

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](#)

District Coordinator of School Improvement (DCSI) Name, Role:	
Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
JT Brackenridge Elementary	Eric Wicker, Senior Executive Director School Improvement
Campus Number:	Superintendent Name:
015907110	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	JT Brackenridge Elementary	Superintendent	Martinez, Pedro	Principal	Morales, Marco I.
District Number	015907	Campus Number	000000110	District Coordinator of School Improvement (DCSI)	Wicker, Eric	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	n/a	Was TAP Implementation Ordered or Voluntary?		ESC Support	Allen, Shannon

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Eric Wicker - 11/30/2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Marco I. Morales, 10/30/2020
Board Approval Date	14-12-2020	

DATA ANALYSIS

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

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

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: 61 Rationale: Historically, JT Brackenridge has remained in the 50-56 scale score range in Domain 1. Our last student achievement score in 2019 was 56 and based on the 4th nine weeks loss of instruction (COVID-19 slide), summer slide, and transitional/hybrid start of the 2020-2021 school year, we feel a goal of a 5 point scale score increase is attainable.</p> <p>Domain 2B: 70 Rationale: In the 2017-2018 school year, we achieved a 60 scale score. In the 2018-2019 school year, we achieved a 58 scale score. Based on the 4th nine weeks loss of instruction (COVID-19 slide), summer slide, and transitional/hybrid start of the 2020-2021 school year, we feel a goal of a 8 point scale score increase is attainable.</p> <p>Domain 3: 70 Rationale: Due to our historical levels of student achievement, we feel there are gaps we should be able to close per this targeted improvement plan. During the 2017-2018 school year, we achieved a scale score of 74. While we significantly dropped in this domain last year (43), we feel the teacher changes we have made, as well as having a targeted approach, we can set a goal to help push our overall accountability rating to a "C", keeping in mind the concerns mentioned in our first two goals (COVID-19).</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We need to focus on our Grade 4 writing. Our data is particularly low in this area, and it is impacting our student outcomes. We have set a goal for 50% approaches, 10% meets, and 5% masters. Additionally, we need to prioritize moving more of our students to the Meet's level across all courses. We have set a goal for 35% in Reading and 40% in Math. Lastly, our Grade 3 and 4 student population is struggling in all content areas, and we need to ensure we are supporting them with their achievement. Goals are listed in the student data tab.</p> <p>Domain 2B: We are prioritizing our Eco Dis population and their achievement across the board for Domain 2. We have set a goal for 35% meets in Reading and 40% meets in Math.</p> <p>Domain 3: We are targeting our Eco Dis, ELL +4 Yr Exit, and Sped Populations for Domain 3. As noted in the student data tab, our 2018-2019 results were close to achieving those targets, with scores of 30 and 31. We have set a goal for 40% in both areas. We also need to prioritize the achievement for our ELs as our campus' 2018-2019 TELPAS data is borderline, at 39%, and indicates a large portion of our ELs are not making adequate progress. Our goal has been set to 50%.</p>

If applicable, what goals has your campus set for CCMR and Graduation Rate?

n/a

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial 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	3.1	5.1	5.3
Rationale	The remote instruction/distance learning has created areas of concern to ensuring the vision, mission, goals, and values are aligned while adjusting our in-person high expectations for a safe environment.	The campus currently has expectations for daily/weekly lesson planning. Lesson plans are reviewed by administrators and teachers are provided feedback in a timely manner. Lesson plans submitted varied in specificity and quality in certain areas. Lesson plan samples did not include samples of exemplar responses for formative assessments.	Teachers meet weekly in a PLC and it is reflected on the master schedule. Teachers review student data alongside leadership team members. A campus Data Analysis Flowchart is used. Students track progress toward measurable goals through their goal binders. Individual student progress towards goal(s) was also posted in the data room. Plans for reteach, practice for reteach, and time for follow through are limited or in the beginning stages.
How will the campus build capacity in this area? Who will you partner with?	We will work together to develop campus safety plans and expectations. We will communicate these ideas to stakeholders and engage in a phased-in approach to in-person instruction. A teacher LEAD team will be established for safety and culture (systems) procedures. We will also partner with other campuses in the district as these plans are developed.	Our plan is to focus on formative assessments and developing applicable exemplars with teachers. We are also planning to build capacity in lesson planning to ensure there is more consistency on what is submitted and refined based on the campus expectations (clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses). We will partner with district support staff and instructional support staff from other campuses.	Our plan is to build off of practices in place from last year, such as weekly PLCs, utilizing data analysis protocols, and posting data/goals throughout the campus (in common areas, hallways, and classrooms). We will partner with district support staff, possible vendors that could assist with remote instruction/distance learning data collection, and other campuses who demonstrate success in this area.

Barriers to Address throughout this year	There are 3 new teachers to the campus, along with 5 new instructional assistants who need to be onboarded into the campus vision, mission, goals, and values. The school year is also set to start 100% remotely and then transition to in-person instruction as recommended by local health authorities with a phased-in approach.	One primary barrier for this essential action was the capacity of some staff members in creating objective-driven lesson plans. Another barrier is the feedback provided to teachers could be misaligned. Finally, the transition to remote instruction could reveal more capacity issues with lesson planning for synchronous and asynchronous instruction, along with difficulties in professional development due to restrictions on staff gatherings.	Some staff members have limited knowledge and skillset with data, especially those who are new to campus/teaching. Another barrier due to remote/distance learning is the validity or reliability of the data from beginning of the year assessments (MAP) due to students testing off-site.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	This priority will be communicated through virtual meetings, phone calls, and surveys requesting feedback and input. We will create buy-in through the collaboration with the LEAD team (teachers) that will help shape and provide feedback on new or adjusted safety and culture systems/procedures.	This priority will be communicated through teacher development meetings, PLCs, and individual debrief meetings. We will also review the ESF diagnostic report so teachers are aware of our progress in this lever/essential action. We will create buy-in by sharing teacher exemplars and providing opportunities for teachers to share and model their success in this priority focus.	This priority will be communicated through teacher development meetings, PLCs, and individual debrief meetings. We will also review the ESF diagnostic report so teachers are aware of our progress in this lever/essential action. We will create buy-in by sharing teacher exemplars and providing opportunities for teachers to share and model their success in this priority focus.
Desired Annual Outcome	All stakeholders share a common understanding of the vision, mission, goals, and values for a safe environment with high expectations as we transition back to 100% in-person learning through regular campus/stakeholder surveys/feedback. By the end of the 20-21 school year, stakeholder feedback will demonstrate an understanding and alignment of our vision, mission, goals, and values for a safe environment with high learning expectations.	100% of lesson plans build upon the previous year's successes and now include formative assessments, along with an accompanying exemplar. In addition, they are consistent in specificity and quality in key areas (objectives, time allotments, and lesson cycle--I do, We do, You do).	All teachers are sharing goals and progress toward goals with students so that 100% of in-person students are able to speak to at least 1 goal they are working towards. In addition, 100% of teachers submit action plans for reteaching, create data binders and participate in data analysis using our campus protocol, with follow up through targeted small-group intervention supports.
District Commitment Theory of Action	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). The district ensures that campus buildings are well maintained, safe, and conducive to learning.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. District policies and practices support effective instruction in schools.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days. The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners.

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 refresh a page, select the Refresh button and click the Freeze Data button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd - 6th	All	Reading	Approaches	STAAR	54%	47%	Local Benchmark Assessment	55	34	MAP MDY	55	38	STAAR	60	N/A	60%
		3rd - 6th	All	Reading	Meets	STAAR	23%	16%	Local Benchmark Assessment	25	12	MAP MDY	25	11	STAAR	35	N/A	35%
		3rd - 6th	All	Reading	Masters	STAAR	8%	5%	Local Benchmark Assessment	10	6	MAP MDY	10	4	STAAR	12	N/A	12%
		3rd Grade	All	Reading	Approaches/Meets/Masters	STAAR	56/29/13%	45/24/6%	Local Benchmark Assessment	60/30/15	45/18/11	MAP MDY	55/30/10	33/16/6	STAAR	65/35/15	N/A	65/35/15%
		4th Grade	All	Reading	Approaches/Meets/Masters	STAAR	54/21/6%	44/10/3%	Local Benchmark Assessment	60/30/10	32/4/0	MAP MDY	50/20/5	24/3/0	STAAR	60/30/8	N/A	60/30/8%
		5th Grade	All	Reading	Approaches/Meets/Masters	STAAR	63/26/9%	48/13/5%	Local Benchmark Assessment	65/30/15	35/8/2	MAP MDY	58/20/8	39/11/5	STAAR	68/30/10	N/A	68/30/10%
		6th Grade	All	Reading	Approaches/Meets/Masters	STAAR	42/15/5%	48/13/4%	Local Benchmark Assessment	50/20/10	26/10/6	MAP MDY	50/15/6	50/13/4	STAAR	55/18/8	N/A	55/18/8
		3rd - 6th	All	Mathematics	Approaches	STAAR	65%	30%	Local Benchmark Assessment	65	25	MAP MDY	50	27	STAAR	70	N/A	70%
		3rd - 6th	All	Mathematics	Meets	STAAR	29%	4%	Local Benchmark Assessment	30	5	MAP MDY	25	2	STAAR	40	N/A	40%
		3rd - 6th	All	Mathematics	Masters	STAAR	12%	2%	Local Benchmark Assessment	15	0	MAP MDY	10	0	STAAR	18	N/A	18%
		3rd Grade	All	Mathematics	Approaches/Meets/Masters	STAAR	57/19/5	28/10/2%	Local Benchmark Assessment	60/20/10	25/9/0	MAP MDY	45/15/5	21/2/0	STAAR	65/22/8	N/A	65/22/8
		4th Grade	All	Mathematics	Approaches/Meets/Masters	STAAR	56/11/13%	13/5/5%	Local Benchmark Assessment	60/35/15	8/0/0	MAP MDY	40/20/10	16/0/0	STAAR	60/32/15	N/A	60/32/15%
		5th Grade	All	Mathematics	Approaches/Meets/Masters	STAAR	63/26/9%	33/0/0%	Local Benchmark Assessment	65/30/15	25/7/0	MAP MDY	50/15/5	25/2/0	STAAR	68/30/10	N/A	68/30/10
		6th Grade	All	Mathematics	Approaches/Meets/Masters	STAAR	63/29/8%	39/2/0%	Local Benchmark Assessment	65/30/15	44/2/0	MAP MDY	55/15/5	42/6/0	STAAR	70/35/11	N/A	70/35/11
		5th Grade	All	Science	Approaches	STAAR	56%	n/a	Local Benchmark Assessment	55	40	MAP MDY	n/a	n/a	STAAR	65	N/A	65%
		5th Grade	All	Science	Meets	STAAR	36%	n/a	Local Benchmark Assessment	40	11	MAP MDY	n/a	n/a	STAAR	40	N/A	40%
		5th Grade	All	Science	Masters	STAAR	9%	n/a	Local Benchmark Assessment	10	2	MAP MDY	n/a	n/a	STAAR	10	N/A	10%
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	Local Benchmark Assessment	n/a	n/a	MAP MDY	n/a	n/a	STAAR	n/a	N/A	n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	Local Benchmark Assessment	n/a	n/a	MAP MDY	n/a	n/a	STAAR	n/a	N/A	n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	Local Benchmark Assessment	n/a	n/a	MAP MDY	n/a	n/a	STAAR	n/a	N/A	n/a

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	3.1	5.1	5.3
Desired Annual Outcome	All stakeholders share a common understanding of the vision, mission, goals, and values for a safe environment with high expectations as we transition back to 100% in-person learning through regular campus/stakeholder surveys/feedback. By the end of the 20-21 school year, stakeholder feedback will demonstrate an understanding and alignment of our vision, mission, goals, and values for a safe environment with high learning expectations.	100% of lesson plans build upon the previous year's successes and now include formative assessments, along with an accompanying exemplar. In addition, they are consistent in specificity and quality in key areas (objectives, time allotments, and lesson cycle--I do, We do, You do).	All teachers are sharing goals and progress toward goals with students so that 100% of in-person students are able to speak to at least 1 goal they are working towards. In addition, 100% of teachers submit action plans for reteaching, create data binders and participate in data analysis using our campus protocol, with follow up through targeted small-group intervention supports.
Desired 90-day Outcome	Transition from 100% remote learning to a phased-in approach to in-person learning, ensuring scholars' safety, along with high expectations and soliciting parent feedback per teacher/parent conferences and our family/community engagement specialist.	Lesson plan submission/feedback continues now focusing on 'being detailed' and having "aligned execution", as evidenced by at least 80% of lesson plans provided feedback from the instructional coaches.	Data analysis/reteach plans are completed for CBA 1 with feedback provided by the ILT. Grade level/classroom goals are known and posted, with progress towards goals documented. Aligning goals to MAP and computer support programs (i-Station and Imagine Math) for all learners (in-person and remote).
Barriers to Address During this Cycle	With remote work currently in place and the transition to in-person duty beginning soon, we will need to ensure a LEAD safety team is established and we plan for a safe transition back to campus. This plan needs to be created/communicated to faculty, parents, and the community. We have also acquired new staff this year due to teacher turnover. We need to be sure that new teachers/staff are given opportunities to internalize the vision, mission, goals, and values (motto). We also need to reinforce this with returning teachers/staff. Finally, not all scholars are fully aware of our mission, vision, goals and motto, so we need to ensure there are processes in place to establish a sense of ownership/belonging for scholars so they are able to speak to our culture as well.	With over 30 teacher lesson plans to review weekly, we need to be sure that the responsibilities are divided equitably so that the instructional leadership team has time dedicated to provide feedback on lesson plans. Because our feedback will be getting more specific with teachers based on our established success criteria, we also need to be sure that teachers are aware of expectations and receptive to receiving feedback on their lesson plans.	This year has caused a lot of transitions and changes to systems and procedures that are typically in place. Because of this we need to ensure district assessments are provided in a timely manner and aligned to rigor for all grade levels in Reading and Math (Writing and Science for 4th, 5th). In addition, the ILT (instructional coaches and master teachers) will need to create campus-based assessments to progress monitor. Teachers are currently engaged with remote learning and will transition to a hybrid of in person and remote learning. Juggling these two tasks will create difficulties in keeping up with the curriculum scope/sequence, so we will need to plan support from District Specialists so our assessment data is valid and representative of student progress. Finally, our teachers are at different levels of data-driven instruction, with some more effective than others. This means we will need to ensure our coaching and support of teachers is differentiated and informed by data as well.
District Actions for this Cycle	District leadership will conduct classroom walkthroughs and provide feedback on how routines, procedures, policies, and student artifacts align with the school vision.	A District Educational Systems Analyst will provide professional development on how to analyze MAP and iStation data to identify gap in learning and plan for differentiated instruction that addresses these gaps.	District Instructional Specialists will meet weekly with grade-level teams to analyze data, identify trends and root causes for misconceptions, and support the creation of daily lesson plans.

District Commitment Theory of Action	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). The district ensures that campus buildings are well maintained, safe, and conducive to learning.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. District policies and practices support effective instruction in schools.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days. The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners.
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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized 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
Establish LEAD Safety team to create and revise campus systems, procedures, and routines for transitioning to in-person instruction.	3.1	8/24/2020 - 9/8/2020	Teacher Declaration on returning, district guidance documents	Principal Morales	LEAD Safety Team identified and transition plans created	9/8/20	Complete	Remaining flexible and fluid based on local health orders/guidance
Onboard new teachers to the campus with pre-existing vision, mission, and value statements, while reviewing/refining those statements with the Campus Leadership Team (CLT).	3.1	8/10/2020 - 6/18/2021	Campus documents, Meeting agendas	Leadership Team	Meeting minutes, Mentor activities	Ongoing	Some Progress	Continue to reinforce, with all staff, the vision, mission, and values, in addition to new/revised systems, procedures, and routines.
Create and share virtual announcements for all learners (in-person and remote) with a process for participation (Flipgrid) and messages of improving self-efficacy.	3.1	8/24/2020 - 6/17/2021	Teacher and scholar participation, Google drive, Flipgrid	Teacher (Ms. Jackson) and Instructional Coach Martinez	Virtual announcements videos	Ongoing	Some Progress	Mission and vision statement need to be included and read by scholars. Scholar news crew in development to begin sometime in January.
PD informing teachers of expectations regarding the lesson plan feedback cycle's year 2 focus: being detailed (objectives, time allotments, lesson cycle) and aligned execution.	5.1	9/14/2020 - 9/18/2020	Lesson plan templates, PD materials, Effective Schools Framework	ILT - Instructional Coaches	Emails w/ lesson plan feedback and final drafts submitted to Google Classroom	Ongoing (beginning formally September 28th)	Some Progress	Most lesson plans are being submitted per expectations. Continue to focus in on objectives, time allotments, and a clear lesson cycle.

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>For each of the prioritized focus areas, we overall achieved our 90-day outcomes, with some exceptions. We have transitioned back to about 40% of in-person learners, varying between grade levels. Lesson plans are being submitted and provided feedback based on our "look fors". CBAs have been completed, teachers are submitting action plans, and goals are posted in classrooms. We are still working towards aligning goals to MAP and the computer support programs being utilized (i-Station and Imagine Learning Math).</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Most of our student performance goals have not been met. We attribute this to developing our instructional practices for hybrid teaching/learning. We also know that not all scholars' data has been included due to difficulties of assessing remote scholars who are hard to reach/engage. Finally, we do see some progress compared to our 2020 baseline data, so in some areas, there are pockets of success.</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 be carrying over some of the action steps to Cycle 2, such as our announcements, meeting with district specialists, and meetings with instructional coaches concerning identified teachers per the data. We will continue some of the milestones that are on track as well, such as developing/onboarding new teachers and lesson plan/feedback cycle.</p>	<p>We will be adding action steps regarding aggressive monitoring of in-person learners to work towards closing instructional gaps in reading and math. We will also include action steps that focus on a "love of literacy" on the campus.</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	3.1	5.1	5.3
Desired Annual Outcome	All stakeholders share a common understanding of the vision, mission, goals, and values for a safe environment with high expectations as we transition back to 100% in-person learning through regular campus/stakeholder surveys/feedback. By the end of the 20-21 school year, stakeholder feedback will demonstrate an understanding and alignment of our vision, mission, goals, and values for a safe environment with high learning expectations.	100% of lesson plans build upon the previous year's successes and now include formative assessments, along with an accompanying exemplar. In addition, they are consistent in specificity and quality in key areas (objectives, time allotments, and lesson cycle--I do, We do, You do).	All teachers are sharing goals and progress toward goals with students so that 100% of in-person students are able to speak to at least 1 goal they are working towards. In addition, 100% of teachers submit action plans for reteaching, create data binders and participate in data analysis using our campus protocol, with follow up through targeted small-group intervention supports.
Desired 90-day Outcome	Vision, mission, goals, and values are reviewed and refined through campus leadership team (CLT), then faculty, then community, and finally back with CLT for approval.	At least 80% of lesson plans include exit tickets for at least 2-3 days of the week, with formative assessments planned for each overall lesson unit in grades 3 through 6.	Individual student goals are known by students and kept in data folders, with progress towards goals documented. Aligning goals to MAP and computer support programs (i-Station and Imagine Math) for all learners (in-person and remote). Action plans are created and executed, closing gaps in student expectations.
Barriers to Address During this Cycle	1) Gathering input from all staff and community through remote meetings, 2) Including all input into the revised statements, while ensuring it is meaningful and internalized by staff/scholars.	1) Planning time for teachers to work together on developing the exit tickets and formative assessments to be used, 2) Resources to develop exit tickets and formative assessments for grades 3 through 6.	1) Supporting remote learners with their goals and progress monitoring their goals, 2) Time for teachers and instructional coaches to collaborate with district specialists on action plans based on data.
District Actions for this Cycle	District leadership will conduct classroom walkthroughs and provide feedback on how routines, procedures, policies, and student artifacts align with the school vision.	A District Educational Systems Analyst will provide professional development on how to analyze data to identify gaps in learning and how to use the data to plan differentiated instruction to address those gaps.	District Instructional Specialists will meet weekly with grade-level teams to analyze data, identify trends and root causes for misconceptions, and support the creation of TEKS-aligned daily lesson plans.

District Commitment Theory of Action	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). The district ensures that campus buildings are well maintained, safe, and conducive to learning.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. District policies and practices support effective instruction in schools.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days. The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners.
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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Meet with CLT team to review vision, mission, goals, and values using a refinement protocol where each member can contribute and provide input.	3.1	12/14/20	Campus statements, refinement protocol, tech tools for collaborating remotely	Principal Morales	CLT meeting minutes and refinement participation	12/14/20	Met	Will continue to revise/refine as needed
Create and share virtual announcements for all learners (in-person and remote) with a process for participation (Flipgrid) and messages of improving self-efficacy.	3.1	8/24/2020 - 6/17/2020	Teacher and scholar participation, Google drive, Flipgrid	Teacher (Ms. Jackson), Instructional Coach Martinez, other teacher/student volunteers	Virtual announcements videos	Ongoing	Met	Scholars are involved, but we will continue to work on improving the product and ensuring consistency.
Meet with faculty to share revisions to vision, mission, goals, and values from CLT to seek additional input/feedback using a large group refinement protocol.	3.1	1/11/21	Campus statements, large group refinement protocol, tech tools for collaborating remotely	Principal Morales	Faculty feedback/products	1/11/21	No Progress	This will be moved to Cycle 3 and meeting scheduled for April/May.
Meet with community to share refined vision, mission, goals, and values from CLT/Faculty and solicit input/feedback, in addition to using surveys for input/feedback.	3.1	2/8/2021 - 2/12/2021	Google forms, tech tools for collaborating remotely	Principal Morales & Family and Community Engagement Specialist	Meeting sign-in, Google form data/responses	2/19/21	Some Progress	Parent surveys are ongoing and results will be made available in March/April.
Provide planning time for grade levels to meet and collaborate with instructional coaches and district specialists in creating exit tickets/spiral review, along with unit assessments that progress monitor previously taught TEKS per November CBA data.	5.1	12/3/2020 - 12/4/2020	District curriculum resources, assessment resources	ILT - Instructional Coaches	Lesson plans with exit tickets/spiral review, unit assessments	12/9/20	Significant Progress	3rd through 6th grade have met and will continue to meet, now adjusting to MOY MAP data.

<p>Meet with District data specialist during PLC to review and analyze data reports, leading to a follow-up planning PLC with teachers, per grade level to determine next steps and action plans.</p>	<p>5.3</p>	<p>11/30/2020 - 12/11/2020</p>	<p>District data reports, action plan templates</p>	<p>ILT - Instructional Coaches</p>	<p>Completed action plans</p>	<p>12/11/20</p>	<p>Met</p>	<p>Refinements and adjustments to plans are ongoing. Will have individual data conferences with teachers.</p>
<p>Utilizing BOY MAP data (MOY MAP, if available), November CBA data, and iStation/Imagine Learning Math data, we will develop and communicate individual goals for scholars that will be documented in data folders for in-person learners and through Canvas for remote learners.</p>	<p>5.3</p>	<p>1/25/2021 - 2/5/2021</p>	<p>Multiple data reports, folders, scholar-friendly data tracking templates</p>	<p>ILT - Instructional Coaches, Teachers</p>	<p>Completed data folders</p>	<p>2/5/21</p>	<p>Some Progress</p>	<p>Data is available, but meetings with teachers have been pushed to late March, data binders will also be created.</p>

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?	For each of the prioritized focus areas, some progress was made, but 90-day outcomes were not achieved. We have transitioned back to over 50% of in-person learners, varying between grade levels. Time management because of COVID or weather delayed meetings with faculty and the community, though we plan on rescheduling. Lesson plan feedback cycle continues to progress, with planning time and support from district specialists available. MOY MAP has been completed, teachers are submitting action plans, and EOY goals were determined. The ILT plans to meet with individual teachers to ensure data binders begin to take shape and individual goals for in-person learners are documented and supported.
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No because we revamped our method of assessment and testing due to COVID, MAP expectations this year, and in-person versus remote testers. Data analysis began immediately in PLC after testing was complete. Alignment to STAAR remains a concern/unknown due to COVID. However, teachers continue to provide direct instruction, small group intervention, and tutorials to in-person scholars daily.
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Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	We will be carrying over some of the action steps to Cycle 3, such as meeting with the faculty and community to discuss culture statements. We will also carry over the use of MOY MAP data, analyzing to create intervention plans and adjusting data folders to data binders, as well as individual conferences.	We will be adding new action steps such as the inclusion of our literacy support program, based on data, to drive instruction in Kinder through 3rd grade, working with our district literacy specialist as well.

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	TRUE	5.1	5.3
Desired Annual Outcome	All stakeholders share a common understanding of the vision, mission, goals, and values for a safe environment with high expectations as we transition back to 100% in-person learning through regular campus/stakeholder surveys/feedback. By the end of the 20-21 school year, stakeholder feedback will demonstrate an understanding and alignment of our vision, mission, goals, and values for a safe environment with high learning expectations.	100% of lesson plans build upon the previous year's successes and now include formative assessments, along with an accompanying exemplar. In addition, they are consistent in specificity and quality in key areas (objectives, time allotments, and lesson cycle--I do, We do, You do).	All teachers are sharing goals and progress toward goals with students so that 100% of in-person students are able to speak to at least 1 goal they are working towards. In addition, 100% of teachers submit action plans for reteaching, create data binders and participate in data analysis using our campus protocol, with follow up through targeted small-group intervention supports.
Desired 90-day Outcome	End of year campus/stakeholder surveys/feedback demonstrate an increase in overall satisfaction, with highlights on safe environment and high expectations compared to previous years. By the end of cycle 3, survey data will indicate progress and growth in our learning environment, campus culture, and scholar/community perceptions.	100% of teachers submit weekly lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	60-80% of scholars achieving their expected growth goals per EOY MAP data.
Barriers to Address During this Cycle	1) Ensuring there is enough participation from stakeholders regarding surveys.	1) Teachers being aware of all expectations for lesson plans and submitting online consistently.	1) Assessing with fidelity depending on whether scholars are in-person or remote.
District Actions for this Cycle	District leadership will conduct classroom walkthroughs and provide feedback on how routines, procedures, policies, and student artifacts align with the school vision.	District Instructional Specialists will collaborate with campus Leadership Team to establish an Instructional Support Team that will provide individualized coaching to teachers on goal setting, data analysis, and lesson planning.	District Instructional Specialists will meet weekly with grade-level teams to support the creation of TEKS aligned lesson plans and daily formative assessments.

District Commitment Theory of Action	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). The district ensures that campus buildings are well maintained, safe, and conducive to learning.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. District policies and practices support effective instruction in schools.	For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days. The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners.
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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop survey or utilize district survey to assess overall satisfaction from stakeholders regarding the vision, mission, goals and values of the campus, in addition to providing a safe environment and high expectations.	3.1	3/24/21	Survey templates, Google forms	Family and Community Engagement Specialist	Survey	3/31/21	Met	Participation in the survey was low from parents (though many students provided feedback). Reflecting on providing another opportunity or following up with parents.
Distribute survey to all in-person and remote learners/families.	3.1	4/14/21	Survey, Google form	Family and Community Engagement Specialist	Survey data, Google responses	4/30/21	Met	Participation in the survey was low from parents (though many students provided feedback). Reflecting on providing another opportunity or following up with parents.
Meet with faculty to share revisions to vision, mission, goals, and values from CLT to seek additional input/feedback using a large group refinement protocol.	3.1	4/11/21	Campus statements, large group refinement protocol, tech tools for collaborating remotely	Principal Morales	Faculty feedback/products	4/11/21	Some Progress	Continue to involve CLT in decision making and refinement of the vision, mission, goals and values.

Create and develop a self-check list for lesson plan submission, ensuring all expectations are included.	5.1	4/1/21	Effective Schools Framework regarding 5.1, Lesson plan template, Google form	ILT - Instructional Coaches	Google responses	4/5/21	Some Progress	Planning for remote learners and in-person learners presented challenges, so we are planning to continue this action step for next year, without remote learning.
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Meet 1 on 1 with teachers, as needed, if lesson plan submissions are not consistent with the expectations, providing support where able.	5.1	4/31/2021	Lesson plans, ESF regarding 5.1, Get Better Faster	Principal Morales	Meeting summaries	As needed (beginning 3/22/2021)	Some Progress	Conferences held when needed for teachers not on track with lesson plan feedback cycle. However, exemplar and checklist need to be created/ revised.
Use a lesson plan exemplar with teachers to review expected components and support as needed.	5.1	4/31/2021	Exemplar lesson plan, ESF expectations for 5.1	ILT - Instructional Coaches	Lesson plans	Ongoing (beginning 4/31/2021)	No Progress	Lesson plan exemplar needs to be created to better facilitate proper coaching and development.
Observation and feedback on targeted small-group interventions during the dedicated master schedule time, after school, or Saturday school (if applicable).	5.3	3/24/21	Action plans, observation/ feedback protocols	ILT	Feedback provided	Ongoing (beginning 3/24/2021)	Some Progress	Observations conducted, with feedback provided, but follow up needs to be included to demonstrate improvement in practice.
Meet with district support specialists and data specialists to determine best strategy for ensuring validity to assessment results regarding in-person and remote learners.	5.3	4/28/21	Guidelines or expectations from the district accountability/ testing department	Campus Testing Coordinator	Assessment plan	5/5/21	Met	Training and information presented to teachers who would be administering assessments to remote learners.
Utilize the Springboard Learning Accelerator program with our K-3rd grade in-person scholars to provide explicit, systematic phonics interventions.	5.3	3/1/2021 - 5/28/2021	SLA instructional materials and provider support, time for lessons	Instructional Coaches, SLA Program Coordinator	Attendance tracking, parent participation tracking, classroom observation and feedback emails	5/28/21	Significant Progress	Teachers engaged in program/lessons and feedback was positive. Many struggling scholars (emerging readers) demonstrated progress. Planning towards sharing resources with grade 4 and 5.
Teachers will have time during our weekly PLCs to discuss student progress, common misconceptions, and to plan for interventions.	5.3	3/22/2021 - 5/21/2021	SLA instructional materials and provider support, time for lessons	Instructional Coaches	PLC minutes and minutes from SLA check-in meetings	Ongoing (beginning 3/22/2021)	Some Progress	PLCs shifted towards more autonomy for teachers to share knowledge, collaborate, and facilitate their own PLC. Some grade levels did this better than others. Training and models planned for next year.

<p>With the support of our Reading IS, Ms. Villagomez, and the ILT, teachers will implement the Lotta Lara protocol to improve fluency and comprehension.</p>	<p>5.3</p>	<p>Week of 3/1/2021</p>	<p>District specialist, planning documents, Lotta Lara support materials</p>	<p>District specialist, Instructional Coaches</p>	<p>Classroom observation and feedback emails, MAP Fluency Progress Monitoring</p>	<p>Ongoing (beginning 3/1/2021)</p>	<p>Some Progress</p>	<p>Scheduling conflicts with district reading specialist required adjusting the timeline, resulting in pushing this back for next year.</p>
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REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	For each of the prioritized focus areas, progress was made. 90-day outcome for 3.1 appear to have been met based on stakeholder feedback, though parent participation was low. 90-day outcome for 5.1 was partially met with 100% of teachers submitting lesson plans weekly and receiving feedback, though not all expected components were included in lesson plans. 90-day outcome for 5.3 is not yet determined as the End of Year assessment window for MAP was adjusted and is currently underway.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Due to changes in district calendar and campus scheduling, a mock assessment was not administered and there is no data available for Cycle 3. We are currently in our End of Year MAP administration window so data is not available. We did not engage in a Mock/Simulation STAAR assessment.	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	We will be reflecting on and revising action steps that had "no progress" or "some progress" around Effective Instruction, 5.1 and 5.3. Overall we need to improve in our lesson planning and data-driven instruction. We will revisit our implementation of data binders at the teacher level and lesson plan exemplar with 1 on 1 teacher conferences for lesson plan expectations.	We will be adding new action steps such as data conferences with individual teachers at the beginning of the year and after each nine week period. We will also be adding action steps regarding observation and feedback alignment per campus expected instructional strategies.

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	3.1	5.3	5.1
Desired Annual Outcome	All stakeholders share a common understanding of the vision, mission, goals, and values for a safe environment with high expectations as we transition back to 100% in-person learning through regular campus/stakeholder surveys/feedback. By the end of the 20-21 school year, stakeholder feedback will demonstrate an understanding and alignment of our vision, mission, goals, and values for a safe environment with high learning expectations.	All teachers are sharing goals and progress toward goals with students so that 100% of in-person students are able to speak to at least 1 goal they are working towards. In addition, 100% of teachers submit action plans for reteaching, create data binders and participate in data analysis using our campus protocol, with follow up through targeted small-group intervention supports.	100% of lesson plans build upon the previous year's successes and now include formative assessments, along with an accompanying exemplar. In addition, they are consistent in specificity and quality in key areas (objectives, time allotments, and lesson cycle--I do, We do, You do).
Did the campus achieve the desired outcome? Why or why not?	Based on multiple survey data, we feel that the campus did achieve the desired outcome to some degree. The complications of remote learning, in-person learning, and inconsistent attendance presented challenges, but due to district support and partnerships with local organizations, we were able to provide weekly COVID-19 screening and ensured a safe environment.	Unfortunately we did not achieve this outcome with all teachers and all scholars. While some teachers did share goals and discuss progress toward goals with scholars, new teachers required more support. In addition, while data conferences were conducted with all teachers after the 3rd nine weeks, they were not all able to create data binders. This priority area and essential action will be a focus for next year.	While all lesson plans did improve upon previous year's successes, they all did not include the expected outcomes. Again, new teachers required more support in this area, being new to lesson planning. The added complication of remote planning and in-person planning also created difficulties in achieving this goal. This priority area and essential action will also be a focus for next year.

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
Essential Action	5.1	5.3	
Rationale	The campus currently has expectations for daily/weekly lesson planning. Lesson plans are reviewed by administrators and teachers are provided feedback in a timely manner. Lesson plans submitted continue to vary in specificity and quality in certain areas. Lesson plan samples did not include samples of exemplar responses for formative assessments. Exemplar plan or self-assess checklist, including elements of success, is not available for teacher guidance/support.	Teachers meet weekly in a PLC and it is reflected on the master schedule. Teachers review student data alongside leadership team members at standard checkpoints (BOY, MOY). A campus Data Analysis Flowchart is used inconsistently. Some students track progress toward measurable goals through their goal binders/folders. Individual student progress towards goal(s) was not posted in the data room as in years past. Plans for reteach, practice for reteach, and time for follow through are limited or in the beginning stages.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	This priority will be communicated through teacher development meetings, PLCs, and individual debrief meetings. We will also review the ESF diagnostic report so teachers are aware of our progress in this lever/essential action. We will also review current MAP and STAAR achievement/progress data. We will create buy-in by sharing teacher exemplars and providing opportunities for teachers to share and model their success in this priority focus.	This priority will be communicated through teacher development meetings, PLCs, and individual debrief meetings. We will also review the ESF diagnostic report so teachers are aware of our progress in this lever/essential action. We will also review current MAP and STAAR achievement/progress data. We will create buy-in by sharing teacher exemplars and providing opportunities for teachers to share and model their success in this priority focus.	

<p>Desired Annual Outcome</p>	<p>100% of lesson plans include formative assessments for Math (exit ticket) and for Reading (writing response), along with an accompanying exemplar. In addition, they are consistent in specificity and quality in key areas (objectives, time allotments, and lesson cycle- I do, We do, You do, with You do also containing small group instruction).</p>	<p>All teachers are sharing goals and progress toward goals with students so that 100% of students are able to speak to at least 1 goal they are working towards (either reading or math). In addition, 100% of teachers progress monitor and adjust instruction based on data, and participate in data conferences at BOY and after each nine week cycle.</p>	
<p>Desired 90-Day Outcome</p>	<p>Establish systems, processes, or protocols to engage teachers when the school year begins around our next steps with lesson planning. Brainstorm actions that could be taken to overcome barriers. Identify training or professional development to support teachers with formative assessments, the lesson cycle, and our expectations.</p>	<p>Establish systems, processes, or protocols to engage teachers when the school year begins around our next steps with data-driven instruction. Brainstorm actions that could be taken to overcome barriers. Identify training or professional development to support teachers with data-driven instruction and our expectations.</p>	
<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>Our plan is to focus on formative assessments, specifically exit tickets, and developing applicable exemplars with teachers. We are also planning to build capacity in lesson planning to ensure there is more consistency on what is submitted and refined based on the campus expectations (clear objectives, opening activities, time allotments that indicate the amount of time spent on each section of the lesson cycle, a clearly defined curricular goal, and including small group instruction). We will partner with district support staff and instructional support staff from other campuses.</p>	<p>Our plan is to build off of practices in place from last year, such as weekly PLCs, utilizing data analysis protocols, and posting data/goals throughout the campus (in common areas, hallways, and classrooms). We will partner with district support staff, possible vendors that could assist with remote instruction/distance learning data collection, and other campuses who demonstrate success in this area.</p>	
<p>Barriers to Address throughout the year</p>	<p>One primary barrier for this essential action was the capacity of some staff members in creating objective-driven lesson plans. Another barrier is the feedback provided to teachers could be misaligned. Finally, time available for planning.</p>	<p>Some staff members have limited knowledge and skillset with data, especially those who are new to campus/teaching. Another barrier could be time to analyze and progress monitor. Finally, systems/processes/protocols for student ownership of data could need support.</p>	
<p>District Actions for this Cycle</p>	<p>The principal supervisor will leverage district stakeholders and resources to provide professional learning opportunities and systems of observation and feedback to campus leadership on the level of implementation.</p>	<p>The principal supervisor will leverage district stakeholders and resources to provide professional learning opportunities and systems of observation and feedback to campus leadership on the level of implementation.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. District policies and practices support effective instruction in schools.</p>	<p>For assessments that are district provided and graded, if the district ensures that schools receive detailed reports within two instructional days. The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners.</p>	

ACTION PLAN

