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:
Rogers Middle School	Julio Garcia, Assistant Superintendent
Campus Number:	**Superintendent Name:**
015907055	Pedro Martinez
Date:	

Friday, October 30, 2020

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Antonio ISD	Campus Name	Rogers Middle School	Superintendent	Pedro Martinez	Principal	Julie May
District Number	015907	Campus Number	015907055	District Coordinator of School Improvement (DCSI)	Julio Garcia	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.	Julio Garcia 10-30-2020
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.	Julie May 10-30-2020
Board Approval Date	14-12-2020	

DATA ANALYSIS

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

https://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: 59 Rationale: In 2018-2019 campus achieved a score of 53. Score of 59 was set in order to achieve a "D" for state accounability purposes. Domain 2B: 69 Rationale: In 2018-2019 campus achieved a score of 57. Score of 57 was set in order to achieve a "D" for state accountability purposes. Domain 3: 56 Rationale: In 2018-2019 campus achieved a score of 66. Score of 66 was set in roder to achieve a "D" for state accountability purposes.
	What changes in student group and subject performance are included in these goals?	Domain 1: Increase expected in Special Education and All student group for math and reading Domain 2B: Increase in All student group for math Domain 3: Increase in ELL performance
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not applicable

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	

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	Although we made progress in identifying and modeling protocol it continued to be Inconsistent. Principal meets with teachers to review standardized assessment data and co develops short. term action plans (artifact-action plans, outlook calendar). With the loss of one Assistant Principal position, roles and responsibilities were have to be redefined.	Identified on the ESF summary report as a prioritized focus area. Student and staff survey data indicates a concern that the school environment was not safe. Campus policy and procedures not consistently followed by all staff members.	Review of data by teachers and campus leadership was inconsistent and lacked action step implementation and follow through. Although accountability goals had been set, progress towards goals was not visible across the campus and classrooms. Lastly, this was a focus area in 2019-2020 and was also identified on the ESF summary report as a prioritized focus area.
How will the campus build capacity in this area? Who will you partner with?	Collaboration with other campus leaders on how roles and responsibilities are divided.	Continuously revisiting campus practices and policies with staff.	Utilize teachers leaders to use and model corrective instruction action planning proces
Barriers to Address throughout this year	1. Re-assigning roles and responsibilities. 2.Identify, model and consistently use meeting protocols. 3. Schedule and facilitate weekly data meeting with Administrative team	1. Continuous re-visiting and refinement of the campus mission and vision. 2. Campus practices and policies that demonstrate high expectations and shared ownership for student success. 3. Common staff understanding of the mission and vision.	1. Lack of understanding of corrective instruction action planning process
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Buy in will be creating by soliciting feedback and input from the Administrative team. Roles and responsibilities will be shared with all applicable stakeholders.	Buy in will be created by gathering frequent feedback from stakeholders.	Acknowledge progress made on data tracking in 2019-2020
Desired Annual Outcome	1. Clearly defines administrative roles and responsibilities. 2. Effective use of meeting protocol. 3. Weekly data meetings with instructional leaders	1. Clear and understandable mission and vision created by stakeholders. 2. Practices and policies that promote student success.	1. Visible student progress towards goals in every classroom and throughout the school. 2. Teacher use of a corrective instruction action planning process
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership then the principal will have dedicated time to facilitating weekly data meetings with instructional leaders.	If the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate) then the campus can monitor data as it relates to culture and climate.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then the campus can update progress on accountability goals in a timely manner

STUDENT DATA

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

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

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

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

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

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

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

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

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	46		CBA	50	36	CBA	50	19	CBA	53	NA	55
		All	All	Reading	Meets	STAAR	20		CBA	10	9	CBA	10	5	CBA	15	NA	25
		All	All	Reading	Masters	STAAR	8		CBA	7	3	CBA	7	1	CBA	8	Na	9
		All	All	Mathematics	Approaches	STAAR	59		CBA	50	48	CBA	50	36	CBA	60	64	68
		All	All	Mathematics	Meets	STAAR	23		CBA	12	12	CBA	14	13	CBA	20	25	26
		All	All	Mathematics	Masters	STAAR	11		CBA	8	0	CBA	8	3	CBA	10	5	13
		All	All	Science	Approaches	STAAR	56		CBA	50	21	CBA	50	19	CBA	55	20	60
		All	All	Science	Meets	STAAR	16		CBA	8	2	CBA	8	3	CBA	12	13	19
		All	All	Science	Masters	STAAR	7		CBA	5	0	CBA	5	2	CBA	9	12	12
		All	All	Social Studies	Approaches	STAAR	38		CBA	50	25	CBA	50	40	CBA	54	42	57
		All	All	Social Studies	Meets	STAAR	13		CBA	9	11	CBA	14	12	CBA	15	9	16
		All	All	Social Studies	Masters	STAAR	6		CBA	4	2	CBA	4	4	CBA	8	6	10
		All	All	Writing	Approaches	STAAR	25		CBA	50	49	CBA	50	0	CBA	52	NA	56
		All	All	Writing	Meets	STAAR	13		CBA	9	9	CBA	12	0	CBA	14	NA	16
		All	All	Writing	Masters	STAAR	6		CBA	5	3	CBA	5	0	CBA	8	NA	11
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	ALL	SPED	Reading	Meets	STAAR	22		CBA	7	0	CBA	14	0	CBA	20	NA	25
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ED	Writing	Meets	STAAR	13	9	CBA	5	9	CBA	7	0	CBA		NA	9
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	18		CBA	36	5	CBA	36	9	CBA	38	NA	36

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.3
Desired Annual Outcome	1. Clearly defines administrative roles and responsibilities. 2. Effective use of meeting protocol. 3. Weekly data meetings with instructional leaders	1. Clear and understandable mission and vision created by stakeholders. 2. Practices and policies that promote student success.	1. Visible student progress towards goals in every classroom and throughout the school. 2. Teacher use of a corrective instruction action planning process
Desired 90-day Outcome	1. Define and assign administrative roles and responsibilities. 2. Identify and model PLC protocol for (analyzing data, student work analysis). 3. Schedule and meet with instructional coaches to discuss data and determine next steps	1. Revisit mission and vision from 2019-2020 with staff. 2. Obtain feedback on mission and vision. 3. Involve all stakeholders in re-writing mission and vision for 2020-2021	1. Students goals will be determined and posted across campus. 2. Teachers will be trained in corrective action plans and begin implementation
Barriers to Address During this Cycle	1. Time to select, model, implement effective protocol (Principal). 2. Interruptions occur during meetings	Capturing honest feedback from all stakeholders regarding mission and vision	Finding time to Follow up on progress of action plans with teachers
District Actions for this Cycle	Principal supervisor meets with Principal to discuss PLC protocol modeling and selection and implementation as well as progress towards data meetings,	Principal supervisor will assist Principal in analyzing campus culture and climate data	Principal supervisor monitors Principal follow-through on the development of action plans and follow up meetings.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership then the principal will have dedicated time to facilitating weekly data meetings with instructional leaders.	If the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate) then the campus can monitor data as it relates to culture and climate.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then the campus can update progress on accountability goals in a timely manner

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
Identify and assign administrative roles and responsibilities	1.1	August-October 2020	none	Principal, Assistant Principal	Roles and Responsibilities Document	30-Oct-20	Met	
Select, model and use meeting protocol	1.1	August-June 2021	Protocols	Instructional coaches, department chairs, Principal, Assistant Principal	Use of protocols, meeting notes	Ongoing	Some Progress	We will continue to select and model protocol
Schedule weekly data meetings with Instructional Leaders	1.1	August-June 2021	Calendar, Assessment Data, Accountability Goals	Principal, Assistant Principal	Calendar, Meeting notes, Goal Tracker	ongoing	Some Progress	Dedicate time weekly and schedule out data meetings
Revisit and revise the mission and vision statement	3.1	August-November 2020	none	Principal, Assistant Principal	Revised mission and vision	Nov-20	Significant Progress	Continue to visit mission and vision and how it aligns to campus instructional decisions
Revisit and clarify campus practices and policies	3.1	August-June 2021	PBIS policy, Discipline policy, Campus Safety policies	PBIS policy, Discipline policy, Campus Safety policies	Visible evidence of effective and consistent use of practices and policies. Written copy of policies	ongoing	Significant Progress	Continue to train and re visit campus policy and procedures
Post and frequently update progress on student goals	5.3	August-June 2021	Accountability goals, test data	Principal, Assistant Principal, teachers	Visible evidence of goal postings in classrooms and across the campus	ongoing	Some Progress	Students will continue to set academic goals
Train and use corrective instruction action planning process with teachers	5.3	August-June 2021	Test data, student work	Principal, Assistant Principal, teachers, instructional Coaches	Action steps developed by teachers		No Progress	Rogers MS will provide development on corrective instruction action planning in January during PD week

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?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	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?		

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	1.1	3.1	5.3
Desired Annual Outcome	1. Clearly defines administrative roles and responsibilities. 2. Effective use of meeting protocol. 3. Weekly data meetings with instructional leaders	1. Clear and understandable mission and vision created by stakeholders. 2. Practices and policies that promote student success.	1. Visible student progress towards goals in every classroom and throughout the school. 2. Teacher use of a corrective instruction action planning process
Desired 90-day Outcome	1. Monitor effectiveness of implementation of selected protocol. 2. Monitor next steps identified during weekly data meetings	1. Continue to revisit campus policy and procedures with students and staff.	1. Students goals will be continue to be determined and posted across campus. 2. Teachers will be trained in corrective action plans and begin implementation
Barriers to Address During this Cycle	1. Time to monitor effectiveness of instructional leader action steps (coaching teachers) considering other administrative duties	1. Effectively reaching virtual students with regards to revisiting campus policy and procedures.	Finding time to Follow up on progress of action plans with teachers
District Actions for this Cycle	Principal supervisor meets with Principal to discuss PLC protocol implementation and selection as well as progress towards data meetings identified action steps	Principal supervisor will assist Principal in analyzing campus culture and climate data	Principal supervisor monitors Principal follow-through on the development of action plans and follow up meetings.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership then the principal will have dedicated time to facilitating weekly data meetings with instructional leaders.	If the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate) then the campus can monitor data as it relates to culture and climate.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then the campus can update progress on accountability goals in a timely manner

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
Use meeting protocol	1.1	August-June 2021	Protocols	Instructional coaches, department chairs, Principal, Assistant Principal	Use of protocols, meeting notes	Ongoing	Some Progress	Campus selected a data driven protocol to use during PLCs. It was modeled by Administration but several revisio were made to accomodate PLC time.
Schedule weekly data meetings with Instructional Leaders	1.1	August-June 2021	Calendar, Assessment Data, Accountability Goals	Principal, Assistant Principal	Calendar, Meeting notes, Goal Tracker	ongoing	Significant Progress	
Revisit and clarify campus practices and policies	3.1	August-June 2021	PBIS policy, Discipline policy, Campus Safety policies	PBIS policy, Discipline policy, Campus Safety policies	Visible evidence of effective and consistent use of practices and policies. Written copy of policies	ongoing	Some Progress	PBIS committee has presented to staff regarding campus behavior protocol. Posters are also posted across the campus. The current struggle is that 60% of the student population is currently virtual
Post and frequently update progress on student goals	5.3	August-June 2021	Accountability goals, test data	Principal, Assistant Principal, teachers	Visible evidence of goal postings in classrooms and across the campus	ongoing	Some Progress	Teachers have attempted to meet with students 1-1to review goal setting orms and assist students with setting goals.

Train and use corrective instruction action planning process with teachers	5.3	August-June 2021	Test data, student work	Principal, Assistant Principal, teachers, instructional Coaches	Action steps developed by teachers	Some Progress	Teachers have completed action plans post assessment. Administration has struggled with following up on implementation of reteach and strategies

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?	1.1: PLC protocols were modeled by Principal and followed up by Instructional Coaches. Campus tried two different protocls for data driven dialgue and vdecided to make a modification to one and continue using it. Weekly meetings with Instructional coaches have taken place focused on coaching teachers and next steps. Administration has not consistently monitored coaching next steps. 3.1: we have visited and re-visted campus policy and procedures with students and staff (Restorative Practices, PBIS). 5.3:Teachers have been trained on the Rogers Middle School action plan template. We modified the student goal to focus more on students tracking their data.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The only goal that ws met was socials studies masters. We declined in performance in many areas copared to the first CBA. 75% of our students are currently virtual. Many of these students do not attend "live lesson" but simply log in to canvas and submit assignments. With the lack of instruction data has declined.

	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?	Use meeting protocol re-written as :100% of core teachers will use Rogers PLC protocol adapted from School Reform Inititave . Schedule weekly data meetings with Instructional Leaders re-written as : Campus principal will meet with Instructional coaches to review teacher data, coaching progress, walkthrough information and next steps. Revist and clarify campus practices and polices rewritten as :Adminstrative team will continue to refine and revisit with staff policies and procedures pertaining to campus safety and social emotional learning. Train and use a corrective instruction action planning process with teachers rewritten as : 100% of core teachers will complete the Rogers Middle School action plan template to analyze data and adjust instruction and determine areas to scaffold.	Create a mission and vision that is shared and supported by all stakeholders. All teachers will implement a tracking system that monitors academic progress.

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	1. Clearly defines administrative roles and responsibilities. 2. Effective use of meeting protocol. 3. Weekly data meetings with instructional leaders	1. Clear and understandable mission and vision created by stakeholders. 2. Practices and policies that promote student success.	1. Visible student progress towards goals in every classroom and throughout the school. 2. Teacher use of a corrective instruction action planning process
Desired 90-day Outcome	PLCS will effectively use an adapted version of Data Driven Dialogue from School Reform Initiative.	Discipline referrals and campus climate will demonstrate policies and procedures are consistently implemented with fidelity.	Students are tracking data and goals. Teachers are effectively implementing a corrective action planning process
Barriers to Address During this Cycle	Scheduling enough time to conduct follow up walkthroughs to determine implementation of action steps	1. Effectively reaching virtual students with regards to revisiting campus policy and procedures.	It will be difficult to follow up and reach virtual students for goal setting and tracking
District Actions for this Cycle	Principal supervisor meets with Principal to discuss PLC protocol implementation	Principal supervisor will assist Principal in analyzing campus culture and climate data	Principal supervisor will continue monitors Principal follow-through on the development of action plans and follow up meetings and provide feedback
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership then the principal will have dedicated time to facilitating weekly data meetings with instructional leaders.	If the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate) then the campus can monitor data as it relates to culture and climate.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then the campus can update progress on accountability goals in a timely manner

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
100% of core teachers will use Rogers PLC protocol adapted from School Reform Inititave	1.1	March 2-June 17, 2021	Campus PLC protocol, SRI data driven dialogue, campus data	Instructional coaches, department chairs, Principal, Assistant Principal	Protocol and Agendas	Every PLC	Significant Progress	Teacher and Admin team have met to review original protocol. Revisions were made base on input from staff and a Rogers Middle School Protocol was finalized. We also added an additional optional template that supported teachrs reviewing STAAR dat with both in person and virtual students.
Campus principal will meet with Instructional coaches to review teacher data, coaching progress, walkthrough information and next steps	1.1	August-June 2021	Calendar, Assessment Data, Accountability Goals, walkthrough data, canvas	Principal, Assistant Principal, Instructional Coaches	Calendar, Meeting notes, Agenda	Weekly	Significant Progress	Admin team continues to meet with Instructional Coaches ever week (individually). Holding Instructional Coaches accountable for their role and progress with teachers is and will continue to be a focus. Admininsration feel that currently there is no sense of urgency with Instructional Coaches. Preliminary STAAR data reveal no progress or hyper monitoring of teachers that coaches worked with.
Adminstrative team will continue to refine and revisit with staff policies and procedures pertaining to campus safety and social emotional learning.	3.1	August-June 2021	Restorative/PBIS policy, Discipline policy, Campus Safety policies	Restorative Practice Team, Administrative Team, Police Officer, Staff, students, parents	Discipline Data	Weekly	Some Progress	We will continue with restorative Practice in the 2021-2022 school year but it will not be a focus area

All teachers will implement a tracking system that monitors academic progress.	5.3	March-June 2021	Accountability goals, test data, teacher data sheet, attendance data , failure rates	Principal, Assistant Principal, teachers	Teacher data sheets	Every 9 weeks	Some Progress	Teachers and students are tracking common assessment data. Administration needs to refine following up on this action step more frequently
100% of core teachers will complete the Rogers Middle School action plan template to analyze data and adjust instruction and determine areas to scaffold.	5.3	March-June 2021	Test data from Eduphoria, action plan template	Teachers, Instructional Coaches, Administrators	action plans, walkthroughs	After a formative assessment	Some Progress	Teachers use the Rogers Middle School action plan template to develop a re-teach plan based on lowest Student Expectations on a common assessment. Administration has not been consistent with monitroing implementation
Create a mission and vision that is shared and supported by all stakeholders	3.1	22-Mar-21	Historical campus data, survey information, Mission/Vision resources	All campus staff, students, parents	Survey data (SEAD & INSIGHT), MISSION AND VISION	22-Mar-21	Met	Creation of the vision took longer than expected this year. Next school year the focus will be on ensuring that everything we do is in line iwth the vision and mission of the campus.

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?	We have not fully achieved Focus areas #1 but have come a long way. We started with a stadnardized Data dirven protocol and made modifications and revisions to it. We recently began using and modeling the revised "Rogers Data Protocol". We have devleoped a clear and understadnable mission and vision. Creating these have taken awhile during the school year. Although it was created by staff it is not evident that it is communicated and believed by all. Students and staff do set goals and track data. Visible evidence in classrooms is not in place. Action planning template was introduced late in the school year.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	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?	Ue Data PLc protocol, Implementation of a data tracking system, Action plan development,	None

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	1. Clearly defines administrative roles and responsibilities. 2. Effective use of meeting protocol. 3. Weekly data meetings with instructional leaders	1. Clear and understandable mission and vision created by stakeholders. 2. Practices and policies that promote student success.	1. Visible student progress towards goals in every classroom and throughout the school. 2. Teacher use of a corrective instruction action planning process
Did the campus achieve the desired outcome? Why or why not?	Yes. We defined and redefined roles this year. weekly data meetings were conducted with Instruction leaders indiividually.	1. Yes. Although developing hte campus vision took longer than expected. 2. Yes and no Since we opearted with less that 50% on campud face t oface student most of the year it was difficult to gauge if campus safety practies in palce were 100% effective	1. Not completely. Teachers and students tracked data but moreso digitally. It was not physically visible across the campus. 2. Teaches were introdcued to the action plan template but it was not consistently used for common assessments

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	1.2	2.2	5.3
Rationale	**Campus leadership team was not effective in monitoring implementation of plans or data during the 2020-2021 school year**	**Instrcuctional coaches were not effective in implementation of the Instructional Coaching cycle.**	**Campus Instructional leaders did not consistently monitor progress of student groups. Action plan development was late to start and not consistently utilized with common assessments.**
How will you communicate these priorities to your stakeholders? How will you create buy-in?	**Illicit support from Instructional leadership team in developing a visible data tracking system than can be easliy updated by the team.**	**Meet with Instructional leadership team to define the coaching cycle ,weekly committments and artifacts that can be used to show progress with teachers.**	**Campus leaders will commit time at least once a week to review data and feedback prpvided to teachers. Action plans will be developed in PLC with support from Instructional leaders**
Desired Annual Outcome	**Campus Leaders monitor plan implementation and hold task owners accountable. Campus leaders regulary use data to track progress towards goal.**	**Obervation debriefs by campus instructional instructional leaders occur within 48 hours of the observation. Feedback includes high leverage, bite sized, actionable feedback. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feddback within agreed upon time frames**	**Campus instructional leaders review disaggreated data to track and monitor the progress of all students and provide evidence based feedback to teachers.Teachers use action planning porcess to identify trends, determine root cause and develop plan to reteach**
Desired 90-Day Outcome	Develop goal tracking system that can be updated to reflect progress towards campus goals	Develop a coaching form that provides instructional coaches with a way to. record and share feedback and next steps with teachers.	Schedule revoling weekly meetings with Assistant Principal and Instructional leaaders to review data and feedback

How will the campus build capacity in this area? Who will you partner with?	Campus leadership team (Principal, Assistant Principal, and Instrcutional Coaches) will work together to monior implementation of plans and track teacher data. Principal will coach Assistant Principal and Coaches	Collaborate with Instructional coaches to develop feedback form.	By providing feedback to Coaches and Assistant Principal regarding interpretation of data and effectiveness of feedback
Barriers to Address throughout the year	Committing to scheduled times to review data and monitor plan implementation.	Consistently monitoring effectiveness of coaches and feedback given by coaches to teachers.	Receptivness of all Instructional coaches to receive feedback and make changes.
District Actions for this Cycle	Assist with determining Accountability goals for 2021-2022	Provide on-going Instructional Coach training to Instructional Coaches	Continued license use of eduphoria to scan and analyze assessments.
District Commitment Theory of Action	The district provides opportunities for ongoing support and coaching of campus leader	The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development	The district provides schools with access to student academic, behavorial, and on track to graduation data
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.

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 - the prioritized essential action it is aligned to,
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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.
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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
Develop campus goal tracker	1.2	June-Aug	Accountability goals	Principal, Assistant Principal, Instructional coaches	Goal tracker with goals posted	1-Aug-21		
Develop a observation feedback form to be used by Instructional coaches	2.2	June-August	None	Principal, Instructional Coaches	Feedback form	1-Aug-21		
Schedule weekly data and feedback meetings with instructional coaches and Assistant Principal	5.3	June-August	Calendar	Principal	Calendar	1-Aug-21		