

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:

Campus Number:

Superintendent Name:

Date:



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	Riverside Park Academy	Superintendent	Mr. Pedro Martinez	Principal	Dr. Cassie McClung
District Number	015907	Campus Number	000000160	District Coordinator of School Improvement (DCSI)	Mr. Daniel Girard	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Michael Torres
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI		I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				<Enter Name and Date>	
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.				<Enter Name and Date>	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.		Domain 1: Achievement goal : 80 Rationale: We are setting our goal in accordance with the projected impact of the strategies we are setting in place. Domain 2B: Growth goal: 80 Rationale: We are setting our goal in accordance with the projected impact of the strategies we are setting in place. Domain 3: Closing the Gap goal: 70 Rationale: We are setting our goal in accordance with the projected impact of the strategies we are setting in place.				
	What changes in student group and subject performance are included in these goals?		Across all three domains our student outcomes were below where they were expected, therefore we set aggressive student outcomes and are expecting at least 15 percent increases in all 3 domains (domain 1: +15, domain 2: +15, domain 3: +15).				
	If applicable, what goals has your campus set for CCMR and Graduation Rate?						
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> 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.				5 - Full 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.	4 - Partial 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	5.1	5.3	
Rationale	Assessments are created for 3, 6 and 9 weeks and are vetted by administration and staff members to ensure alignment to the TEKS. Processes are in place to utilize the Backwards Planning Model by creating Pacing guides, Assessments, and daily checks for understanding that are all tightly aligned to the state standards. However, teachers are unaware of how to analyze and utilize data to drive instruction in the classroom and respond to low achievement, as well as, focus on the standards.	PLCs are meeting weekly, but are still working on data-focused adjustments to instruction based on individual student needs. Processes are set in place for analyzing student assessment data, to include real-time data, but teachers have not been taught how to analyze student data at the root cause level and look past the numerical data.	
How will the campus build capacity in this area? Who will you partner with?	Riverside Park will partner with Office of School Improvement to build teacher capacity through professional development opportunities and PLCs being co-led by teachers, administration and district support. The focus will be on utilizing data to identify weak TEKS and create plans of actions to respond to students gaps including reteaching, interventions, and scaffolding instruction.	Riverside Park will partner with Research and Evaluation and the Office of School Improvement to increase our data accessibility and disaggregation. We will also partner with the Office of Curriculum and Instruction in order to provide content specific instruction strategies and resources to support campus teachers. We will build teacher capacity through professional development opportunities and PLCs being co-led by teachers, administration and district support.	
Barriers to Address throughout this year	Teachers who are new to the profession have a difficult time understanding how to unpack the TEKS in a manner that remains aligned. This misalignment results in student misconceptions and low rigor in the classroom.	There are two identical barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in several grade levels, there is time needed for professional development, modeling, and coaching. Even with teachers not new to the campus, there could be false positives with daily assessment data (either intentionally through fixed mindsets or unintentionally through compliance) With lack of monitoring, administration struggles to balance the monitoring of all process with planning and assessment	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Community meetings will be held to inform and gain insight from our community stakeholders. Frequent communication on ways to help students reach their personal goals will be provided to parents through Parent/Teacher Conferences.	Two community meetings will be held to inform and gain insight from our community stakeholders. Frequent communication on ways to help students reach their personal goals will be provided to parents through Parent/Teacher Conferences.	
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS for all activities.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in structures misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
District Commitment Theory of Action	If assessments are district provided, the district ensures that schools receive assessments that are aligned to the grade level TEKS and are at the appropriate level of rigor for the standard, then teachers will become more effective in administering aligned instructional practices based on assessments.	If assessments are district graded, the district ensures that schools receive detailed reports with two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reactions to students data and gaps in students achievement will close.	If...then,

STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

- If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

- For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

- Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

- You will choose which tested subjects to track for these indicators.

- Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

- If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

- If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

- High Schools or K-12 campuses should use one number that is in relation to CCMR.

- For each cycle, please enter the Assessment Type. Remember to use comparable, STARR-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.

1. To enforce access, select the View tab and click the Freeze Rows button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	65		BOY MAP	40	39	MOY MAP	60	61	STAAR	80	45	80
		All	All	Reading	Meets	STAAR	33		BOY MAP	35	21	MOY MAP	50	24	STAAR	70	18	70
		All	All	Reading	Masters	STAAR	14		BOY MAP	20	11	MOY MAP	30	6	STAAR	40	6	40
		All	All	Mathematics	Approaches	STAAR	70		BOY MAP	40	42.7	MOY MAP	60	54	STAAR	80	33	80
		All	All	Mathematics	Meets	STAAR	35		BOY MAP	35	14	MOY MAP	50	14	STAAR	70	11	70
		All	All	Mathematics	Masters	STAAR	18		BOY MAP	20	2.8	MOY MAP	30	3	STAAR	40	3	40
		All	All	Science	Approaches	STAAR	53		1st 9 weeks assess	40	61	CBA	50	77	STAAR	70	39	70
		All	All	Science	Meets	STAAR	29		1st 9 weeks assess	35	14	CBA	30	29	STAAR	50	15	50
		All	All	Science	Masters	STAAR	9		1st 9 weeks assess	20	0	CBA	30	19	STAAR	20	8	20
		All	All	Social Studies	Approaches	STAAR	NA		1st 9 weeks assess	40	65	CBA	60	70	STAAR	80	48	80
		All	All	Social Studies	Meets	STAAR	NA		1st 9 weeks assess	35	31	CBA	50	33	STAAR	70	26	70
		All	All	Social Studies	Masters	STAAR	NA		1st 9 weeks assess	20	15	CBA	30	20	STAAR	40	11	40
		All	All	Writing	Approaches	STAAR	58		1st 9 weeks assess	40	50	CBA	50	40	STAAR	70	34	70
		All	All	Writing	Meets	STAAR	26		1st 9 weeks assess	35	15	CBA	30	0	STAAR	50	13	50
All	All	Writing	Masters	STAAR	6		1st 9 weeks assess	20	10	CBA	30	0	STAAR	20	0	20		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Hispanic	Reading	Meets	STAAR	34		BOY MAP	35	21	MOY MAP	50	24	EOY MAP	70	20	70
		All	Hispanic	Mathematics	Meets	STAAR	36		BOY MAP	35	14	MOY MAP	50	14	EOY MAP	70	13	70
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Economically Disadvantaged	Reading	Meets	STAAR	32		BOY MAP	35	28	MOY MAP	50	24	EOY MAP	70	20	70
		All	Economically Disadvantaged	Mathematics	Meets	STAAR	36		BOY MAP	35	13	MOY MAP	50	14	EOY MAP	70	13	70
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	31		BOY MAP	20	44	MOY MAP	35	45	TELPAS	45		

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	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction	0
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily check of understanding, be aligned with grade level standards (TEKS) by the end of the academic school year.	100% of teachers will be able to utilize assessment data and create a plan of action for reteach and intervention by the end of the academic year.	0
Desired 90-day Outcome	Administrative Team establishes, reviews, and provides PD surrounding assessments and backward planning to 100% of teachers by the end of the 90 day cycle. (this includes assessment calendar and pacing guides, daily checks of understanding, exemplar creation and tracking evidence of learning).	Administrative Team establishes, reviews, and provides training surrounding assessment data analysis (this includes evidence of learning and tracking) to 100% of teachers by the end of the cycle.	
Barriers to Address During this Cycle	Teachers lack content knowledge, teachers lack understanding of assessments, some teachers lack buy-in	Teachers lack knowledge of data analysis, teachers lack knowledge of high-yield reteach lessons and interventions	
District Actions for this Cycle	Provide professional learning opportunities for key stakeholders to address gaps of implementation of daily Exit Tickets, Coaching, observation, and feedback cycles will occur.	Provide professional learning opportunities for key stakeholders on how to respond to students performance on daily check of understandings. Coaching observation, and feedback cycles will occur. Provide guidance on the development of campus theory of action on how to meet the set goals	
District Commitment Theory of Action	If assessments are district provided, the district ensures that schools receive assessments that are aligned to the grade level TEKS and are at the appropriate level of rigor for the standard, then teachers will become more effective in administering aligned instructional practices based on assessments.	If assessments are district graded, the district ensures that schools receive detailed reports with two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to students data and gaps in students achievement will close.	If....then,

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized 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
Create and finalize campus protocols surrounding formative assessments (to include campus rubric for assessments) and backward planning protocol flow chart. Backward planning is the process where teachers start planning by creating the assessments first, then the daily formative assessments, followed by the lesson plans.	5.1 & 5.3	10-Aug-20	PD materials, Hattie Research, exemplars	Principal, AP, IC	Protocols, Rubrics and Teacher Products such as Pacing Guides, Assessments, Exit Tickets and Lesson Plans	Ongoing	Complete	Ensure new teachers are aware of these protocols. Do staff checks for fidelity of implementation and usage.
Train teachers on the creation of Daily Formative Assessments (to include providing exemplars) and Assessment Analysis with Student Small Group Action Plan	5.1	August 10, 2020 - September 11, 2020	PD materials, Hattie Research, exemplars	Principal, AP, IC	PD Agendas/Sign-ins/Assessment Analysis and Data Trackers/Assessment Data/Daily Formative Assessments Data/CBA Data	After PD and PLCs	Complete	Ensure new teachers are aware of these protocols. Do staff checks for fidelity of implementation and usage.
Create campus-wide tracking tool to be used by all teachers for Daily Formative Assessments and 3, 6, 9 week assessments (to include campus, teacher, student goals)	5.3	10-Aug-20	Google Drive, Data Tracking, Tools in Google Drive, Canvas	Principal, AP, IC	Assessment Analysis located on Google Drive, Daily Formative Assessments Tracker located on Google Drive/Assessment Data/Exit Ticket Data	Ongoing (daily)	Complete	Ensure new teachers are aware of these protocols.

Conduct weekly Professional Learning Communities (PLC) to verify alignment on lessons, assessments and Daily Formative Assessments and analyze student data for adjustments to instruction	5.1	August 10, 2020 - November 20, 2020	Standards in Practice, Learning by Doing by DuFour, DuFour and Eaker	Principal, AP	PLC meeting agendas/teacher responses, evidence of student assessments/Assessment Data/ Daily Formative Assessments Data/CBA Data	After weekly PLCs	Ongoing	Adjustments implemented: Adjust planning schedule to allow for additional planning and discussion time and vertical alignment between grade levels to deepen dialogue. Also, providing Dual Language Teachers with planning time .
Conduct weekly student data analysis based on Daily Formative Assessments data and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)	5.3	August 10, 2020 - November 20, 2020	Coaching plan tracker, Walkthrough feedback, Performance Matters	Principal, AP	Coaching plan tracker, daily student assessments and success rates/Assessment Data/Daily Formative Assessments Data/CBA Data	Ongoing (daily)	Ongoing	Continue as planned
Conduct daily classroom walkthroughs to ensure Daily Formative Assessments are occurring and data is being gathered and responded to in real-time	5.3	August 10, 2020 - November 20, 2020	Performance Matters, Principal Calendar	Principal, AP, IC	Percentage of teachers assessing students daily through Tracking Form/Daily Formative Assessments Data	Ongoing (daily)	Ongoing	Continue as planned
Conduct weekly Administrative Meetings to discuss and review alignment of Daily Formative Assessments and Lessons to Texas Essential Knowledge and Skills (TEKS) and provide corrective feedback to teachers	5.1	August 10, 2020 - November 20, 2020	Lesson Plans	Principal, AP, IC	Lesson plans/Agendas/ Minutes/Daily Formative Assessments Alignment Form in Google Drive	Ongoing (weekly)	Ongoing	Adjustments implemented: Grade Levels have been assigned vertical Grade Level Partners who will vet and provide corrective feedback to colleagues prior to giving to Admin for review. This will enhance instructional and data driven dialogue between teachers and increase accountability and ownership.
Conduct Data Review Meetings with teachers to review student data and action plans to respond to data being collected and how it is being utilized to drive instruction.	5.3	August 10, 2020 - November 20, 2020	Data Tracking Tool in Google Drive/Data Review Questions	Principal, AP	Data Tracking Tools/ Assessment Data/ Daily Formative Assessments/ CBA Data/Agendas/Minutes	Ongoing (6-9 weeks)	Ongoing	Continue as planned

Teachers will complete an Assessment Analysis after every 3, 6 & 9 week assessment and/or Curriculum Based Assessment to analyze data and create small group reteach action plans	5.3	August 10, 2020 - November 20, 2020	Assessment Analysis Form in Google Drive	Principal, AP and Teachers	Assessment Analysis/Assessment Data/ CBA Data	Ongoing (every 3 weeks after assessments)	Ongoing	Ensure new teachers are aware of these protocols.

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?	<p>Focus Area 1 5.1 - This 90 day outcome was achieved. Administrative Team established, reviewed, and provided PD surrounding assessments and backward planning to 100% of teachers by the end of the 90 day cycle through Professional Development Days and Grade Level PLNs.</p> <p>Focus Area 2 5.3 - This 90 day outcome was achieved. Administrative Team established, reviewed, and provided training surrounding assessment data analysis to 100% of teachers by the end of the cycle through 1:1 data meetings, Grade Level PLNs and Professional Development Days.</p>	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not achieve all of our students performance goals for Cycle 1. We did meet the Approached level of our goals in Campus Reading, Campus Math, Campus Scinece, Campus Social Studies and Campus Writing, as well as, TELPAS. However, we fell short in the Meets and Masters areas in all other goals. The reasoning is that a large percentage of our students were testing from home for MAP and the 1st 9 weeks assessments and were not as focused as they could have been if they had been testing in a school controlled environment. This enable them to rush through the exams or not complete them. In addition, our students have gaps due to lack of consistent participation in their education due to the various impacts of the pandemic.	
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
	<p>1) Conduct weekly student data analysis based on Daily Formative Assessments data and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)</p> <p>2) Conduct daily classroom walkthroughs to ensure Daily Formative Assessments are occurring and data is being gathered and responded to in real-time</p> <p>3) Conduct Data Review Meetings with teachers to review student data and action plans to respond to data being collected and how it is being utilized to drive instruction.</p>	<p>1) Ensure new teachers are aware of all protocols. Do staff checks for fidelity of implementation and usage in various areas as noted above.</p> <p>2) Conduct weekly Professional Learning Communities (PLC) to verify alignment on lessons, assessments and Daily Formative Assessments and analyze student data for adjustments to instruction. Adjustments implemented: Adjust planning schedule to allow for additional planning and discussion time and vertical alignemetr between grade levels to deepen dialogue. Also, providing Dual Language Teachers with planning time .</p> <p>3) Conduct weekly Administrative Meetings to discuss and review alignment of Daily Formative Assessments and Lessons to Texas Essential Knowledge and Skills (TEKS) and provide corrective feedback to teachers. Adjustments implemented: Grade Levels have been assigned vertical Grade Level Partners who will vet and provide corrective feedback to colleagues prior to giving to Admin for review. This will enhance instructional and data riven dialogue between teachers and increase accountability and ownership.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily check of understanding, be aligned with grade level standards (TEKS) by the end of the academic school year.	100% of teachers will be able to utilize assessment data and create a plan of action for reteach and intervention by the end of the academic year.	0
Desired 90-day Outcome	100% implementation of aligned daily checks of understanding along with monitoring and adjusting instruction based on teachers daily evidence of student learning by the end of the 90 day cycle.	100% implementation of real-time student data analysis to drive instructional action plans by the end of the 90 day cycle.	
Barriers to Address During this Cycle	Maintaining alignment of exit tickets and grade level standards	Continuing to analyze data , monitor/adjust and providing research-based high	
District Actions for this Cycle	Continue to provide professional learning opportunities for key stakeholders to address gaps of implementation of daily Exit Tickets, Coaching, observation, and feedback cycles will occur.	Continue to provide professional learning opportunities for key stakeholders on how to respond to students performance on daily check of understandings. Coaching observation, and feedback cycles will occur, Provide guidance on the development of campus theory of action on to meet the set goals	
District Commitment Theory of Action	If assessments are district provided, the district ensures that schools receive assessments that are aligned to the grade level TEKS and are at the appropriate level of rigor for the standard, then teachers will become more effective in administering aligned instructional practices based on assessments.	If assessments are district graded, the district ensures that schools receive detailed reports with two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reactions to students data and gaps in students achievement will close	If....then,

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Provide instructional planning full day pullouts to ensure alignment with assessments and grade level standards and create a response to data by action planning for instruction	5.1 and 5.3	Every end of 9 week period (Dec-Feb)	PD materials, Agenda, Grade Level Standards/ Tuning Protocols/Standards in Practice Protocol	Principal, IC, AP	Agenda/Sign-in, aligned assessments/ Assessment Data/ Daily Formative Assessments Data/ CBA Data/ MAP Data/ STAAR Benchmark Data	Ongoing	New planning schedule is fully implemented	Due to Covid-19 and limited substitute, modifications have been made to allow teacher to plan collaboratively twice a month for 90 minutes as vertical teams and once a month for 45 minutes as a grade level. Dual Language teachers (pk - 5th) have two hours to plan together once a month.
Conduct weekly student data analysis based on Daily Formative Assessments data and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)	5.1 and 5.3	Every Monday (Dec-Feb)	Coaching plan tracker, Walkthrough feedback format, Walkthrough form	Principal, AP	Agenda/Sign-in, aligned assessments/ Assessment Data/ Daily Formative Assessments Data/ CBA Data/ MAP Data/ STAAR Benchmark Data	Ongoing (daily)	Ongoing	Continue as planned
Grade level ACTs will begin to co-facilitate (with Principal) weekly Professional Learning Communities (PLC) meetings following PLC protocol	5.1	30-Nov-20	PLC agenda, PLC Protocol, data trackers, student assessments, campus assessment rubric, Learning by Doing by DuFour, DuFour & Eaker	Principal, AP	Agenda/Sign-in, aligned assessments/ Assessment Data/ Daily Formative Assessments Data/ CBA Data/ MAP Data/ STAAR Benchmark Data	Ongoing	Ongoing	Continue as planned

Students and teachers track data for Texas Essential Knowledge and Skills (TEKS) mastery. Teachers hold family conferences to show progress in meeting goals	5.3	30-Nov-20	Student conference form, student data tracker, student goals	Principal, AP, Teachers	Completed conference form, student progress towards goal	4-Mar-21	Ongoing	Continue as planned
Conduct Data Review Meetings with teachers to review student data and action plans to respond to data being collected and how it is being utilized to drive instruction.	5.3	30-Nov-20	Data Tracking Tools in Google Drive/Data Review Questions	Principal, AP, Teachers	Data Tracking Tools/Assessment Data/Daily Formative Assessments Data/CBA Data/ MAP Data/ STAAR Benchmark Data/Agendas/Minutes	Ongoing (6-9 weeks)	Ongoing	Continue as planned
Teachers will complete an Assessment Analysis after every 3, 6 & 9 week assessment and/or Curriculum Based Assessment to analyze data and create small group reteach action plans	5.3	December thru February	Assessment Analysis Form located on Google Drive	Principal, AP, Teachers	Assessment Analysis/Assessment Data/Daily Formative Assessments Data/CBA Data/ MAP Data/ STAAR Benchmark Data/Agendas/Minutes	Ongoing (every 3 weeks after assessments)	Ongoing	Continue as planned

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>Focus Area 1 5.1 - This 90 day outcome was not achieved. Less than 10% of teachers continue to struggle with alignment, therefore, we have not achieved 100% implementation of aligned daily checks of understanding. Less than 10% of teachers continue to struggle with monitoring and adjusting instruction based on their daily evidence of student learning.</p> <p>Focus Area 2 5.3 - This 90 day outcome was not achieved. Less than 10% of teachers continue to struggle with real-time intervention based on data analysis, therefore, we are not at 100% implementation of real-time student data analysis to drive instructional action plans.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not achieve all of our students performance goals for Cycle 2. We did meet the Approaches level of our goals in Campus Reading, Campus Science, and Campus Social Studies and ELLs. We also met campus goals in Science at the Masters level. However, we fell short in the Meets and Masters areas in all other goals. The reasoning is that a 60% of our students were learning from home therefore they are not as focused as they should be and not receiving the same level of support as they would in a school controlled environment. In addition, our students have gaps due to lack of consistent participation in their education since March 2020 due to the various impacts of the pandemic.</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>We will continue to conduct weekly student data analysis based on Daily Formative Assessments data and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach). Those will daily rates that are less than 70% success rate will be targeted for a check for understanding walk.</p>	<p>New Action Steps</p> <p>Implement training with all teachers on frequent checks for understanding and intervening in real time during daily instruction utilizing a skill tracking form. The research to support this action step is based on the book <u>Great Teaching by Design</u> by Hattie, Fisher, Frey, Almarode and Bustemante.</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS for all activities.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in structures misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	0
Desired 90-day Outcome	The desired outcome is for 100% of student assessments to include daily checks of understanding, to be aligned with grade level standards (TEKS). The desired outcome includes increased alignment in grade level TEKS and activities.	The desired outcome would be teachers and administrators co-leading PLCs weekly to focus on real-time student data and adjustments to instruction based on the root cause of student non-mastery. Additionally, with co-leading PLCs, another desired outcome would be 100% implementation of campus protocols surrounding planning and assessment.	
Barriers to Address During this Cycle	Administrative team, as a whole, balancing time to ensure active monitoring of all planning and assessment protocols within the feedback coaching cycle.	Administrative team, as a whole, balancing time to ensure active monitoring of all planning and assessment protocols within the feedback coaching cycle.	
District Actions for this Cycle	Continue to provide professional learning opportunities for key stakeholders to address gaps of implementation of daily Exit Tickets, Coaching, observation, and feedback cycles will occur.	Continue to provide professional learning opportunities for key stakeholders on how to respond to students performance on daily check of understandings. Coaching observation, and feedback cycles will occur, Provide guidance on the development of campus theory of action on to meet the set goals	
District Commitment Theory of Action	If assessments are district provided, the district ensures that schools receive assessments that are aligned to the grade level TEKS and are at the appropriate level of rigor for the standard, then teachers will become more effective in administering aligned instructional practices based on assessments.	If assessments are district graded, the district ensures that schools receive detailed reports with two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reactions to students data and gaps in students achievement will close.	If....then,

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Conduct weekly student data analysis based on Exit Ticket data and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)	5.1 & 5.3	Every Monday (Mar - May)	Coaching plan tracker, Walkthrough feedback format, Walkthrough form	Principal, AP	Coaching plan tracker, daily student assessments and success rates/Assessment Data/Exit Ticket	Ongoing (daily)	Complete	Carry into next year 21-22
Grade level ACTs will continue to co-facilitate (with Principal) weekly Professional Learning Communities (PLC) meetings following PLC protocol	5.1 & 5.3	March through May	PLC agenda, PLC Protocol, data trackers, student assessments, campus assessment rubric, Learning by Doing by DuFour, DuFour & Eaker	Principal, AP, Grade Level ACTs, IC	Agenda/Sign-in /Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data. STAAR	Ongoing	Complete	Carry into next year 21-22
Students and teachers track data for Texas Essential Knowledge and Skills (TEKS) mastery and hold family conferences to show progress in meeting goals	5.3	March through May	Student conference form, student data tracker, student goals	Principal, AP, Teachers	Completed conference form, student progress towards goal	March through May	Complete	Carry into next year 21-22

Conduct weekly instructional coaching meetings with District Instructional Specialist/Campus Instructional Coach and teachers to analyze student data and provide high-yield strategies for reteach	5.1 & 5.3	March through May	Hattie High-Yield App (with examples, videos, research), student data, coaching plan, feedback form	Principal, IC, AP	Adjust-Monitor walkthroughs, high-yield strategy teacher use percentage, student success rates//Assessment Data/Daily Formative Assessments Data/CBA Data/ MAP Data/ STAAR Benchmark Data/STAAR	Ongoing	Complete	Carry into next year 21-22
Conduct Data Review Meetings with teachers to review student data and action plans to respond to data being collected and how it is being utilized to drive instruction.	5.3	March through May	Data Tracking Tools in Google Drive/Data Review Questions	Principal, AP	Data Tracking Tools/Assessment Data/Daily Formative Assessments Data/CBA Data/ MAP Data/ STAAR	Ongoing (3,6,9 weeks)	Complete	Carry into next year 21-22
Teachers will complete an Assessment Analysis after every 3, 6 & 9 week assessment and/or Curriculum Based Assessment to analyze data and create small group reteach action plans	5.3	March through May	Assessment Analysis Form located on Google Drive	Principal, AP, Teachers	Assessment Analysis/Assessment Data/Daily Formative Assessments Data/CBA Data/ MAP Data/ STAAR Benchmark/STAAR Data/Agendas/Minutes	Ongoing (3,6,9 weeks)	Complete	Carry into next year 21-22

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?	Focus Area 1 5.1 - This 90 day outcome was achieved. During vetting for vertical alignment and Internal Rounds, 100% of teachers were aligned to the state standards being taught and assessed. Focus Area 2 5.3 - This 90 day outcome was achieved. 100% of ACTs are co-leading the Grade Level PLCs to review and discuss students	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not achieve our students performance goals for Cycle 3. We fell short in the Meets and Masters areas in all goals based on our STAAR Data. The reasoning is that a 50% of our students were learning from home therfore they are not as focused as they should be and not receiving the same level of support as they would in a school controlled environment. In addition, our students have gaps due to lack of consistent participation in their education since March 2020 due to the various impacts of the pandemic.	
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
	Conduct weekly student data analysis based on Exit Ticket data and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)	Closely track all students using MAP and STAAR data in order to provided a targeted intervention plan which includes pre-teaching of TEKS to assist in closing gaps aquired due to loss of intruction in the 20-21 school year.

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	5.1	5.3	0
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS for all activities.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify Trends in structures misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	0
Did the campus achieve the desired outcome? Why or why not?	Yes, the campus did achieve this desired outcome. Through persistent vetting, feedback and vertical empowerment of teacher and grade level teams, teachers were able to refine their skills to ensure that all instruction and assessment were aligned to the state standards.	Yes, the campus did achieve this desired outcome. Teachers and grade level teams were empowered to plan, analyze and reflect on instruction and student performance to improve student learning.	

CYCLE 4 90-DAY OUTCOMES (June-August)

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

Complete each section below:

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

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	By ensuring all daily lessons and assessments are focused and aligned to the TEKS, students will be held to the educational standard set by the state for expected grade level achievement.	By ensuring all instruction is driven by student data, teacher will be able to respond to that data in a timely manner to adjust instruction, provide intervention, and support students in their unique areas of need to help them achieve at high levels.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Community meetings will be held to inform and gain insight from our community stakeholders. Frequent communication on ways to help students reach their personal goals will be provided during Parent/Teacher conferences.	Community meetings will be held to inform and gain insight from our community stakeholders. Frequent communication on ways to help students reach their personal goals will be provided during Parent/Teacher conferences.	
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS for all activities.	The desired outcome would be teachers and administrators co-leading PLCs weekly to focus on real-time student data and adjustments to instruction based on the root cause of student non-mastery. Student intervention and enrichment groups will also be created to focus on various needs.	
Desired 90-Day Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS for all activities.	The desired outcome would be teachers and administrators co-leading PLCs weekly to focus on real-time student data and adjustments to instruction based on the root cause of student non-mastery. Student intervention and enrichment groups will also be created to focus on various needs.	

How will the campus build capacity in this area? Who will you partner with?	Riverside Park will partner with Research and Evaluation and the Office of School Improvement to increase our data accessibility and disaggregation. We will also partner with the Office of Curriculum and Instruction in order to provide content specific instructional strategies and resources to support campus teachers, We will build teacher capacity through professional development opportunities and PLCs being co-led by teachers, administration and district support.	Riverside Park will partner with Research and Evaluation and the Office of School Improvement to increase our data accessibility and disaggregation. We will also partner with the Office of Curriculum and Instruction in order to provide content specific instructional strategies and resources to support campus teachers, We will build teacher capacity through professional development opportunities and PLCs being co-led by teachers, administration and district support.	
Barriers to Address throughout the year	Lack of training and monitoring of teacher implementation procedures. With new teachers in several grade levels, there is time needed for professional development, modeling, and coaching. Even with teachers not new to the campus, there could be false positives with daily assessment data (either intentionally through fixed mindsets or unintentionally through compliance). Administration struggles to balance the monitoring of all processes with planning and assessment.	Lack of training and monitoring of teacher implementation procedures. With new teachers in several grade levels, there is time needed for professional development, modeling, and coaching. Even with teachers not new to the campus, there could be false positives with daily assessment data (either intentionally through fixed mindsets or unintentionally through compliance). Administration struggles to balance the monitoring of all processes with planning and assessment.	
District Actions for this Cycle			
District Commitment Theory of Action			
ACTION PLAN			

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.

[illegible]