principal Linda Rios Garcia Connie Carey AP Veronika Gutierrez IB IC Marcelina Avery IC Teachers	Agenda, Sign in sheets	May 31, 2021	Significant Progress	STAAR meetings have began and when MAP EOY is complete teachers will share data with students and parents.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We met 5 of the areas and had significant progress in 4 areas. The campus met the 5 areas due consistent systems and focus on the Prioritized Focus Areas. The campus should monitor teacher actions, lesson plans, CIAPs and parent meetings systematically with fidelity and verify that it is being done on time.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The campus did not meet any of the student performance goals for Cycle 3. The campus used released STAAR/simulation data for Cycle 3. Due to the pandemic and parent fears of sending their child(ren) to school, the campus had ongoing challenges with getting students to attend classes in person for both semesters, which impacted student performance on STAAR simulations and the STAAR test.	
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
	Maintain all steps and adjust percentages and data as needed.	1. Admin will send weekly reminders to teachers for lesson plan submission that will populate on the teachers daily calendars. 2. Admin will create a Google form so that teachers can turn in CIAPs more efficiently and effectively that will allow the ILT to monitor submission weekly.

END OF YEAR REFLECTION

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

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Develop clear, written, and transparent campus leadership roles and responsibilities for weekly use as reflected in calendars and meetings. Use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs which meet weekly and include weekly agendas and minutes. Campus leadership teams meet weekly to focus on student progress and formative data to show student growth and collective alignment.	Teachers consistently create and submit weekly lesson plans that are clear, effective, collaborative and differentiated using spreadsheet to determine completed lesson plans. The lesson plans will include formative assessments and exemplars with feedback from the instructional leadership team.	Develop, monitor and adjust meeting schedules and norms as needed with review every 9 weeks with the ILT. By the end of the year, 90% of grade levels will transition to facilitating meeting agendas and are in charge of completing minute-taking template as evidence by agenda minutes. Teacher leaders will be able to manage and facilitate their own PLCs. ILT will be in attendance or provide feedback in PLCs on a weekly basis.
Did the campus achieve the desired outcome? Why or why not?	The campus achieved the desired outcome because leadership roles and responsibilities were clear, consistent and reviewed in each cycle and adjusted as needed. Weekly calendarizing and instructional focus meetings were consistently held and the ILT worked collaboratively to prioritize this goal. Protocols were followed regularly and teacher ownership of the PLC process has begun and is maintaining.	The campus achieved their goals regarding lesson planning, collaboration with teachers, and feedback on lesson plans from the ILT.	The campus has met this goal because 100% of the grade levels are managing and facilitating their own PLCs.

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	In reflecting on the 2020-21 school year, we have put into place comprehensive list of responsibilities, weekly focus on student progress and deliberate observation and feedback cycles that have developed the ILT. Systems have been developed to focus on student and teacher performance and growth. We are now at a point of refining and fine tuning these action items along with maintaining consistency for maximum results.	In reflecting on the 2020-21 school year, teachers consistently turned in weekly lesson plans and the ILT are provided consistent weekly feedback on the lesson plans and aligned assessments. We need to now our focus to ensuring that there is alignment between the lesson plans and what student learning is occurring in the classrooms are in sync and both are being given feedback during instructional snapshots and walkthroughs with fidelity.	In reflecting on the 2020-21 school year, student data collection was inconsistent for many reason due to COVID, low attendance of in person learning and remote instruction. More efficient ways for teachers to turn in CIAP data to the ILT need to be in place. Data walls need to be maintained and updated in all grade levels and student data binders will be implemented.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	The principal will communicate these priorities to our stakeholders by reviewing processes and protocols on a regular basis with the instructional leadership team encouraging their input or changes needed to lead effectively. Buy in is created by underlining why changes are needed and staying focused o our updated campus mission, vision and goals.	The principal will communicate through the employee handbook and BOY PD these priorities to our stakeholders by reviewing processes and protocols at the beginning of the year with teachers and the instructional leadership team. Feedback and concerns are welcome to streamline this process.	Develop and provide opportunities for feedback from teachers on a process to turn in CIAPs to ILT using protocols to guide discussion. This process will be shared in weekly with teachers in the campus newsletter and during BOY professional development.
Desired Annual Outcome	Develop clear, written, and transparent campus leadership roles and responsibilities for weekly use as reflected in calendars and meetings. Use weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs which meet weekly and include weekly agendas and minutes. Campus leadership teams meet weekly to focus on student progress and formative data to show student growth and collective alignment.	Teachers consistently create and submit weekly lesson plans that are clear, effective, collaborative and differentiated using spreadsheet to determine completed lesson plans. The lesson plans will include formative assessments and exemplars with feedback from the instructional leadership team.	Develop, monitor and adjust meeting schedules and norms as needed with review every 9 weeks with the ILT. By the end of the year, 90% of grade levels will transition to facilitating meeting agendas and are in charge of completing minute-taking template as evidence by agenda minutes. Teacher leaders will be able to manage and facilitate their own PLCs. ILT will be in attendance or provide feedback in PLCs on a weekly basis.

Desired 90-Day Outcome	Review and adjust campus leadership roles for the 2021-22 school year. Determine accountability process for the ILT to use when reviewing and analyzing student data.	Admin will develop a system to send weekly reminders to teachers for lesson plan submission that will populate on the teachers daily calendars.	Admin will create a Google form so that teachers can turn in CIAPs more efficiently and effectively that will allow the ILT to monitor submission weekly.
How will the campus build capacity in this area? Who will you partner with?	The ILT will reflect and review current systems and roles and responsibilities of this current year to determine changes and adjustments that need take place. They will calendarize these actions and work with TCIS to develop a process for reviewing and analyzing data.	The ICs are meeting with teachers one-on-one for weekly support meetings for lesson planning to ensure the alignment of TEKS and activities. The ILT is meeting weekly to discuss and analyze data around the campus weekly instructional focus. They communicate strengths and opportunities of teachers and develop a plan for the coaching needs.	The Instructional Leadership Team (ILT) will model, teach, guide, and coach the teachers how to drive their instruction based on assessment data. This will be done in unison with our Administrators, Instructional Coaches and 1882 Partner TCIS.
Barriers to Address throughout the year	Ensuring appropriate and timely calendarizing is being implemented for classroom visits with follow through with the ILT members during Cabinet meetings.	Using time with fidelity, to ensure this is a priority for teachers and the ILT.	Student data is has been difficult to gather and many times inaccurate because not all students have been on campus for in person instruction nor have the online learners been attending classes with fidelity. Therefore, our testing and assessment results are not a true picture of what was taught and/or learned. Some parents have also been assisting students with assessments for remote learners even though the campuses discusses the importance of students completing assessments on their own with out parent assistance.
District Actions for this Cycle	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of August.	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor and check that system to send weekly reminders to teachers in place.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of August.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Huppertz will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Huppertz will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices support effective instruction in schools, then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.
ACTION PLAN			

