# 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.

[DSCI Job Description](#)

| Campus Name: | District Coordinator of School Improvement (DCSI) Name,  Role: |
|---|---|
| Nelson ECEC | Dr. Joanelda De Leon, Assistant Superintendent |

| Campus Number: | Superintendent Name: |
|---|---|
| 015907245 | Pedro Martinez |
| Date: | |
| Monday, November 30, 2020 | |



Texas Education Agency

## 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 | NELSON ECEC | Superintendent | Pedro Martinez | Principal | Marisa Mendez |
|---|---|---|---|---|---|---|---|
| District Number | 015907 | Campus Number | 015907245 | District Coordinator of School Improvement (DCSI) | Dr. Joanelda De Leon | 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. | Dr. Joanelda De Leon, November 30, 2020 |
|---|---|---|
| **Principal Supervisor** *Only necessary if the DCSI is NOT the Principal supervisor.* | I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. | |
| **Principal** | I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein. | Marisa Mendez, November 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: N/A Rationale: No STAAR DATA for this campus |
|---|---|---|
| | | Domain 2B:N/A Rationale:No STAAR DATA for this campus |
| | | Domain 3:N/A Rationale:No STAAR DATA for this campus |
| | What changes in student group and subject performance are included in these goals? | Domain 1: No STAAR DATA for this campus |
| | | Domain 2B:No STAAR DATA for this campus |
| | | Domain 3: No STAAR DATA for this campus |

| | |
|---|---|
| If applicable, what goals has your campus set for CCMR and Graduation Rate? | N/A; No CCMR and Graduation Rate info for this campus |

## 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. | 4 - Partial Implementation |
| **5.3** Data-driven instruction. | 3 - Beginning Implementation |

## PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 1.1 | 3.1 | 5.3 |

| | | | |
|---|---|---|---|
| **Rationale** | In reflecting, as a Year 4 campus the school community has begun to grow and develop campus instructional leaders and increased leadership density based on strengths. As Campus teacher leaders grow the annual goal would be to ensure a comprehensive list of roles and responsibilities is updated with clarity, a focus on student progress, and deliberate observation and feedback cycles with showcasing of exemplars is enhanced. Focusing on these areas allow us to establish systems centered on student performance and progress as well as teacher performance that is aligned with campus vision. | Nelson was opened the 2017-2018 school year, the campus has worked to align to district vision while collaboratively making decisions in best interest of campus. The campus had not yet developed the campus Vision and Values and had begun the work in 2019-2020 school year. Next steps for 2020-2021 include striving to emulate and spread it to where every stakeholder involved with Nelson knows the vision and expectations. | Conversations regarding data and alignment of lesson planning and activities and/or data driven instruction have consistently occurred. However, Circle is a new assessment to Nelson staff and a focus in this area will now focus on the disaggregation of student CIRCLE data with structures to support corrective instructional action plans. |
| **How will the campus build capacity in this area? Who will you partner with?** | The campus will partner with the ECE Dept to ensure best practices are implemented with fidelity. | Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes. | Campus leadership disaggregates data for students throughout the year with teachers by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create a CIRCLE action plan for PLCs, data analysis, and processes for improving student CIRCLE performance. |
| **Barriers to Address throughout this year** | Establishing clear expectations Increased presence in the classroom for MTI walkthroughs. Fidelity checks Collaborative planning on Lesson Plans - PLN time | The Campus teams have had little turnover in the 4 years since opening however some teams had minor moves. The Campus was developing norms and expectations as a collaborative team and are now more willing to help cultivate it. Also, the amount of Instructional Assistants outnumbers the number of teachers, and scheduling limits the amount of time to pull them and work to calibrate and deliver PD opportunities to focus on this work. Therefore, work needs to be strategic to ensure the entire campus faculty and staff know the vision and expectations. | CIRCLE is new assessment to district. Teachers have come from Elementary Campuses where they had limited background knowledge on ECE data disaggregation. The amount of data on an ECE center is limited and over testing of small children is difficult. Exemplars, rubrics, feedback, and anecdotal notes may need to also be reviewed in the cases of some small children unable to produce valid testing formal data due to variety of needs and developmental readiness. |
| **How will you communicate these priorities to your stakeholders? How will you create buy-in?** | Clear Expectations in Roles, PLNs, Opportunities to lead with feedback | In all meetings, Bite Sized PD, Remind Messages, Emails | PLNS, Data Dives |
| **Desired Annual Outcome** | Increased Leadership Density, Efficiency and Efficacy, Increase in Student Success | Faculty and Staff emulate High Expectations and strong connection to the Nelson vision and mission. | Increase in CIRCLE Data and student success. |
| **District Commitment Theory of Action** | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. |

# 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.
Please enter a Summative Goal as well.

- 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.
Please enter a Summative Goal as well.

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 enter a Summative Goals as well.
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.

| Core Metrics | Grade Level | 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 | Summative Goal |
| Literacy | PK-4 English and Spanish | PA COMPOSITE-OnTrack | 70% | 80% | PA COMPOSITE-OnTrack | 79% | 62% | PA COMPOSITE-OnTrack | 90% | 72% | 90% |

# 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 #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 1.1 | 3.1 | 5.3 |
| **Desired Annual Outcome** | Increased Leadership Density, Efficiency and Efficacy, Increase in Student Success | Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes. | Increase in CIRCLE Data and student success. |
| **Desired 90-day Outcome** | ILT establishes recurring PLN meetings; first 90 day cycle focuses on design and delivery | Staff members work with the campus administrative team to implement strategies shared at feedback sessions resulting in enhanced instructional practices and increase student outcomes aligned to campus vision. | ILT establishes recurring meetings; first 90 day cycle focuses on design and delivery of teacher training on DDI |
| **Barriers to Address During this Cycle** | Campus teachers will join a committee to serve as a leader in a various capacity. As they develop new committees new norms must be established. Head Start Teachers have a vast amount of paper work for compliance during the first 45 days of school. COVID has added difficulty to committee meetings/remote execution of committees. | Walk through calibrations to ensure alignment of instructional standards uphold our mission and vision. | DDI with learning CIRCLE as new assessment and taking a more of active role in leading data driven PLCs without admin presence |
| **District Actions for this Cycle** | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. |

| District Commitment Theory of Action | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. |
| --- | --- | --- | --- |

# 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 *(May be requested by Specialist)* | Evidence Collection Date | Progress toward Action Step | Necessary Adjustments / Next Steps |
|---|---|---|---|---|---|---|---|---|
| Execution of recurring weekly ILT meetings | 1.1 | 9/1-11/30 | Agenda | Campus Admin | Agenda | 11/30/20 | Some Progress | Bi-weekly adjustment |
| Execution of recurring weekly PLN meetings | 5.3 | 9/1-11/30 | Data, Curriculum, Agenda & Minutes | Campus Admin & Teachers | Data, Curriculum, Agendas & Minutes | 11/30/20 | Met | |
| ILT review (through PLNs) TIP data analysis and self reflection | 3.1 | 9/1-11/30 | Agenda, TIP | Campus Admin | Agenda, TIP | 11/30/20 | Met | |
| Development of data tracking tool | 5.3 | 9/1-11/30 | Google Sheets, CIRCLE DATA, BI PLATFORM | Campus Admin & Teachers | Google Sheets, CIRCLE DATA, BI PLATFORM | 11/30/20 | Significant Progress | BOY baseline, goals set |
| Campus team leaders will provide instructional TTESS feedback: Snapshots, Comprehensive walkthroughs | 3.1 | 9/1-11/30 | Performance Matters, Laptop | Campus Admin & Teachers | Performance Matters Reports/ Data dashboard | 11/30/20 | Some Progress | Continue scheduling into master schedule |
| Establish clear, written, transparent roles and responsibilities for the leadership team and have weekly meetings scheduled on the calendar. | 1.1 | 9/1-11/30 | Google Sheets, CNA, Master Calendar | Campus Admin & Teachers | Google Sheets, & Master Calendar | 11/30/20 | Met | |

## REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

| | |
|---|---|
| For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not? | Yes, Nelson has made signicant progress on Cycle one and Focus Areas. |
| Did you achieve your student performance goals (see Student Data Tab)? Why or why not? | We exceeded Math by 4% and are in range Literacy scoring 1% below on track at BOY |

| | Carryover Action Steps | New Action Steps |
|---|---|---|
| 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? | Continue work on data tracker and fidelity of usage for small group targeted instruction. Adjust ILT meeting schedule to ensure teacher burnout does not occur. Data aligned with decision making. | Adjustments to data tracker based on MOY Circle Data. |

# 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 <u>during this cycle</u>.

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

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

|  | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 1.1 | 3.1 | 5.3 |
| **Desired Annual Outcome** | Increased Leadership Density, Efficiency and Efficacy, Increase in Student Success | Faculty and Staff emulate High Expectations and strong connection to the Nelson vision and mission. | Increase in CIRCLE Data and student success. |
| **Desired 90-day Outcome** | ILT establishes recurring PLN meetings; second 90 day cycle focuses on observation and finessing delivery | Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes. MOY Professional Goal Conferences to take place to address alignment to campus vision and mission. | ILT establishes recurring meetings; second 90 day cycle focuses on design and teacher training on DDI and CIRCLE Data Tracker |
| **Barriers to Address During this Cycle** | Campus teachers will join a committee to serve as a leader in a various capacity. As they develop new committees new norms must be established. COVID has added difficulty to committee meetings/remote execution of committees. | Walk through calibrations to ensure alignment of instructional standards. Time can be a constraint for whole group meetings due to covid and no substitutes. | DDI with learning CIRCLE as new assessment and taking a more of active role in leading data driven PLCs without admin presence |
| **District Actions for this Cycle** | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. |

| | | | |
|---|---|---|---|
| **District Commitment Theory of Action** | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. |

# 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 *(May be requested by Specialist)* | Evidence Collection Date | Progress toward Action Step | Necessary Adjustments / Next Steps |
|---|---|---|---|---|---|---|---|---|
| Utilization of data tracking tool for PLC leads and teachers | 5.3 | 12/1-2/28 | Google Sheets, Circle Data | ILT | Google Sheets, Circle Data | 2/28/20 | Some Progress | |
| Conduct 4 walk throughs per teacher by December | 3.1 | 12/1-2/28 | Performance Matters | Campus Admin | Performance Matters Reports | 2/28/20 | Significant Progress | |
| Establish and monitor target goal in MOY CIRCLE, and development of Classroom Teacher Action Plans in January | 5.3 | 12/1-2/28 | Google Sheets, Circle Data | Campus Admin & Teachers | Google Sheets, Circle Data | 2/28/20 | Significant Progress | |
| Complete 1 - 45 minute observation per teacher by February | 5.3 | 12/1-2/28 | Performance Matters | Campus Admin | Performance Matters | 2/28/20 | Some Progress | Scheduled |
| PLNs have some GRR gradual release from Campus Admin led. | 1.1 | 12/1-2/28 | Agendas, PLN time | Campus Admin & Teachers | Agendas, PLN time | 2/28/20 | Significant Progress | Continue to release and empower. |

## 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? | Yes all areas have been addressed and will continue to be at forefront of priorities. |
| Did you achieve your student performance goals (see Student Data Tab)? Why or why not? | We saw a decrease in MOY results, and have put immediate Data driven insturctional intervention plans to target those whom need support (24 student in PA Composite and 14 in Math) |

| | Carryover Action Steps | New Action Steps |
|---|---|---|
| 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? | Completing last TTESS Formal Observations and maintain MTI expecatations. | Bite- Sized feedback with fidelity checks. |

# CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 1.1 | 3.1 | 5.3 |
| **Desired Annual Outcome** | Increased Leadership Density, Efficiency and Efficacy, Increase in Student Success | Faculty and Staff emulate High Expectations and strong connection to the Nelson vision and mission. | Increase in CIRCLE Data and student success. |
| **Desired 90-day Outcome** | ILT establishes recurring PLN meetings; third 90 day cycle focuses on observation and finessing delivery | Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes. | Targets on Individual student needs focus on 4 year old readiness and Kinder transition preparation based on data trends. |
| **Barriers to Address During this Cycle** | Campus teachers will join a committee to serve as a leader in a various capacity. As they develop new committees new norms must be established. COVID has added difficulty to committee meetings/remote execution of committees. | Staff members work with the campus administrative team to implement strategies shared at feedback session resulting in enhanced instructional practices and increase student outcomes and emulate vision and mission. | ILT establishes recurring meetings; third 90 day cycle focuses on refinements within the design and delivery of teacher training on DDI and lesson calibrations by Prek Guideline/assessed skills. Time for depth can be a barrier. |

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|---|---|---|---|
| **District Actions for this Cycle** | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. | Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. |
| **District Commitment Theory of Action** | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. |

# 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 | Resources Needed | Evidence Collection Date |
|---|---|---|---|
| #NAME? | 1.1 | Protocol, Agendas, Minutes | 5/31/20 |
| Conduct 6 walk throughs per teacher by March 12, 2020 | 3.1 | Performance Matters | 5/31/20 |
| Establish and monitor target goal in EOY CIRCLE Summative goals, and refinement of Classroom Teacher Action Plans | 5.3 | BI Portal, Data Tracker/ Google Sheets | 5/31/20 |

| | | | |
|---|---|---|---|
| Problem of Practice refresher/Instructional Rounds focus on CLASS needs/Lesson Plan Calibration Protocol | 3.1 | PPT, Time, PLN | 5/31/20 |
| Small group Pull Out ROAR based on student needs from MOY  DATA DRIVEN Grouping : Focus on Individual Students | 5.3 | Master Schedule, Data | 5/31/20 |

## 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? | Nelson worked diligently to get 3 year old remote learners to log on, actively participate and come in for testing. Time will be strategically maximized in Master Schedule to allow for Cycle 4 to continue those areas and make significant progress. |
| Did you achieve your student performance goals (see Student Data Tab)? Why or why not? | No, we had an influx of students that regressed and/or stopped participating remotely causing stagnant academic progress. |

| | Carryover Action Steps | New Action Steps |
|---|---|---|
| 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? | Small group Pull Out ROAR based on student needs from MOY DATA DRIVEN Grouping : Focus on Individual Students | Target Covid academic slide and remote learners at Intercession and BOY |

# END OF YEAR REFLECTION

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

|  | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 1.1 | 3.1 | 5.3 |
| **Desired Annual Outcome** | Increased Leadership Density, Efficiency and Efficacy, Increase in Student Success | Faculty and Staff emulate High Expectations and strong connection to the Nelson vision and mission. | Increase in CIRCLE Data and student success. |
| **Did the campus achieve the desired outcome? Why or why not?** | The campus did meet the desired outcome and will continue working to finesse this action step to ensure best practices are implemented with fidelity. | Yes, the Campus culture is one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes. The campus will continue working on this action step to ensure accountability data lines up with the vision of district and campus. | No, while there were increases the data showed peaks and dips due to remote, hybrid, and stagnant growth due to participation throughout COVID pandemic. |

## 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** | 1.1 | 5.1 | 5.3 |
| **Rationale** | We continue to develop campus instructional leaders and increased leadership density based on strengths. As Campus teacher leaders grow the annual goal would be to ensure fidelity to the comprehensive list of roles and responsibilities that was developed in 2020-2021 so that it is updated with clarity, a focus on student progress, and deliberate observation and feedback cycles with showcasing of exemplars is enhanced. Focusing on these areas allow us to establish systems centered on student performance and progress as well as teacher performance that is aligned with campus vision. | Objective-driven daily lesson plans with formative assessments will improve student achievement data. | Nelson teachers will focus in this area on the disaggregation of student CIRCLE data with structures to support corrective instructional action plans with informed decision making. |
| **How will you communicate these priorities to your stakeholders? How will you create buy-in?** | Clear Expectations in Roles, PLNs, Opportunities to lead with feedback | PLCS, PLNS, Data Dives,Instructional Rounds, lesson plan feedback, Walkthroughs and Observations | PLCS, PLNS, Data Dives,Instructional Rounds, lesson plan feedback, Walkthroughs and Observations |

| | | | |
|---|---|---|---|
| **Desired Annual Outcome** | Increased Leadership Density, Efficiency and Efficacy, Increase in Student Success | Increase in CIRCLE Data and student success. | Increase in CIRCLE Data and student success. |
| **Desired 90-Day Outcome** | Strong start of 2021 school year with clear direction. | Formative assessment plan developed for year aligned to scope and sequence. | Established data time in every PLC. Formative mini assessments aligned with CIRCLE. |
| **How will the campus build capacity in this area? Who will you partner with?** | Nelson will partner with District Personnel/ECE dept., and through PLC's, PLN's, and School Improvement Office | Nelson will partner with District Personnel/ECE dept., and through PLC's, PLN's, and School Improvement Office | Nelson will partner with District Personnel/ECE dept., and through PLC's, PLN's, and School Improvement Office |
| **Barriers to Address throughout the year** | Establishing clear expectations<br>Increased presence in the classroom for MTI walkthroughs.<br>Fidelity checks<br>Collaborative planning on Lesson Plans - PLN time | Time, and developmental Appropriateness, Collaborative planning on Lesson Plans - PLN time | Time, and developmental Appropriateness, Collaborative planning on Lesson Plans - PLN time, Training time |
| **District Actions for this Cycle** | ECE DEPT TO SUPPORT | ECE DEPT TO SUPPORT | ECE DEPT TO SUPPORT |
| **District Commitment Theory of Action** | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. | If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and TIP with developmentally appropriate metrics, then the campus will be able to establish strong data-driven instruction practices, and improve the quality of instruction resulting in positive student outcomes. |

## ACTION PLAN

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 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

| Action Steps | Prioritized Focus Area | Start Date/End Date | Resources Needed | Person(s) Responsible | Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)* | Evidence Collection Date | Progress toward Action Step | Necessary Adjustments / Next Steps |
|---|---|---|---|---|---|---|---|---|
| Establish and monitor goal in BOY CIRCLE goals, and refinement of Classroom Teacher Action Plans | 5.3 | Jun-21 | Baseline Historical Data | Teachers and Admin | PLN minutes | Aug-21 | | |
| Provide High Quality Intercession Program | 1.1 | 21-Jul | Lesson Plans, Data, STEM and SEL resources | Teachers and Admin | Anecdotal data, Pictures | 21-Aug | | |
| Refine Nelson Roles and Responsibilities | 1.1 | 22-Jul | PLN and CLT time | Teachers and Admin | PLN and CLT minutes | 21-Aug | | |
| Develop Yearly Formal Assessment Calendar | 5.1, and 5.3 | 21-Jul | PLN and CLT time | Teachers and Admin | PLN and CLT minutes | 21-Aug | | |
| CLT to revamp CNA and CIP | 1.1 | 21-Jul | PLN and CLT time | Teachers and Admin | PLN and CLT minutes | 21-Aug | | |
| Lesson planning for first 4 weeks, backwards design | 5.1 | 21-Jul | PLN time | Teachers and Admin | PLN and CLT minutes | 21-Aug | | |
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