

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

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

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

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

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

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

[DCSI Job Description](#)

Campus Name:		District Coordinator of School Improvement (DCSI) Name, Role:	
Dorie Miller		Eric Wicker - Senior Executive Director	
Campus Number:		Superintendent Name:	
015907153		Pedro Martinez	
Date:			

Monday, November 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	Campus Name	Dorie Miller	Superintendent	Pedro Martinez	Principal	Christine A. Weiland
District Number	015907	Campus Number	015907153	District Coordinator of School Improvement (DCSI)	Eric Wicker	ESC Number	20
Is this a Turnaround Implementation Plan?	no	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Shannon Allen

ASSURANCES

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Eric Wicker - 11/30/2020
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.	Christine A. Weiland 11/30/2020
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://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: 72% Approaches, 45% Meets, 19% Masters (45 raw score will scale to an 82) Rationale: These goals were set based on 2019 STAAR results, two years of MAP data, and current BOY MAP data. Domain I goals will move our campus from a D to a C. They will also contribute to being removed as a campus that has been identified for targeted support and improvement.
	What changes in student group and subject performance are included in these goals?	Domain 2B: Part A Growth is set at 77% overall (will scale to an 83) and Part B Relative Performance is a 45 (will scale to an 82) based on a 90% eco. dis. population Rationale: These goals were set based on 2019 STAAR results, two years of MAP data, and current BOY MAP data. Domain II goals will move our campus from a C to a B
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Domain 1: Student performance goals were increased by a minimum of 5% for each subject and student group. Goals for subjects were based on appropriate data. All student reading: 44% @ meets All student math: 46% @meets Domain 2B: Part A Growth has been set to affect growth in all student groups in math and reading. Part A - increase reading by 6 points, math by 1 point Domain 3: Goals were set to impact all students groups in academic achievement and growth in reading and math. In addition, our goal includes meeting

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full 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 - Planning for Implementation
5.3 Data-driven instruction.	5 - Full 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	2.1	5.1	
Rationale	The campus struggles with finding quality applicants for instructional positions yearly due to the hiring process, although some issues are being addressed with improved practices in the central office of talent management. There is always a time crunch during hiring season because of contracting time periods for administrators. Also, we have never felt we had enough time to spend with our new teachers once we start back in the Fall. New teachers spend a week in new teacher orientation and a week back on campus before the kids start. That week is jam packed full of PD and meetings, leaving little time for new teachers to spend time with admin or mentors. This leaves teachers feeling a bit isolated and struggling to learn all of the new things about their campus and their role. Finally, although the district has a mentoring program, we often feel it is not aligned with the way we wish to work with our teachers, so it becomes a compliance piece rather than a mentoring tool.	TEA has added additional components to the lesson plan expectations when they implemented the ESF. Therefore, we will be re-visiting our lesson plan format and template so that they include the ESF components of clear objectives, opening activities, time allotments, differentiated paths of instruction and daily formative assessments identified in our diagnostic from 2019.	
How will the campus build capacity in this area? Who will you partner with?	We are putting several things into place this year to build capacity. First, we are working with our mentor teachers and ensuring that they are enrolled in and following the mentoring program of the district. This allows them to meet with new teachers in a timely manner and there is a process they must complete each time. In addition, administration is meeting with mentor teachers informally on a monthly basis to check-in on how things are going with the new staff. We are also meeting informally monthly with the new teachers to provide information, answer questions, and talk about instructional practice - with a focus on lesson planning and GRR. We will partner with CO as much as possible for the official mentor program, but at this time we waiting for that to begin and due to COVID it may be some time.	All changes will be made internally through PD and PLC work as there is no policy or funding sources available to build capacity. We will be partnering with our DCSI to ensure that we are meeting the recommendations as we move through this lesson plan development process.	

<p>Barriers to Address throughout this year</p>	<p>Barriers that exist include time constraints - time to meet, time to get mentors through the district mentor program, enough time to really spend with first-year teachers. Issues due to COVID add another barrier because nothing is set in stone and things change by the day. We are constantly pivoting to make new plans, set new guidelines, and provide new information to teachers, parents, and the central office. While obviously important, instruction is on the back-burner as everyone tries to figure out how to reopen schools. We are awaiting guidance from local and state to make decisions and take next steps.</p>	<p>The biggest barrier we have to our lesson planning is the district policy that limits the requirements for lesson plans. It prohibits the extensive planning requirements now required in ESF. In addition, SAISD has a teacher's alliance that monitors the lesson planning policy to ensure it is not being violated in any way. Another barrier will be teacher push-back or concern. Writing lesson plans is time intensive and adding additional pieces, especially during COVID because they are teaching both in-person and online simultaneously, teachers could voice concerns over the increased work.</p>	
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>We have communicated 2.1 as a priority to our lead team, Campus Leadership Team, mentor teachers, and the staff as a whole because we review all plans with all stakeholders every year. Buy-in to support new teachers is never a problem at Miller. Our Master Teachers are always willing to help new teachers with planning, instruction, assessment, and they pitch in to assist assigned mentor teachers all the time. Our CLT is very supportive and have been behind us with every step of our improvement process. For our new teachers, to create buy-in from them, we are all trying to be there for them. COVID has really impacted the emotional state of most of us and new teachers are struggling with that on top of the normal stressors. We drop everything to help them and spend as much time as they need. We hope this creates an atmosphere of support, creating buy-in for Miller and our program. We are also providing teacher-leader opportunities to allow everyone to engage in meaningful work that support the school and gets them involved in outreach and fun activities.</p>	<p>PD and meetings to talk about lesson planning are the primary sources of communication with teachers. This is a year long process so time will be spent reviewing and discussing formats and models in order for us to choose what works for Miller teachers. Buy-in will come with time and with communication. We do not need to hit teachers with several new things at one time, so we will pace out the development of the lesson plans.</p>	
<p>Desired Annual Outcome</p>	<p>Our desired outcome is that 100% our new teachers want to stay at Miller. They will have felt supported enough to be fully practicing, with accuracy and efficiency, the practices, procedures, and philosophies, as measured by T-TESS, of the Miller culture and instructional program.</p>	<p>Our desired outcome is that 100% of our teachers will be planning lessons that follow the ESF lesson plan guidelines, understand the reflective practice of lesson planning, and use the template and exemplar to plan lessons.</p>	
<p>District Commitment Theory of Action</p>	<p>If district policy and practices align with and promote positive school culture, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration to hire and maintain high quality staff.</p>	<p>If district policy and practices align with best practice for lesson planning, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration and teachers to support continued school improvement.</p>	

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 browser tab and click the Refresh/Queue 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	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	68%		CBA1	57%	50%	MOY MAP	62%	41%	STAAR	67%	55%	72%	
		All	All	Reading	Meets	STAAR	30%		CBA1	25%	18%	MOY MAP	30%	13%	STAAR	35%	24%	44%	
		All	All	Reading	Masters	STAAR	10%		CBA1	5%	4%	MOY MAP	10%	2%	STAAR	13%	10%	17%	
		All	All	Mathematics	Approaches	STAAR	77%		CBA1	65%	38%	MOY MAP	70%	33%	STAAR	75%	42%	80%	
		All	All	Mathematics	Meets	STAAR	41%		CBA1	30%	14%	MOY MAP	35%	6%	STAAR	40%	20%	46%	
		All	All	Mathematics	Masters	STAAR	26%		CBA1	10%	9%	MOY MAP	15%	2%	STAAR	20%	8%	25%	
		All	All	Science	Approaches	STAAR	51%		CBA1	45%	20%	MOY MAP	50%	N/A	STAAR	55%	24%	60%	
		All	All	Science	Meets	STAAR	33%		CBA1	25%	13%	MOY MAP	30%	N/A	STAAR	35%	3%	40%	
		All	All	Science	Masters	STAAR	16%		CBA1	7%	10%	MOY MAP	10%	N/A	STAAR	15%	0%	20%	
		All	All	Social Studies	Approaches	STAAR	N/A												
		All	All	Social Studies	Meets	STAAR	N/A												
		All	All	Social Studies	Masters	STAAR	N/A												
		All	All	Writing	Approaches	STAAR	60%		CBA1	50%	36%	MOY MAP	55%	N/A	STAAR	60%	29%	65%	
All	All	Writing	Meets	STAAR	20%		CBA1	15%	5%	MOY MAP	20%	N/A	STAAR	25%	18%	30%			
All	All	Writing	Masters	STAAR	6%		CBA1	5%	5%	MOY MAP	8%	N/A	STAAR	12%	0%	15%			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All	Reading	Meets	STAAR	30%		CBA1	30%	18%	MOY MAP	35%	13%	STAAR	40%	24%	45%	
		All	All	Mathematics	Meets	STAAR	41%		CBA1	35%	14%	MOY MAP	40%	6%	STAAR	45%	20%	50%	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ALL	ALL	ALL	STAAR	36		CBA1	32	21	MOY MAP	37	16	STAAR	42	23	45	
		All	EL	ALL	ALL	STAAR	48		CBA1	22	16	MOY MAP	27	12	STAAR	32	16	37	
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	31%		CBA1	27	16	MOY MAP	30	12	STAAR	33	16	36	

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1	5.1	0
Desired Annual Outcome	Our desired outcome is that 100% our new teachers want to stay at Miller. They will have felt supported enough to be fully practicing, with accuracy and efficiency, the practices, procedures, and philosophies, as measured by T-TESS, of the Miller culture and instructional program.	Our desired outcome is that 100% of our teachers will be planning lessons that follow the ESF lesson plan guidelines, understand the reflective practice of lesson planning, and use the template and exemplar to plan lessons.	
Desired 90-day Outcome	Find 1-2 more high quality bilingual teachers to replace teachers who have resigned. Maintain the current class model to avoid district leveling, which will remove a teacher from the campus. Set up the calendar for permanent meeting times with new teachers and admin. Work with the mentor coordinator to monitor mentor/mentee completion of mentoring requirements.	The new essential elements have been trained at this time and a template to use has been provided. Teachers do not have to use the template, but elements must be evident in each plan. Teachers are working on parts of the plan with a focus on getting time stamps in the plan and ensuring questions are written down.	
Barriers to Address During this Cycle	COVID - lack of morale, teachers resigning during the school year, people getting sick or having to quarantine.	COVID - teachers are pre-occupied with teaching both in-person and online students at the same time. It is very overwhelming for them and an intense focus on planning is too much to ask because of the amount of work that is required to plan and try to do all that is being asked. SAISD has a limited lesson planning policy as well. Teachers also have a limited paperwork requirement. Plus the Alliance is advocating for teachers.	
District Actions for this Cycle	The district effectively recruits adequate numbers of qualified candidates.	The district provides incentives for the strongest teachers to work in the lowest-performing schools.	
District Commitment Theory of Action	If district policy and practices align with and promote positive school culture, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration to hire and maintain high quality staff.	If district policy and practices align with best practice for lesson planning, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration and teachers to support continued school improvement.	

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 PLAN								
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
work with Talent Management to find qualified applicants for the bilingual vacancies	2.1	Sept 22 - until filled	talented applicant pool	Administration, Talent Manager	positions are filled, overall class performance on summative	Dec and May for MAP scores	Met	
Work the Human Resources to address the incidents that may occur on the campus	2.1	continuous due to COVID	latest Covid information and flowchart of procedures	Administration, Human Resources director	implementation of COVID plans	none	Met	this is on-going right now
Meet with new teachers to set a permanent date on the calendar for support meetings - induction into Miller community	2.1	Oct. 8, 2020	time	Administration	meeting dates, agendas, minutes	Oct. 8, 2020	Met	dates are set and meeting will continue
Meet with the mentor program coordinator to get updated monthly regarding the mentoring program	2.1	Oct. 2, 2020/ June 2021		Administration, Mentor Coordinator	meeting dates, agendas, minutes	Oct. 2, 2020	Met	mentor coordinator will report out monthly for the rest of the year
work with school supervisor regarding district leveling and its impact on Miller	2.1	Oct- Nov 2020	current district plans in order to make solid campus decisions	Principal, Supervisor	changes in the campus staffing, staff roster	none	Some Progress	waiting for district decisions at this time
Meet with/provide information to parents when changes to classes are made	2.1	varied times until leveling is complete		Principal, teachers	meeting dates, agenda, attendance in chat	dates vary depending on changes	Met	continue to meet with parents as changes happen
provide a template for teachers to use for planning	5.1	8/24-28-2020	template	Instructional coaches	template	Sept.	Met	stress the template components in feedback to teachers
provide an exemplar lesson plan as a model	5.1	8/24-28/2020	completed template	Instructional coaches	completed template	Sept.	Met	use the exemplar when talking with teachers
review the CIP with lead team, teachers and CLT to develop an understanding of the need to use a more comprehensive planning process	5.1	Lead - monthly for updates CLT - Aug 27 and Sept. 24, 2020 teachers - Oct. 19, 2020	meeting time	Administration	meeting agendas	meeting dates, agendas	Met	continue with CIP updates as required
get training on new district walk through process in order to begin providing lesson plan feedback using T-TESS	5.1	Oct. 14, 2020	T-TESS training	Admin and Central Office for training	attendance at principal meeting		Met	implement the template and exemplar when giving feedback

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?	2.1 Yes - we organized quickly with TM to find new teachers, we have a set meeting time for new teachers, parents meetings are on-going with constant updates due to changes because of COVID and the mentor coordinator is monitoring the program 5.1 Yes - teachers were provided a template and exemplar, admin has been trained in the use of new T-TESS walkthroughs and lesson plans are being reviewed and feedback is being	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No because we have just begun assessment at this time. MAP was completed at the end of September and analysis began immediately in PLC. We have no direction regarding STAAR due to COVID. Teachers continue to provide direct instruction and intervention to both in-person students daily and online student when they log in with the teacher.	
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
	17 - working with HR is continuous due to COVID right now 18 - will meet monthly with new teachers 19 - will meet weekly with coordinator during lead team meetings 20 - continue coordination with supervisor as things pivot due to COVID 22 and 23 - continue to provide the template and exemplar as teachers improve their planning skills and reflective practice 24 - the CIP gets reviewed quarterly by all stakeholders	Admin will focus on improving the walkthrough feedback process to incorporate the template and exemplar into the discussion as teachers move into writing comprehensive lessons

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	2.1	5.1	0
Desired Annual Outcome	Our desired outcome is that 100% our new teachers want to stay at Miller. They will have felt supported enough to be fully practicing, with accuracy and efficiency, the practices, procedures, and philosophies, as measured by T-TESS, of the Miller culture and instructional program.	Our desired outcome is that 100% of our teachers will be planning lessons that follow the ESF lesson plan guidelines, understand the reflective practice of lesson planning, and use the template and exemplar to plan lessons.	
Desired 90-day Outcome	We will have new teacher meetings in December, January and February. 100% of the new teachers will be able to articulate the Miller vision. 100% of the new teachers will be able to explain their implementation of the schoolwide SEL and PBIS plans.	80% of teachers will write lesson plans that contain the GRR components and instructional time frames that reflect the objective of the lesson.	
Barriers to Address During this Cycle	One barrier during this cycle is staff absence. Staff absences result in a loss of mentorship opportunity for new teachers, and lower the effectiveness of collaborative planning meetings and PLC for these teachers when others in the group are absent. A mindset barrier that exists in this cycle is the fearful mindset of stakeholders that is holding them back from growth.	A barrier to lesson planning change are staff absences which result in a lack of common planning time, during which change conversation is occurring. A mindset barrier is the reluctance to change with regards to lesson planning, a lack of teacher buy in, resulting in less reflective practice, and resistance to direction on writing and submitting lesson plans.	
District Actions for this Cycle	The district effectively recruits adequate numbers of qualified candidates.	The district provides incentives for the strongest teachers to work in the lowest-performing schools.	
District Commitment Theory of Action	If district policy and practices align with and promote positive school culture, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration to hire and maintain high quality staff.	If district policy and practices align with best practice for lesson planning, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration and teachers to support continued school improvement.	

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?	2.1 - we did meet with goal - we met this goal because we met with the teachers every month and we had open communication with them. We checked to see what supports they were getting and what they still needed. We also spend time very meeting talking about Miller and the expectations and how we work together. 5.1 - our teachers are writing lesson plans that reflect instructional time and the GRR	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, we did not meet any of our student performance goals. We did not meet our domain 1 and domain 3 goals related to all students due to issues related to COVID. Many of our students have only recently returned to in person instruction, and some are still learning online. Our online students attend sporatically at best, and are not receiving the amount of instruction needed to make academic gains of this caliber. Our in person students attend intermittently as well, as many parents change their mind and choose to keep students home from time to	
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 continue to work with HR and SS for any health related issued that impede or impact the instructional practices of the campus, meet with new teachers, address more components of an effective lesson plan, provide direct support to teachers utilizing T-TESS and coaching, and include our CLT in the CIP and TIP processes	Instructional rounds will provide another level of feedback, peer observations will be used to provide teacher-to-teacher support, PLC time will be used for lesson plan reviews

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	2.1	5.1	0
Desired Annual Outcome	Our desired outcome is that 100% our new teachers want to stay at Miller. They will have felt supported enough to be fully practicing, with accuracy and efficiency, the practices, procedures, and philosophies, as measured by T-TESS, of the Miller culture and instructional program.	Our desired outcome is that 100% of our teachers will be planning lessons that follow the ESF lesson plan guidelines, understand the reflective practice of lesson planning, and use the template and exemplar to plan lessons.	
Desired 90-day Outcome	We will have new teacher meetings in March, April, and May 100% of the new teachers will meet their professional growth goal as measured by T-TESS. 100% of the new teachers are observed implementing the school wide PBIS and SEL plans as measured by observations and T-TESS.	100% of teachers will participate in a reflective lesson plan review activities.	
Barriers to Address During this Cycle	One barrier during this cycle is staff absence. Staff absences result in a loss of mentorship opportunity for new teachers, and lower the effectiveness of collaborative planning meetings and PLC for these teachers when others in the group are absent. A mindset barrier that exists in this cycle is the fearful mindset of stakeholders that is holding them back from growth.	A barrier to lesson planning change are staff absences which result in a lack of common planning time, during which change conversation is occurring. A mindset barrier is the reluctance to change with regards to lesson planning, a lack of teacher buy in, resulting in less reflective practice, and resistance to direction on writing and submitting lesson plans.	

<p>District Actions for this Cycle</p>	<p>The district manages the mentoring program with methods of communication to administration and mentors.</p>	<p>The district has effective systems for identifying and supporting struggling learners.</p>	
<p>District Commitment Theory of Action</p>	<p>If district policy and practices align with and promote positive school culture, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration to hire and maintain high quality staff.</p>	<p>If district policy and practices align with best practice for lesson planning, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration and teachers to support continued school improvement.</p>	

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
Mentor coordinator provides report outs during lead team meetings about the mentoring program	2.1	ongoing	access to mentoring program, forms, etc.	mentor coordinator at campus and district levels	Weekly report outs and updated observations	weekly	Met	
Instructional rounds will provide feedback to new teachers.	2.1	25-Mar	classroom coverage	admin	observation records	25-Mar	Met	
Admin will use the T-TESS rubric to provide specific feedback on professional growth goals and student growth goals	2.1	Mar 1-May 30	none	Admin	T-TESS rubric/summative evaluations	30-May	Met	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We have met our desired outcome in 6/8 action steps. The lead team and admin team have been very active in completing rounds and T-TESS evaluations to provide feedback to teachers. We have made some progress on PLC teams reviewing lesson plans, as there is an activity for teachers set for the week of May 25th and PK and PE participated in a lesson plan analysis with administration in April. We did not make progress on our plan for a reflective practice activity this quarter frankly because we were consumed with STAAR and T-TESS and staff evaluations this quarter. We did conduct a reflective meeting with the admin team, teachers, and our director following an instructional rounds session that was very helpful in giving teachers the opportunity to observe peers.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Not totally - our STAAR scores were low due to issues related to COVID. Our online students all scored DNM on all areas of STAAR. In person students performed better, but our APP, MTS, and MAS scores were not high enough to support our previous performance trajectory. Overall raw score for Domain 1 shows that our EL sub group performed higher than the ALL student groups this year - 26 versus 23. 3rd grade performed markedly well in reading with 70% APP, 45% MTS, and 20% MAS. We think most schools fared similarly to Miller to the unusual circumstances of the year. Miller was never at full student enrollment with only about 85% of our students attending school in person as of May 2021. The significant loss of in person instruction impacted the performance of the students and the significant impact of COVID, teaching both in person and online, and the emotional stressors of the pandemic took a toll on teachers.</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>Instructional rounds peer observations lesson plan reviews T-TESS rubric used for direct teacher feedback developing reflective practices for planning</p>	<p>no new action steps at this time - we want to continue to develop the reflective planning practices with our teachers and use feedback from admin, instructional coaches, peers, and rounds to help with the development of those skills</p>

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	2.1	5.1	0
Desired Annual Outcome	Our desired outcome is that 100% our new teachers want to stay at Miller. They will have felt supported enough to be fully practicing, with accuracy and efficiency, the practices, procedures, and philosophies, as measured by T-TESS, of the Miller culture and instructional program.	Our desired outcome is that 100% of our teachers will be planning lessons that follow the ESF lesson plan guidelines, understand the reflective practice of lesson planning, and use the template and exemplar to plan lessons.	0
Did the campus achieve the desired outcome? Why or why not?	100% of our teachers, who were not displaced due to enrollment, are remaining at Miller. A survey administered to them indicated all of the new teachers are able to articulate and explain Miller's vision. The teachers feel that the culture of the school is positive. They have liked working with their teams, and feel supported by the administration and coaches. This goal was achieved.	We have made very basic strides on this essential action - lesson planning became a bit of an issue this year due to the stressors of COVID and teaching both online and in person students at the same time. Although the district invested in Swivl cameras, the tech arrived too late in the year to make reaching both groups any easier. Therefore, we relaxed our planning expectations to include only using the template, including instructional timeframes of the lesson and remaining focused on a GRR format. Teachers made attempts at including questions and exemplars, but we did not focus on those areas too much. There are some teachers who plan very well and thoroughly and others who are not there yet. We are introducing the idea of reflective planning during T-TESS summative conference to get teachers thinking about it 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	3.1	
Rationale	We did not really get a chance to work on this in 2020-21 and it is definitely an area of need for this campus. We need reflective process for planning in order to have more rigor in our daily teaching practices.	We have maintained our same focus a mission for 5 years and it aligned with the requirements of TTIPS, but it may be time to revisit and revamp to move into a sustainment phase of improvement. This will create more buy-in from the staff who was not part of the original change process that moved the campus out of IR.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	This priority was presented to the staff and CLT last year and we will show the data that supports the need to continue this work. We will make planning and reflection a part of every PLC and will provide guidance for planning periods so that it is seen as a logical next step for Miller to move into. Our team is aware of this need and we began setting the stage during summative conference for T-TESS in May 2021.	Admin will present the need for revisiting the vision now that TTIPS is complete. We have many new faces and we need to rebuild the team like we did when we were working to get out of IR several year ago. We will be asking for input and setting up a committee who will work with the staff to review and revise the vision and present the "new" vision to the staff and CLT when complete.	
Desired Annual Outcome	Our desired outcome is that 100% of our teachers will be planning lessons that follow the ESF lesson plan guidelines and understand the reflective practice of lesson planning.	100% of Miller staff and community are functioning under a revised vision with new priorities for improved instructional practices and student achievement	
Desired 90-Day Outcome	Administration will create a training for teachers to provide the guidance documents and templates for reflective planning.	Miller will have a new guiding vision that is understood and followed by staff, students, and community.	

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>Administration and instructional coaches will design procedures and steps for the reflective planning process and use PLC and planning times as avenues for doing the work the teachers. This way the teachers will feel supported and will know step by step what to do and the expectations for instruction.</p>	<p>Capacity will be built through shared planning and preparation. Staff input will be used to begin this process and parents and students will have opportunities to participate in the finalization process. We will be teammates in the development of our new vision.</p>	
<p>Barriers to Address throughout the year</p>	<p>One barrier during this cycle is staff absence. Staff absences result in a loss of mentorship opportunity for new teachers, and lower the effectiveness of collaborative planning meetings and PLC for these teachers when others in the group are absent. A mindset barrier that exists in this cycle is the defensive or doubtful mindset of stakeholders that is holding them back from growth. Another mindset barrier is the reluctance to change with regards to lesson planning, a lack of teacher buy in, resulting in less reflective practice, and resistance to direction on writing and submitting lesson plans.</p>	<p>We did not put into place a solid family engagement plan this year due to extenuating factors. This has cause a gap in communication with families right now.</p>	
<p>District Actions for this Cycle</p>	<p>We will need indirect support for this reflective process. Visible learning will be revisited in the 21-22 school year as PD.</p>	<p>We will need indirect support, keeping us abreast of the goals and expectations for the year.</p>	
<p>District Commitment Theory of Action</p>	<p>If district policy and practices align with best practice for lesson planning, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration and teachers to support continued school improvement.</p>	<p>If district policy and practices align with best practice for lesson planning, then Miller will have the support and procedures needed to implement good practice and suggestions in a way that positively impacts the operations and culture of the school and the practices of administration and teachers to support continued school improvement.</p>	

ACTION PLAN

