

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

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

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

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

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

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

[DCSI Job Description](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Japhet Academy	Daniel Girard
<b>Campus Number:</b>	<b>Superintendent Name:</b>
000000141	Pedro Martinez

**Date:**

Friday, October 30, 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	Japhet Academy	Superintendent	Pedro Martinez	Principal	Natasha Gould
District Number	015907	Campus Number	000000141	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Michael Torres

**ASSURANCES**

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Daniel Girard
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Natasha Gould 10/30/2020

Board Approval Date

**DATA ANALYSIS**

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

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

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Approaches 70, Meets 35, Masters 17 Rationale: This is an attainable goal adding 5 points to each area based on the 2019 STAAR data.  Domain 2B: Student Achievement Raw Score of 41 equaling a scale score of 77 Rationale: The campus economically disadvantage percentage is 90.8. The student achievement score of 77 would allow us to reach the campus goal of becoming a C.  Domain 3: Closing the Gap with Achievement for Economically Disadvantaged students in reading and Math as well as Growth in Math.
	What changes in student group and subject performance are included in these goals?	Domain 1: no changes in student groups or subject performance Domain 2B: no changes in student groups Domain 3: Focus on 3rd reading and math as well as 6th and 7th reading.
	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)
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.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning 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://texasef.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://texasef.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	The campus needs to plan with the end-in-mind by starting with pacing the TEKS for the 9 weeks, developing the common assessments modeled after the STAAR test and creating daily formative assessments (exit tickets) that align to the daily skill taught.	The campus needs to utilize data from various forms of data such as daily formative assessments or common assessments to guide instruction	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Through trainings and allowing teachers to have time to plan. We will use the expertise of the Insrtuctional Coaches to build capacity.	Through trainings and allowing teachers to have time to plan. We will use the expertise of the Insrtuctional Coaches to build capacity.	
<b>Barriers to Address throughout this year</b>	The onboarding of new teachers as well as having to teach virtually to majority of the students.	Prioritizing the administrators daily schedule to ensure teachers are monitoring and adjusting based on data. Plus the onboarding of new teachers as well as having to teach virtually to majority of the students.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	I will have community meetings that allow the parents to give feedback. I will also allow the teachers to be involved in developing the strategies and actions that we put into place.	I will have community meetings that allow the parents to give feedback. I will also allow the teachers to be involved in developing the strategies and actions that we put into place.	
<b>Desired Annual Outcome</b>	Teachers creating objective-aligned lessons, common assessments (unit test) and daily formative assessments (exit tickets) that assess the students mastery of the taught skill resulting in students performing at 70% approaches, 36% meets & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR	Teachers will monitor and adjust instruction as well as use data from the common assessments (unit test, CBAs) and formative assessments (exit tickets) to determine needs resulting in students performing at 70% approaches, 36% meets, & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR.	
<b>District Commitment Theory of Action</b>	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If....then,

STUDENT DATA

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

-For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

-For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number) High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

-You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	65%		CBA	70	45	CBA	70	33	Common Assessment	70	48	70
		All	All	Reading	Meets	STAAR	33		CBA	38	25	CBA	38	7	Common Assessment	38	19	38
		All	All	Reading	Masters	STAAR	15		CBA	20	4	CBA	20	2	Common Assessment	20	7	20
		All	All	Mathematics	Approaches	STAAR	73		CBA	78	46	CBA	78	55	Common Assessment	78	50	78
		All	All	Mathematics	Meets	STAAR	35		CBA	40	15	CBA	40	18	Common Assessment	40	17	40
		All	All	Mathematics	Masters	STAAR	13		CBA	18	4	CBA	18	5	Common Assessment	18	5	18
		All	All	Science	Approaches	STAAR	65		CBA	70	42	CBA	70	50	Common Assessment	70	42	70
		All	All	Science	Meets	STAAR	27		CBA	32	17	CBA	32	12	Common Assessment	32	23	32
		All	All	Science	Masters	STAAR	10		CBA	15	6	CBA	15	3	Common Assessment	15	9	15
		All	All	Social Studies	Approaches	STAAR	40		CBA	45	37	CBA	45	38	Common Assessment	45	64	45
		All	All	Social Studies	Meets	STAAR	14		CBA	19	18	CBA	19	15	Common Assessment	19	42	19
		All	All	Social Studies	Masters	STAAR	6		CBA	11	6	CBA	11	9	Common Assessment	11	25	11
		All	All	Writing	Approaches	STAAR	50			55		CBA	55	10	Common Assessment	55	46	55
All	All	Writing	Meets	STAAR	20			25		CBA	25	1	Common Assessment	25	15	25		
All	All	Writing	Masters	STAAR	4			9		CBA	9	0	Common Assessment	9	6	9		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	3rd	Reading	Meets	STAAR	28		CBA	33	26	CBA	33	4	Common Assessment	33	12	33
		All	3rd	Math	Meets	STAAR	24		CBA	29	10	CBA	29	24	Common Assessment	29	8	29
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	6th	Reading	Meets	STAAR	24		CBA	29	9	CBA	29	11	Common Assessment	29	13	29
		All	7th	Reading	Meets	STAAR	35		CBA	40	64	CBA	40	7	Common Assessment	40	N/A	40
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	27			36			36			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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers creating objective-aligned lessons, common assessments (unit test) and daily formative assessments (exit tickets) that assess the students mastery of the taught skill resulting in students performing at 70% approaches, 36% meets & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR	Teachers will monitor and adjust instruction as well as use data from the common assessments (unit test, CBAs) and formative assessments (exit tickets) to determine needs resulting in students performing at 70% approaches, 36% meets, & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR.	
<b>Desired 90-day Outcome</b>	Teachers create and administer strong, aligned lessons, assessments & daily formative assessments resulting in students performing at 70% approaches, 36% meets, & 20% masters on the district Reading interim assessments (CBA) and 76% approaches, 40% meets & 18% masters on Math interim assessments (CBA)	Students will perform at 70% approaches, 36% meets & 20% masters on the district Reading interim assessments (CBA) and 76% approaches, 40% meets & 18% masters on Math interim assessments (CBA)	
<b>Barriers to Address During this Cycle</b>	On boarding of new teachers, ensuring teacher fidelity to creating aligned lesson plans with a strong aligned daily formative assessment while teaching in the virtual learning environment combined with teaching student in-person.	Administrators following a dedicated daily schedule to monitor instruction	
<b>District Actions for this Cycle</b>	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, and Professional Learning Networks	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, and Professional Learning Networks	
<b>District Commitment Theory of Action</b>	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If....then,



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

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>As a campus we achieved the 5.1 desired outcome of having the teachers write strong aligned lesson. However that did not result in the desired performance on the CBAs. The 5.3 outcome was not met due to majority of the students being virtual and the teachers trying to balance both in person and virtual teaching.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>The Student performance goal was not met due to the hybrid teaching model the teachers are encountering along with a large majority of the students being virtual.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Utilize campus-wide daily formative assessment tracking tool. Professional Development on checking for understanding.</p>	<p>Incorporate teachers using a daily warm-up to spiral previous learning to ensure students retain the material.</p>



### CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers creating objective-aligned lessons, common assessments (unit test) and daily formative assessments (exit tickets) that assess the students mastery of the taught skill resulting in students performing at 70% approaches, 36% meets & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR	Teachers will monitor and adjust instruction as well as use data from the common assessments (unit test, CBAs) and formative assessments (exit tickets) to determine needs resulting in students performing at 70% approaches, 36% meets, & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR.	
<b>Desired 90-day Outcome</b>	Teachers create and administer strong, aligned lessons, assessments & daily formative assessments with fidelity resulting in students performing at 70% approaches, 36% meets, & 20% masters on the district Reading interim assessments (CBA) and 76% approaches, 40% meets & 18% masters on Math interim assessments (CBA)	Teachers will use data to continue the planning process resulting in students performing at 80% meets on daily formative assessments for Reading and Math as well as 70% approaches, 36% meets & 20% masters on the district Reading interim assessment and 76% approaches, 40% meets & 18% masters on the district Math interim assessments given at the end of the 9 weeks.	
<b>Barriers to Address During this Cycle</b>	Teachers not administering the planned daily formative assessments, teachers not administering the formative assessment correctly,	Teacher buy-in	
<b>District Actions for this Cycle</b>	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, and Professional Learning Networks	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, and Professional Learning Networks	
<b>District Commitment Theory of Action</b>	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If....then,



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

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>As a campus we achieved the 5.1 desired outcome of having the teachers write strong aligned lessons. However that did not result in the desired performance on the CBAs. The 5.3 outcome was met. Teachers used data to plan. However that did not result in the desired performance on CBAs.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>The Student performance goal was not met due to the hybrid teaching model the teachers are encountering along with a large majority of the students being virtual.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Incorporate teachers using a daily warm-up to spiral previous learning to ensure students retain the material. Monitoring of daily formative assessments and providing feedback</p>	<p>Track data for TEKs mastery and hold parent conferences with students who are not meeting data goals.</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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers creating objective-aligned lessons, common assessments (unit test) and daily formative assessments (exit tickets) that assess the students mastery of the taught skill resulting in students performing at 70% approaches, 36% meets & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR	Teachers will monitor and adjust instruction as well as use data from the common assessments (unit test, CBAs) and formative assessments (exit tickets) to determine needs resulting in students performing at 70% approaches, 36% meets, & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR.	
<b>Desired 90-day Outcome</b>	Teachers will continue to create and administer strong, aligned lessons, assessments & daily formative assessments with fidelity resulting in students performing at 70% approaches, 36% meets, & 20% masters on the district Reading interim assessments (CBA) and 76% approaches, 40% meets & 18% masters on Math interim assessments (CBA)	Teachers will continue using data to continue the planning process resulting in students performing at 80% meets on daily formative assessments for Reading and Math as well as 70% approaches, 36% meets & 20% masters on the district Reading interim assessment and 76% approaches, 40% meets & 18% masters on the district Math interim assessments given at the end of the 9 weeks.	
<b>Barriers to Address During this Cycle</b>	Administrators balancing daily calendar to ensure active monitoring of planning, instruction and administration of formative assessments protocols through the use of the feedback coaching cycle.	Administrators balancing daily calendar to ensure active monitoring of planning, instruction and administration of formative assessments protocols through the use of the feedback coaching cycle.	
<b>District Actions for this Cycle</b>	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, and Professional Learning Networks	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, and Professional Learning Networks	
<b>District Commitment Theory of Action</b>	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If the principal supervisor provides regular coaching to the principal and admin team around the campus's theory of action then the campus will make gains.	If....then,

## 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
Student conferences	2	March - May	N/A	Administration	Data trackers	Jun-21	Some Progress	Develop a specific schedule to ensure
Continuation of individual action plans based on data	2	March - May	N/A	Instructional Coaches	Growth on all formative assessment	STAAR Results	Met	None needed
Track data for TEKS mastery and hold parent conferences with students who are not meeting data goals.	1,2	March - May	Google Form	Teachers	Formative assessment data, District CBAs & Benchmarks	STAAR Results	Significant Progress	Most teachers tracked the data.



**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>As a campus the 5.1 desired outcome was not met. The teachers continued writing strong aligned lessons, assessments and issuing daily formative assessments (exit tickets), however that did not result in the desired performance on the common assessments administrated. The 5.3 outcome was not met. The teachers used the data to guide their Tier I instruction however that did not results in the desired performance on the common assesements administrated.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, we did not acheive our student performance goals. We feel we failed to meet the goals due to the circumstances of this unusual year. With more than 50% of the student population learning remotely due to the COVID 19 pandemic instruction and learning was hindered. The results are not a rtrue eflection of our students academic ability.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Continuation of individual action plans based on data. Track data for TEKs mastery and hold parent conferences with students who are not meeting data goals.</p>	<p>Accountability piece is needed</p>

## END OF YEAR REFLECTION

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

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers will create and administer strong, aligned lessons, assessments & daily formative assessments with fidelity resulting in students performing at 70% approaches, 36% meets, & 20% masters on the district Reading interim assessments (CBA) and 76% approaches, 40% meets & 18% masters on Math interim assessments (CBA)	Teachers will monitor and adjust instruction as well as use data from the common assessments (unit test, CBAs) and formative assessments (exit tickets) to determine needs resulting in students performing at 70% approaches, 36% meets, & 20% masters on Reading STAAR and 76% approaches, 40% meets & 18% masters on Math STAAR.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>	No we did not. The campus did meet the desired outcome of creating aligned lesson, assessments and Formative assessments however due to COVID and approximately 50% of our students virtual. it did not result in the performance that we had hoped.	No we did not. However the teachers did montior and adjust instruction consistently.	



### CYCLE 4 90-DAY OUTCOMES (June-August)

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

Complete each section below:

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

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	Lack of alignment and depth and complexity to meet the TEKS in daily activities, common assessments and formative assessments (checks for understanding)	The campus needs protocols and systems around reviewing, tracking and monitoring data. As well as using that data to monitor and adjust instruction.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	Principal Teas, Parent-teacher conference, student data talks, Academic nights, PTA meetings	Principal Teas, Parent-teacher conference, student data talks, Academic nights, PTA meetings	
<b>Desired Annual Outcome</b>	Teachers will use the backwards design planning/ alignment to the TEKS, including the development of aligned exit tickets, weekly quizzes and 3,6,9 week assessments. The administrative team and instructional coaches will vet assessments to ensure they meet the depth and complexity of the TEKS.	Bi-monthly PLN meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data.	
<b>Desired 90-Day Outcome</b>	By the end of August, 100% of returning teachers will align their daily activities and student assessments, to include daily checks of understanding, to grade level standards (TEKS). 70% of new teachers will align their daily activities and student assessments, to include daily checks of understanding, to grade level standards (TEKS).	By the end of August, 100% of students in grades K-8th will have student trackers in place with evidence of learning, and goal setting. Additionally, at least 75% teachers will implement campus protocols surrounding planning, and adjusting instruction based on real-time student data.	

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>Teachers will be provided with professional development on backwards design planning process to build common assessments and formative assessments. The administrative team and instructional coaches will develop a vetting process to ensure the common assessments and formative assessments meet the depth and complexity of the TEKS.</p>	<p>Capacity will be built through professional development. Teachers, along with instructional coaches and administrations, will review disaggregated data to track and monitor the progress of all students. We will partner with the District provided Instructional Specialist.</p>	
<p><b>Barriers to Address throughout the year</b></p>	<p>Lack of protocols around vetting common assessments and formative assessments to ensure the rigor and alignment is there.</p>	<p>Administration struggles to balance the monitoring of ALL processes with the daily running of the school.</p>	
<p><b>District Actions for this Cycle</b></p>	<p>Instructional Specialist will provide support as needed.</p>	<p>Pacing guides will be provided. Instructional Specialist providing support.</p>	
<p><b>District Commitment Theory of Action</b></p>			

**ACTION PLAN**

