

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

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

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

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

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

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

[DCSI Job Description](#)

Campus Name:

Smith ES

District Coordinator of School Improvement (DCSI) Name, Role:

Eric Wicker, Sr. Executive Director

Campus Number:

000000165

Superintendent Name:

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	Smith ES	Superintendent	Pedro Martinez	Principal	Mayra Gutierrez-Ibarra
District Number	015907	Campus Number	000000165	District Coordinator of School Improvement (DCSI)	Eric Wicker	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Shannon Allen

ASSURANCES

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

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

DATA ANALYSIS

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

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: For the 2020-2021 school year, Smith ES will increase the Domain 1 component score from a 32 (scaled score of 57) to a 35 (scaled score of 60) by increasing percent Approaches to 61%, Meets to 30%, and Masters to 15%. This will support our campus in achieving an overall D rating for 2021. Rationale: As a campus we are focused on providing differentiated small group instruction to address gaps in reading and math. By analyzing data we will create lessons plan and deliver instruction to help us achieve our target for Domain 1. "</p> <p>Domain 2B: For 2021 we will focus on Domain 2B. Our goal is to reach a component score of 35 (scaled score of 69) specifically for our economically</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Smith ES data is low in the writing and reading. Historical state assessment data demonstrates that this is a trend. We need to focus on strengthening foundational literacy instruction in grade PK-2 while strategically addressing gaps in literacy instruction in grades 3-6. Additionally, we need to prioritize moving more of our students to the Master's level across all courses.</p> <p>Domain 2B: We have a large percentage of students in the Eco Dis sub group and our priority to increase their achievement across all of Domain 2. Domain 3: We are targeting our Eco Dis and Hispanic for Domain 3. We also focus on improving the English development of our English Learners to demonstrate adequate progress in TELPAS.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Leadership Team and teachers will participate in data analysis of EOY performance data to measure effectiveness of instruction.	The school vision was newly adopted in February of 2020. Stakeholders need to develop a shared understanding of the vision and how student work instructional practices, and school procedures reflects its attainment.	A lack of differentiation was seen during the ESF Diagnostic visit. Differentiation is not a component of the current lesson plan template. Unlike grades 3-6 which use unit assessments to monitor and track student progress; grades PK-2 do not have an established progress-monitoring system.	Smith Elementary is in IR status; teachers need to utilize data to drive instruction and intervention groups. Students need to take ownership of their learning by setting achievement goals and monitoring their progress towards these goals.
How will the campus build capacity in this area? Who will you partner with?	During faculty meetings Staff will revisit the school vision to define, clarify, and build a common understanding. Smith ES faculty will visit exemplar campuses with an accountability rating of "A". The campus Leadership Team will partner with District Instructional Specialists to coordinate and provide professional development on teaching practices that align with the school vision. Campus administration, Instructional Coaches, and Instructional Specialists will build teacher capacity in implementing these practices through coaching and feedback. District School Improvement department will partner with campus administration to conduct classroom walkthroughs to monitor and provide feedback on the implementation of these practices.	Staff will revisit the lesson plan template to include a differentiation component. PD to support differentiation will be scheduled with district support staff. Campus administration will provide teachers time to reflect on current lesson plan template and how it compares to the Effective School Framework Success Criteria. Staff will refine current lesson plan template to include a differentiation component. Campus administrators will review plans weekly and provide feedback for each component. Campus administration will collaborate with District Specialists to support teacher planning for differentiation.	Teachers and Instructional Coaches will work in collaboration with District's Educational Systems Analyst staff to obtain data reports and provide professional development on data analysis using those reports. support on a weekly basis. Campus administration will ensure the PLC calendar has designated time to discuss and analyze data.
Barriers to Address throughout this year	There are five new teachers, one new instructional coach, and two new IAs who were not part of the initial development and adoption process of the vision. Due to COVID-19 all staff meetings will be held virtually and visits to exemplar schools may not be allowed. New staff needs to receive job-embedded coaching that addresses teaching practices that align to the vision.	To ensure the health and safety of staff and students during the COVID-19 pandemic, substitutes to provide time for PD are not allowed on campus. Social distancing protocols makes face-to-face, interactive PD challenging and PD provided remotely may focus more on theory and research than practice and application. Current lesson plan template does not include the following: Success criteria, exemplar response, time-stamp for pacing, differentiated small group instruction, and components for each content area.	During the ESF, one of the traits the team noticed in many classrooms was over-prompting and excessive guiding by teachers to help students answer without letting them engage in productive struggle. This demonstrates a lack of belief in student ability. Additionally, There are five new-to-the-profession teachers with varied comfort levels in interpreting data. Face-to-face PLCs and data analysis is limited by social distancing protocols. While time for weekly PLCs has been allotted, the primary focus has been on introducing effective instructional strategies rather than on having in-depth conversations about student data.

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>During staff meetings teachers will review the ESF Final Report and all conversation about priorities will connect back to how it will support the attainment of the school vision. There is buy-in from both returning and new staff. Returning teachers have buy-in because they were part of the development process; new teachers have buy-in because alignment to the vision was a central component of the interview and hiring process.</p>	<p>During PLC and staff meetings, teachers will review the ESF Final Report and all conversation about priorities will connect back to how it will support the attainment of the school vision. A public meeting will be held to share TIP with parents and community.</p>	<p>During PLC, teachers will review the ESF Final Report with emphasis placed on the recommendations made. A public meeting will be held to share TIP with parents and community.</p>
<p>Desired Annual Outcome</p>	<p>Staff and students share a common understanding of the school vision and can explain and demonstrate how the vision is evident in routines, procedures, policies, and student artifacts. By the end of the school year 100% of teachers will receive job-embedded coaching and professional development on four teaching practices that align to the school vision (Small-group reading instruction, Centers/Stations, Lotta Lara, TheDictado)</p>	<p>All teachers will use progress monitoring data to create and implement daily lesson plans that address gaps in learning through differentiated paths of instruction. By the end of the year, 100% of teachers will create lesson plans that include: exemplar responses, time-stamp for pacing, differentiated small group instruction, and components for each content area.</p>	<p>Classroom teachers will have protected time every week to analyze data, identify trends and root cause for misconceptions, and create plans to reteach. Students will take ownership of their learning by analyzing and reflecting on data and setting goals. By the end of the school year, 100% of teachers will be able to engage in data analysis using a campus-developed protocol.</p>
<p>District Commitment Theory of Action</p>	<p>If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.</p>

STUDENT DATA

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

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

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

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

If tracking Student Success (EUMS) 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	% of Assessments											2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd - 6th	All	Reading	Approaches	STAAR	52%		MAP- Tier 1	46%	36%	MAP- Tier 1	50%	31%	STAAR	40%	33%	67%	
		3rd - 6th	All	Reading	Meets	STAAR	25%		MAP-HiAvg	26%	12%	MAP-HiAvg	25%	10%	STAAR	15%	15%	35%	
		3rd - 6th	All	Reading	Masters	STAAR	10%		MAP- Hi	15%	10%	MAP- Hi	20%	3%	STAAR	8%	7%	20%	
		3rd - 6th	All	Mathematics	Approaches	STAAR	64%		MAP- Tier 1	45%	29%	MAP- Tier 1	40%	23%	STAAR	35%	37%	74%	
		3rd - 6th	All	Mathematics	Meets	STAAR	30%		MAP-HiAvg	26%	9%	MAP-HiAvg	20%	3%	STAAR	8%	13%	40%	
		3rd - 6th	All	Mathematics	Masters	STAAR	17%		MAP- Hi	16%	4%	MAP- Hi	10%	2%	STAAR	8%	3%	27%	
		5th	All	Science	Approaches	STAAR	72%		CBA	75%	14%	CBA	30%	NA	STAAR	40%	35%	80%	
		5th	All	Science	Meets	STAAR	37%		Provide initial PD to new teachers and continue	30%	6%	CBA	20%	NA	STAAR	30%	0%	50%	
		5th	All	Science	Masters	STAAR	14%		Continue to provide coaching and	17%	3%	CBA	15%	NA	STAAR	25%	0%	25%	
		NA	NA	Social Studies	Approaches	STAAR	NA		NA	NA	NA	CBA	NA	NA	NA	NA	NA	NA	NA
		NA	NA	Social Studies	Meets	STAAR	NA		NA	NA	NA	CBA	NA	NA	NA	NA	NA	NA	NA
		NA	NA	Social Studies	Masters	STAAR	NA		NA	NA	NA	CBA	NA	NA	NA	NA	NA	NA	NA
		4th	All	Writing	Approaches	STAAR	33%		NA	37%	23%	CBA	43%	25%	STAAR	35%	NA	50%	
4th	All	Writing	Meets	STAAR	7%		NA	12%	3%	CBA	16%	16%	STAAR	25%	NA	25%			
4th	All	Writing	Masters	STAAR	2%		NA	8%	3%	CBA	10%	3%	STAAR	12%	NA	15%			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd - 6th	Eco Dis	Reading	Meets	STAAR	52%		Provide time during the school year for this to occur at least 4 times.	46%	30%	MAP- Tier 1	49%	32%	STAAR	40%	35%	67%	
		3rd - 6th	Hispanic	Reading	Meets	STAAR	52%		NA	46%	40%	MAP- Tier 1	49%	55%	STAAR	65%	35%	67%	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd - 6th	Eco Dis	Reading	Meets	STAAR	52%		Provide PD on how to create exemplars	46%	30%	MAP- Tier 1	49%	32%	STAAR	40%	35%	67%	
		3rd - 6th	Hispanic	Reading	Meets	STAAR	52%		NA	46%	40%	MAP- Tier 1	49%	55%	STAAR	64%	35%	67%	
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	36%		Identify dates on calendar when teachers will engage in data analysis	NA	NA	NA	NA	NA	NA	NA	40%		

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Staff and students share a common understanding of the school vision and can explain and demonstrate how the vision is evident in routines, procedures, policies, and student artifacts. By the end of the school year 100% of teachers will receive job-embedded coaching and professional development on four teaching practices that align to the school vision (Small-group reading instruction, Centers/Stations, Lotta Lara, TheDictado).	All teachers will use progress monitoring data to create and implement daily lesson plans that address gaps in learning through differentiated paths of instruction. By the end of the year, 100% of teachers will create lesson plans that include: exemplar responses, time-stamp for pacing, differentiated small group instruction, and components for each content area.	Classroom teachers will have protected time every week to analyze data, identify trends and root cause for misconceptions, and create plans to reteach. Students will take ownership of their learning by analyzing and reflecting on data and setting goals. By the end of the school year, 100% of teachers will be able to engage in data analysis using a campus-developed protocol.
Desired 90-day Outcome	School Vision will be posted around the school and shared daily during morning announcements. By the end of Cycle 1, 100% of teachers will receive job-embedded coaching and PD on small-group reading instruction.	Teachers will use feedback and a variety of progress monitoring tools to create and implement daily lesson plans that address gaps in learning through differentiated and targeted instruction. By the end of Cycle 3, 100% of teachers will create lesson plans that include: exemplar responses.	Classroom teachers will hold data conferences with students and administrators to analyze data and set goals. Student progress toward measurable goals is visible in every classroom and throughout the school. By the end of Cycle 3, 100% of teachers will be able to engage in the reflection component of the Smith Data Analysis protocol.
Barriers to Address During this Cycle	COVID-19 social distancing protocols places limitations on the face-to-face interaction, collaboration, and communication needed to develop a shared understanding of the vision. Teachers, support staff, and administration have different expectations around reading instruction.	The school year will begin with remote instruction for 100% of students. Many remote learners do not have access to Wi-Fi and it takes anywhere from 1-2 weeks to get hot spots in the hands of students. New teachers are not familiar with the district's required components for each content area; returning teachers have misconceptions around expectations for district-required components.	Teacher protected time for data analysis PLCs is dependent on the availability of support staff to provide classroom coverage. The district's COVID-19 safety plan does not allow for substitutes on campus; consequently support staff must cover for those who are out sick or quarantined and are not available to cover for teachers to attend PLCs. Upper and lower grade teachers have different expectations and use different protocols for data analysis.
District Actions for this Cycle	District leadership will conduct classroom walkthroughs and provide feedback on how routines, procedures, policies, and student artifacts align with the school vision.	A District Educational Systems Analyst will provide professional development on how to analyze MAP and iStation data to identify gap in learning and plan for differentiated instruction that addresses these gaps.	District Instructional Specialists will meet weekly with grade-level teams to analyze data, identify trends and root causes for misconceptions, and support the creation of daily lesson plans.
District Commitment Theory of Action	If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.

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
In collaboration with district Instructional Specialists (IS), the Leadership Team (LT) will conduct instructional rounds to identify to develop alignment in expectations around reading instruction.	3.1	9/1-10/23	Google Drive; District Curriculum resources	Instructional Specialist, Instructional Coaches, AP, Principal	Observation Notes	10/23/20		Provide initial PD to new teachers and continue coaching and feedback to returning teachers.
Teachers will receive professional development on expectations around small-group reading instruction.	3.1	10/26-11/30	Google Drive; Time; Staff	Instructional Specialist, Instructional Coaches, AP, Principal	Agenda; PPT Presentation; Lesson Plans	11/27/20	Met	Continue to provide coaching and feedback.
Leadership Team and Instructional Specialist will provide live-coaching and feedback on implementation of small-group reading instruction.	3.1	10/26-11/30	Google Drive; Time; Staff	Instructional Specialist, Instructional Coaches, AP, Principal	Observation Feedback	11/27/20	Met	NA
Campus vision will be printed on banners to post around the school.	3.1	9/1-10/30	Banners; Money; Adobe Pro	Principal and Assistant Principal	Banners; purchase order; email	10/1/2020	Met	NA
The campus administrator will draft student friendly definitions for each component of the school vision to read during morning announcements.	3.1	11/2-2/26	Google Drive; PA System; Zoom	Principal and Assistant Principal	Announcement Folder	10/30/20	Met	NA
Create and implement a student Leadership Binder for grades KG-6 that is user friendly for remote learners.	3.1	9/1-10/30	Computers, Internet, Google Slides, Google Drive	Admin; Teachers	Student Binders	10/30/20	Some Progress	NA
Teachers plan and create a performance task with clearly defined curricular goals and expectations that promote 21st-century learning skills.	3.1 and 5.1	9/24-11/30	Google Drive; District Curriculum resources; YAG, Exemplar	Teachers and Students	CLT Agenda & Minutes; List with Projects & Dates; Grade Level Criteria & Rubrics	10/12/2020	Met	NA
Revisit current lesson plan templates and refine to include success criteria identified in Level 5.3 of the Effective School Framework exemplar responses, time-stamp for pacing, differentiated small group instruction, and components for each content area.	5.1	9/1-10/9	Google Drive; Time; Staff; ESF documents	Admin; Teachers	Lesson Plan Template	10/9/2020	Met	NA

Teachers will use newly adopted lesson plan template to identify the components of each content and the time allotted for each component amount of time spent on each step of the lesson, document exemplars, and plan for differentiated small group lessons.	5.1	11/2-11/30	Google Drive; Canvas District Curriculum resources: YAG	Teachers	Lesson Plans; Exemplars;	11/30/2020	Met	Provide time during the school year for this to occur at least 4 times.
Instructional Coaches will develop a data-analysis protocol to be used during PLCs with both upper and lower grade levels.	5.3	9/1-10/30	Computers; Google Drive	Instructional Coaches	Protocol	10/30/20	Met	NA
Students will use the Leadership Binder to goal set every Monday and reflect on the attainment of those goals on Friday.	5.3	11/2-2/26	Leadership Binder; Assessment Data	Students	Leadership Binders	11/30/2020	Some Progress	Provide PD on how to create exemplars
Instructional Coaches will coordinate with the District's Educational Systems Analyst to provide teachers PD focused on accessing reports and analyzing data in order to identify trends, track and monitor the progress of all students, and plan adjustments to instructional delivery.	5.3	11/4-11/30	MAP Data; Zoom; Time; Substitute	Instructional Coaches; Educational System Analyst	Emails; Campus PD/Meeting Calendar: Agenda & Minutes	11/18/2020	Met	NA
Leadership Team (LT) will identify target students to discuss data, progress, and set target goals.	5.3	11/4-11/30	Leadership Binders; iStation reports; MAP Data; STAAR Data; Unit Assessments; CBA	Instructional Coaches; Counselor, AP, Principal	Student Conference Log	11/30/2020	Some Progress	Identify dates on master calendar when teachers will engage in data analysis using the protocol.

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><u>3.1</u>: Yes, the vision was printed on banners and a script was created with student-friendly definitions for each component of the school vision. The script is read during daily morning announcements; <u>5.1</u>: Yes, teachers progress-monitored after the 1st nine-weeks and used data to create lesson plans that close the achievement gap specifically in reading; <u>5.3</u>: Yes, during PLNs teachers were introduced and used a data analysis protocol to review iStation, unit, and benchmark data.</p>	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	<p>No, we did not meet our target student performance goals. At the time of testing, 80% of students were learning remotely and parents refused to bring students onto campus to complete testing. Those who tested remotely experienced drops in internet service and were unfocused.</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?	Carryover Action Steps	New Action Steps
	All action steps will be carried over and continued except for the K-2 progress monitoring tool; it was too difficult to administer to virtual students.	The PBIS Committee will draft a teacher pledge aligned with the school vision to be recited daily by teachers during morning announcements.

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Staff and students share a common understanding of the school vision and can explain and demonstrate how the vision is evident in routines, procedures, policies, and student artifacts. By the end of the school year 100% of teachers will receive job-embedded coaching and professional development on four teaching practices that align to the school vision (Small-group reading instruction, Centers/Stations, Lotta Lara, TheDictado).	All teachers will use progress monitoring data to create and implement daily lesson plans that address gaps in learning through differentiated paths of instruction. By the end of the year, 100% of teachers will create lesson plans that include: exemplar responses, time-stamp for pacing, differentiated small group instruction, and components for each content area.	Classroom teachers will have protected time every week to analyze data, identify trends and root cause for misconceptions, and create plans to reteach. Students will take ownership of their learning by analyzing and reflecting on data and setting goals. By the end of the school year, 100% of teachers will be able to engage in data analysis using a campus specific protocol.
Desired 90-day Outcome	Staff and students understand, articulate, and provide artifacts for the different components of the school vision: 21st century learner, goal-oriented leader, and emotional intelligence. By the end of Cycle 2, 100% of teachers will receive job-embedded coaching and professional development on centers/stations.	Teachers will use feedback and a variety of progress monitoring tools to create and implement daily lesson plans that address gaps in learning through differentiated and targeted instruction. By the end of Cycle 3, 100% of teachers will create lesson plans that include: exemplar responses.	Classroom teachers will hold data conferences with students and administrators to analyze data and set goals. Student progress toward measurable goals is visible in every classroom and throughout the school. By the end of Cycle 3, 100% of teachers will be able to engage in the reflection component of the Smith Data Analysis protocol.
Barriers to Address During this Cycle	COVID-19 social distancing protocols places limitations on the face-to-face interaction, collaboration, and communication needed to develop a shared understanding of the vision. Teachers, support staff, and administration have different expectations around implementing centers/stations in a blended learning environment.	Many remote learners have not logged in and/or refused to assess in person; consequently, there is no progress monitoring data for many remote learners. Additionally, first-year teachers have little to no knowledge of how to access and analyze data reports. Teachers require professional development to effectively plan for differentiated small-group instruction.	Teacher protected time for data analysis PLCs is dependent on the availability of support staff to provide classroom coverage. The district's COVID-19 safety plan does not allow for substitutes on campus; consequently support staff must cover for those who are out sick or quarantined and are not available to cover for teachers to attend PLCs. The campus is implementing a new progress monitoring tool (iStation) and teachers are unfamiliar with accessing and interpreting reports. New teachers are also unfamiliar with accessing and interpreting MAP data reports.
District Actions for this Cycle	District leadership will conduct classroom walkthroughs and provide feedback on how routines, procedures, policies, and student artifacts align with the school vision.	A District Educational Systems Analyst will provide professional development on how to analyze data to identify gaps in learning and how to use the data to plan differentiated instruction to address those gaps.	District Instructional Specialists will meet weekly with grade-level teams to analyze data, identify trends and root causes for misconceptions, and support the creation of TEKS-aligned daily lesson plans.
District Commitment Theory of Action	If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(Maybe requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Leadership Team will reach out to district Instructional Specialist for support in developing alignment in expectations for centers/stations.	3.1	12/1-2/12	Google Drive; District Curriculum resources	Instructional Specialist, Instructional Coaches, AP, Principal	E-mails; Agenda; PPT	2/15/2021		Provide initial PD to new teachers and continue coaching and feedback to returning teachers.
Teachers will receive professional development on expectations around Centers/Stations.	3.1	12/1-2/12	Google Drive; Time; Staff	Instructional Specialist, Instructional Coaches, AP, Principal	Agenda; PPT Presentation; Lesson Plans	2/15/2021	Met	Continue to provide coaching and feedback.
Leadership Team will provide live-coaching and feedback on implementation of centers/stations.	3.1	12/15-2/26	Google Drive; Time; Staff	Instructional Specialist, Instructional Coaches, AP, Principal	Agenda; Observation Feedback; E-mail	2/26/2021	Some Progress	NA
Staff will establish a shared understanding of the "Emotional Intelligence" component of the school vision by developing a campus wide scope and sequence for SEL with learning targets and activities for the 3rd nine weeks.	3.1	1/18-2/26	District SEL Google Classroom; Sanford Harmony	School Counselor	Draft of Scope and Sequence; Counselor updates on ILT meeting minutes.	2/26		NA
The PBIS Committee will draft a teacher pledge aligned with the school vision to be recited daily during morning announcements.	3.1	1/18-2/26	Vision Statement; Google Drive	PBIS Committee	PBIS Committee agenda & minutes; Teacher Pledge	2/26		NA
Campus administrators will provide student friendly definitions for each component of the school vision during morning announcements.	3.1	12/1-2/26	Google Drive; PA System; Announcement Folder	Principal and Assistant Principal	Announcement Folder	2/5		NA

Teachers will use newly adopted lesson plan template to plan for differentiated small-group lessons.	5.1	1/18-2/26	Google Drive; Canvas District Curriculum resources: YAG	Teachers	Lesson Plans; Exemplars;	2/22	Met	NA
Teachers will collaborate with District Instructional Specialist and Reading Instructional Coach to plan for differentiated small-group instruction.	5.1	1/18-2/26	Google Drive; District Curriculum resources	Instructional Specialist, Instructional Coaches	Calendar; Lesson Plans	2/22	Met	NA
During staff meetings each teacher will share artifacts that reflect the campus' vision and will use a rubric to identify grade-level exemplars to display on the bulletin boards by the main entrance.	5.1	1/18-2/26	Vision Statement; Time; Exemplar Rubric	Teachers	Staff Meeting Agenda; Student artifacts; Picture of Bulletin Boards	2/12		Provide time during the school year for this to occur at least 4 times.
Teachers implement a performance task with clearly defined curricular goals and expectations that promote 21st-century learning skills.	5.1	12/1-12/17	Google Drive; District Curriculum resources; YAG; Exemplar	Teachers and Students	CLT Agenda & Minutes; List with Projects & Dates; Grade-level Criteria & Rubrics; Student Work	12/18		NA
Teachers will use the newly adopted lesson plan template to identify the amount of time spent on each step of the lesson, document exemplars, and plan for differentiated small-group lessons.	5.1	12/1-2/26	Google Drive; Canvas District Curriculum resources: YAG	Teachers	Lesson Plans; Exemplars;	2/5		Provide PD on how to create exemplars
Teachers will use daily formative assessments, monthly progress monitoring and unit assessment data to plan objective-driven lesson plans.	5.1	12/1-2/26	Calendar for monthly progress monitoring; District Assessments; Teacher created assessments	Teachers and Instructional Coaches	Lesson Plans; Exit Tickets; station reports; Data Bands	2/5		NA
Administration Principal will develop a calendar for administration to systematically review lesson plans and provide teachers feedback on differentiated small group lesson plans.	5.1	12/1-2/26	Google Drive; Calendar; Canvas	Principal and Assistant Principal	Calendar; Lesson Plans; Canvas	2/22	Met	Identify dates on master calendar when teachers will engage in data analysis using the protocol.
The CLT will develop a standards-based tracker to measure student progress and plan for differentiated intervention groups.	5.1	12/1-2/26	Google Drive; District Curriculum resources; YAG; Pacing Calendar; Unit	Campus Leadership Team	CLT agenda & minutes; Tracker	12/11		NA
Students will use the Leadership Binder to goal set every Monday and reflect on the attainment of those goals on Friday.	5.3	12/1-2/26	Leadership Binder; Assessment Data	Students	Leadership Binders	2/26		NA

Instructional Coaches will coordinate with the District's Educational Systems Analyst to provide teachers PD focused on accessing reports and analyzing data in order to identify trends, track and monitor the progress of all students, and plan adjustments to instructional delivery.	5.3	1/18-1/29	Data; Zoom; Time; Substitute	Instructional Coaches; Educational System Analyst	Emails; Campus PD/Meeting Calendar; Agenda & Minutes	1/29	Met	NA
Teachers will implement Part 1 of the Smith data-analysis protocol during PLCs and plan for differentiated and targeted instruction.	5.3	1/18-2/26	Computers; Google Drive; Data	Instructional Coaches; Educational System Analyst; AP; Principal	Protocol; Lesson Plans	2/26	Met	NA
Instructional Coaches will develop and teachers will implement a school-wide data tracking system to monitor individual and grade-level performance and progress on ISIP.	5.3	12/18	ISIP Data; Google Drive; Bulletin Boards; Butcher Paper; Borders	Instructional Coaches and Teachers	Updates on ILT meeting minutes; Pictures	2/5		NA
Teachers will hold MOY student conferences to discuss data, review previous achievement goals, and set new goals.	5.3	2/1-2/26	Leadership Binders; station reports; MAP Data; STAAR Data; Unit Assessments; CBA	Teachers	Leadership Binders; Student Conference Log	2/26		Finalize these documents by the end of the school year, June 20, 2021.
Leadership Team and teachers will participate in data analysis of EOY performance data to measure effectiveness of instruction.	5.3	2/1-2/26	Leadership Binders; station reports; MAP Data; STAAR Data; Unit Assessments; CBA	Instructional Coaches, Counselor, AP, Principal	Student Conference Log	2/26		Complete EOY assessments by 6/7 and engage teacher in data analysis by June 17, 2021.
Principal and Assistant Principal will hold MOY data conferences with teachers to discuss overall trends, individual student progress, and develop an action plan.	5.3	2/1-2/26	MAP Data Report; Google Form; Time	Principal and Assistant Principal	Conference Schedule; Calendar; Action plan	2/26	Met	Follow-up with teachers to monitor effectiveness of action plans

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.

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Cycle three goals were set determined using data obtained during cycle 2 assessments rather than 2020 accountability goals. We did not meet our target student performance goals at the Approaches level in Reading and Science. We did not meet target student performance goals at the Meets level in Science nor at the Masters level in Reading, Math, or Science. We did meet our target goals at the Approaches level in Math and at the Meets level in Math and Reading.

Carryover Action Steps

New Action Steps

<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>All action steps will be carried over and continued.</p>	<p>Provide new teachers with initial professional development on Lotta Lara, TheDictado, Small Group Instruction, Stations/Centers. Provide teachers time to observe exemplar teacher implement above mentioned instructional practices. Provide on-going professional Development on how to create exemplars.</p>
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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	3.1	5.1	5.3
Desired Annual Outcome	Staff and students share a common understanding of the school vision and can explain and demonstrate how the vision is evident in routines, procedures, policies, and student artifacts. By the end of the school year 100% of teachers will receive job-embedded coaching and professional development on four teaching practices that align to the school vision (Small-group reading instruction, Centers/Stations, Lotta Lara, TheDictado).	All teachers will use progress monitoring data to create and implement daily lesson plans that address gaps in learning through differentiated paths of instruction. By the end of the year, 100% of teachers will create lesson plans that include: exemplar responses, time-stamp for pacing, differentiated small group instruction, and components for each content area.	Classroom teachers will have protected time every week to analyze data, identify trends and root cause for misconceptions, and create plans to reteach. Students will take ownership of their learning by analyzing and reflecting on data and setting goals. By the end of the school year, 100% of teachers will be able to engage in data analysis using a campus-developed protocol.
Desired 90-day Outcome	Staff and students have a common understanding of the school vision and can articulate how school routines, procedures, policies, and student artifacts reflect the different components of the school vision: 21st century learner, goal-oriented leader, and emotional intelligence. By the end of Cycle 3, 100% of teachers will receive job-embedded coaching and professional development on Lotta Lara and TheDictado.	Teachers will use feedback and a variety of progress monitoring tools to create and implement daily lesson plans that address gaps in learning through differentiated and targeted instruction. By the end of Cycle 3, 100% of teachers will create lesson plans that include: exemplar responses.	Classroom teachers will hold data conferences with students and administrators to analyze data and set goals. Student progress toward measurable goals is visible in every classroom and throughout the school. By the end of Cycle 3, 100% of teachers will be able to engage in the reflection component of the Smith Data Analysis protocol.
Barriers to Address During this Cycle	COVID-19 social distancing protocols places limitations on the face-to-face interaction, collaboration, and communication needed to develop a shared understanding of the vision. Teachers, support staff, and administration have different expectations around Lotta Lara and TheDictado.	There are approximately 40% of students that are still learning remotely. These students inconsistently log on in spite of having Wi-Fi and technology accessible. The gaps in learning for these students has increased significantly and there is little to no progress monitoring data available. Teachers new to the profession and grade level have a superficial understanding of the conceptual and procedural knowledge required for each content standard.	Teacher protected time for data analysis PLCs is dependent on the availability of support staff to provide classroom coverage. The district's COVID-19 safety plan does not allow for substitutes on campus; consequently support staff must cover for those who are out sick or quarantined and are not available to cover for teachers and PLC time is cancelled. The reflection component of the Smith Data Analysis protocol addresses unpacking the TEKS, re-teaching, and differentiated instruction; teachers new to the profession and grade level have a superficial understanding of the TEKS.
District Actions for this Cycle	District leadership will conduct classroom walkthroughs and provide feedback on how routines, procedures, policies, and student artifacts align with the school vision.	District Instructional Specialists will collaborate with campus Leadership Team to establish an Instructional Support Team that will provide individualized coaching to teachers on goal setting, data analysis, and lesson planning.	District Instructional Specialists will meet weekly with grade-level teams to support the creation of TEKS aligned lesson plans and daily formative assessments.

District Commitment Theory of Action	If the district ensures that campus buildings are well maintained, safe, and conducive to learning, then the school environment will align with the school vision.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then campus administration and teachers have the tools needed to analyze STAAR level data, identify cause for misconceptions, and develop lesson plans to reteach.
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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will receive professional development on Lotta Lara and TheDictado	3.1	3/1- 5/28	Google Drive; Time; Staff	Instructional Specialist, Instructional Coaches, AP, Principal	Agenda; PPT Presentation; Lesson Plans	5/21	Met	Provide initial PD to new teachers and continue coaching and feedback to returning teachers.
Leadership Team will provide live-coaching and feedback on implementation of Lotta Lara and TheDictado.	3.1	3/1- 5/28	Google Drive; Time; Staff	Instructional Specialist, Instructional Coaches, AP, Principal	Observation Feedback	5/21	Met	Continue to provide coaching and feedback.
Staff will establish a shared understanding of the "Emotional Intelligence" component of the school vision by implementing a campus-wide scope and sequence for SEL.	3.1	3/1- 5/28	District SEL Google Classroom; Sanford Harmony	Teachers	Scope and Sequence; Lesson plans	5/21		NA
During morning announcements, teachers will engage in a daily recitation of a pledge that is aligned with the school vision.	3.1	3/1- 5/28	Vision Statement; Google Drive	Teachers	Morning Announcement folder	5/21		NA
Campus administrators will provide student friendly definitions for each component of the school vision during morning announcements.	3.1	3/1- 5/28	Google Drive; PA System; Announcement Folder	Principal and Assistant Principal	Announcement Folder	5/21		NA

During staff meetings each teacher will share artifacts that reflect the campus' vision and will use a rubric to identify grade-level exemplars to display on the bulletin boards by the main entrance.	3.1	3/1-5/28	Vision Statement; Time; Exemplar Rubric	Teachers	Staff Meeting Agenda; Student artifacts; Picture of Bulletin Boards	5/21		NA
Teachers plan, create, and implement a second performance task with clearly defined curricular goals and expectations that promote 21st century learning skills.	3.1 and 5.1	3/1-5/28	Google Drive; District Curriculum resources; YAG; Exemplar	Teachers and Students	CLT Agenda & Minutes; List with Projects & Dates; Grade-level Criteria & Rubrics	5/30		NA
Teachers will use newly adopted lesson plan template to identify the amount of time spent on each step of the lesson, document exemplars, and plan for differentiated small group lessons.	5.1	3/1-5/28	Google Drive; Canvas District Curriculum resources; YAG	Teachers	Lesson Plans; Exemplars;	5/30		NA
Teachers will plan with IS and ICs to develop a deeper understanding of the conceptual and procedural knowledge required for each content standard.	5.1	3/1-5/28	Google Drive; District Curriculum resources	Instructional Specialist, Instructional Coaches	Calendar; Lesson Plans	5/30	Some Progress	Provide time during the school year for this to occur at least 4 times.
Teachers will use daily formative assessments, monthly progress monitoring and unit assessment data to plan objective-driven lesson plans.	5.1	3/1-5/28	Calendar for monthly progress monitoring; District Assessments; Teacher created assessments	Teachers and Instructional Coaches	Lesson Plans; Exit Tickets; iStation reports; Data Bands	5/30		NA
Administrators will use a calendar to systematically review lesson plans and provide feedback on exemplars to teachers.	5.1	3/1-5/28	Google Drive; Calendar; Canvas	Principal and Assistant Principal	Calendar; Lesson Plans; Canvas	5/21	Some Progress	Provide PD on how to create exemplars
Teachers will use a standards-based tracker to measure student progress and plan for differentiated intervention groups.	5.1	3/1-5/28	Google Drive; District Curriculum resources; YAG; Pacing Calendar; Unit	Teachers, Instructional Coaches, & Administrators	Tracker	5/21		NA
Teachers will implement the reflection component of the Smith Data Analysis protocol use a data analysis protocol during PLCs to plan differentiated and targeted instruction.	5.3	3/1-5/28	Computers; Google Drive; Data	Instructional Coaches; Educational System Analyst; AP; Principal	Protocol; Lesson Plans	5/21	Met	Identify dates on master calendar when teachers will engage in data analysis using the protocol.
Students will use the Leadership Binder to goal set every Monday and reflect on the attainment of those goals on Friday.	5.3	3/1-5/28	Leadership Binder; Assessment Data	Students	Leadership Binders	5/30		NA
Instructional Coaches will coordinate with the District's Educational Systems Analyst to provide teachers PD focused on analyzing data in order to identify trends, track and monitor the progress of all students, and plan adjustments to instructional delivery.	5.3	3/1-5/28	MAP Data; Zoom; Time; Substitute	Instructional Coaches; Educational System Analyst	Emails; Campus PD/Meeting Calendar; Agenda & Minutes	5/21		NA

Teachers will implement a school-wide data tracking system to monitor individual and grade-level performance and progress on ISIP.	5.3	3/1-5/28	ISIP Data; Google Drive; Bulletin Boards; Butcher Paper; Borders	Instructional Coaches and Teachers	Pictures	5/21		NA
Teachers will hold EOY student conferences to discuss data, review previous achievement goals, and set new goals.	5.3	5/1-5/28	Leadership Binders; iStation reports; MAP Data; STAAR Data; Unit Assessments; CBA	Teachers	Leadership Binders; Student Conference Log	5/21		NA
LT will meet with target students to discuss data, progress, and set target goals.	5.3	5/1-5/28	Leadership Binders; iStation reports; MAP Data; STAAR Data; Unit Assessments; CBA	Instructional Coaches, Counselor, AP, Principal	Student Conference Log	5/21		NA
Leadership Team will create a master schedule, master calendar, and PD plan for the 2021-2022 school year.	5.3	5/1-5/28	Google Drive; Agenda, Minutes	Instructional Coaches, Counselor, AP, Principal	20-21 Calendars, Schedules, PD plan	5/30	Significant Progress	Finalize these documents by the end of the school year, June 20, 2021.
Leadership Team and teachers will participate in data analysis of EOY performance data to measure effectiveness of instruction.	5.3	5/1-5/28	Google Drive; Agenda, Minutes	Instructional Coaches, Counselor, AP, Principal, Teachers	Data Reflection Form	5/30	Significant Progress	Complete EOY assessments by 6/7 and engage teacher in data analysis by June 17, 2021.

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.

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Cycle three goals were determined using data obtained during cycle 2 assessments rather than 2020 accountability goals. We did not meet our target student performance goals at the Approaches level in Reading and Science. We did not meet target student performance goals at the Meets level in Science nor at the Masters level in Reading, Math, or Science. We did meet our target goals at the Approaches level in Math and at the Meets level in Math and Reading.
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>All action steps will be carried over and continued.</p> <p>Provide new teachers with initial professional development on Lotta Lara, TheDictado, Small Group Instruction, Stations/Centers. Provide teachers time to observe exemplar teachers implement above mentioned instructional practices. Provide on-going professional Development on how to create exemplars.</p>

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

Essential Action	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
	3.1	5.1	5.3
Desired Annual Outcome	By the end of the school year 100% of teachers will receive job-embedded coaching and professional development on four teaching practices that align to the school vision (Small-group reading instruction, Centers/Stations, Lotta Lara, TheDictado).	By the end of the year, 100% of teachers will create lesson plans that include: exemplar responses, time-stamp for pacing, differentiated small group instruction, and components for each content area.	By the end of the school year, 100% of teachers will be able to engage in data analysis using a campus-developed protocol.
Did the campus achieve the desired outcome? Why or why not?	Yes, this desired annual outcome was achieved: 100% of teachers received job-embedded coaching and professional development on four teaching practices that align to the school vision (Small-group reading instruction, Centers/Stations, Lotta Lara, TheDictado).	This desired annual outcome was significantly met. 100% of teachers create lesson plans that include: time-stamp for pacing, differentiated small group instruction, and components for each content area. Teachers do not consistently include exemplars in their lesson plans.	Yes, 100% of teachers engaged in data analysis using a campus-developed protocol. Time was scheduled in the master calendar to allow for this outcome to be met.

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	4.1	5.1	5.3
Rationale	Teachers in grades 3-5 use Cumulative Benchmarks Assessments (CBAs) and unit assessments to monitor and track student progress throughout the school year. Teachers in grades PK-2 do not have such an established progress monitoring system and only monitor progress in the middle and end of the school year.	Assessment data demonstrates that 80% of students are not performing at grade-level. Students who are performing at grade-level are not showing adequate growth or demonstrate regression. Whole group Tier 1 instruction lacks of differentiation and focuses more on meeting the instructional needs of Tier 2 and 3 students than Tier 1.	During the 2020-21 school year, Smith ES students began using a computer-adaptive reading program (iStation) to support and progress monitor literacy development. iStations Indicator of Progress (ISIP) data from August to December demonstrates a negative trend in student progress. This is in part because students had no accountability for their performance and did not take the monthly assessments seriously.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	During staff meetings teachers will review conduct a campus needs assessment. Teams of teachers will work together to identify the target EOY expectations that need to be assessed 4 times a year. At the beginning of the year parents will receive an EOY expectations checklist as well as the scheduled dates for the benchmark and progress monitoring. Additionally, a public meeting will be held to share TIP with parents and community.	During staff meetings teachers will review this year's progress around the TIP and conduct a campus needs assessment. A team of teacher leaders (Transformational Team) will facilitate conversations and professional development around lesson planning components; specifically creating exemplars and success criteria. A public meeting will be held to share TIP with parents and community.	The campus leadership team will develop a campus-wide system to track and display student achievement and progress on iStation, MAP, and grade-specific skills. Parents will receive notification of their child's progress every 9 weeks. Additionally, a public meeting will be held to share TIP with parents and community.
Desired Annual Outcome	By the end of the school year 100% of teachers will measure student mastery of grade-level TEKS by administering 1 BOY benchmark assessment and 3 progress monitoring assessments.	By the end of the year, 100% of teachers will create daily lesson plans that include: differentiated small group lessons for math and reading, exemplar responses, success criteria and formative assessment for each content.	By the end of the year, 100% of teachers will meet with students to hold data conferences and set growth goals: 9 times for iStation and 2 times for MAP.

<p>Desired 90-Day Outcome</p>	<p>By the end of Cycle 1, 100% of teachers will administer 1 BOY benchmark and 1 progress monitoring assessment in reading and math. By the end of Cycle 2, 100% of teachers will administer 2 progress monitoring assessments in reading and math. By the end of Cycle 3, 100% of teachers will administer 3 progress monitoring assessments in reading and math.</p>	<p>By the end of Cycle 1, 100% of teachers will create daily lesson plans that include: differentiated small group lessons for math and reading; and 1 exemplar response and success criteria for math and reading. By the end of Cycle 2, 100% of teachers will create daily lesson plans that include: differentiated small group lessons, exemplar response and success criteria, and formative assessments for math and reading. By the end of Cycle 3, 100% of teachers will create daily lesson plans that include: differentiated small group lessons for math and reading, and exemplar responses, success criteria and formative assessment for each content.</p>	<p>By the end of Cycle 1, 100% of teachers will meet with students to hold 3 data conferences and set growth goals using iStation data. By the end of Cycle 2, 100% of teachers will meet with students to hold 6 data conferences and set growth goals using iStation data and 1 conference using MAP data. By the end of Cycle 3, 100% of teachers will meet with students to hold 9 data conferences and set growth goals using iStation data and 2 conferences using MAP data.</p>
<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>Campus administration, and Instructional Coaches will build teacher capacity through PLNs dedicated to identifying target EOY expectations and developing benchmark and progress monitoring assessments. District Curriculum and Instruction department will partner with campus administration to develop assessments and facilitate data analysis and planning for corrective instruction. Campus administration will ensure the campus assessment calendar indicates window for the administration of benchmark assessments.</p>	<p>District School improvement department will partner with campus administrators to provide professional development on differentiation. Campus administrators will review plans weekly and provide feedback for each component. Campus Instructional Coaches will collaborate with District Specialists to support teachers in unpacking standards, creating exemplars, and planning for differentiation.</p>	<p>Campus Leadership Team will partner with iStation representatives to provide teachers professional development on how to analyze iStations Indicator of Progress (ISIP) data. Teachers and Instructional Coaches will work in collaboration with District's Educational Systems Analyst to obtain MAP data reports and facilitate data analysis using those reports. Campus administration will ensure the assessment calendar indicates window for data analysis and student data conferences.</p>
<p>Barriers to Address throughout the year</p>	<p>Benchmark assessments at the K-1 level need to be conducted in a 1-1 setting. K-1 teachers will require coverage to conduct these assessment. If substitute restriction continue in 21-22, providing coverage will be a barrier.</p>	<p>Current lesson plans do not include the following: Success criteria and exemplar response. Teachers do not know how to create exemplars and success criteria.</p>	<p>While time for weekly PLCs has been allotted, the primary focus has been on introducing effective instructional strategies rather than on having in-depth conversations about student data.</p>
<p>District Actions for this Cycle</p>	<p>District Curriculum and Instruction Specialists will facilitate data analysis and develop benchmark and progress monitoring assessments.</p>	<p>District Instructional Specialists will meet weekly with grade-level teams to support the creation of daily lesson plans that include exemplar responses, success criteria, and differentiate small group instruction. District leadership will conduct classroom walkthroughs and provide feedback on the implementations of differentiation in small groups.</p>	<p>A District Educational Systems Analyst will provide professional development on how to analyze MAP and iStation data to identify gap in learning and plan for differentiated instruction that addresses these gaps.</p>
<p>District Commitment Theory of Action</p>	<p>If the district provides access to assessments aligned to the standards and the expected level of rigor, then classroom teachers will be able to progress monitor with more frequency and reteach for mastery.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then staff has the tools needed to consistently progress monitor and create differentiated lesson plans.</p>	<p>If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then campus administration and teachers have the tools needed to analyze data and hold student data conferences.</p>

ACTION PLAN

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

For each action step, indicate:

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

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	NA
Teacher Leaders identify the target EOY expectations for each grade level.	4.1	18-Jun-21	TEKS; Google Drive; District Curriculum resources; YAG	Teachers	EOY Learning Targets	18-Jun-21		
Campus Leadership Team develops an assessment calendar to identify windows for assessment, data-analysis, and data conferencing between teachers and students, teachers and admin, and admin and students.	4.1, 5.3	30-Jul-21	Google Drive; District Testing calendar, campus master calendar	Principal; Assistant Principal; Instructional Coaches	Assessment Calendar; Calendar Invites; E-mails	2-Aug-21		
Campus Leadership Team develops a PLN calendar to set aside time for quantitative and qualitative data analysis and planning for corrective instruction.	4.1, 5.3	30-Jul-21	Google Drive; Campus Master Calendar	Principal; Assistant Principal; Instructional Coaches	PLN Calendar; Calendar Invites; E-mails	2-Aug-21		
Campus administrators coordinate with District School Improvement, Curriculum department, and iStation representatives to develop a PD plan to address: differentiation, exemplars, success criteria, unpacking the TEKS, MAP and iStation data analysis.	5.1, 5.3	30-Jul-21	Google Drive; Campus Master Calendar	Principal; Assistant Principal	PD Plan; Calendar Invites; E-mails	2-Aug-21		
Campus Instructional Coaches collaborate with District Instructional Specialists to develop beginning of year Benchmarks for grades K-5 for reading and math.	4.1	2-Aug-21	TEKS; Google Drive; District Curriculum resources; YAG	Instructional Coaches	Benchmarks; Calendar Invites	2-Aug-21		
Teachers participate in professional development on differentiation.	5.1	27-Aug-21	Computer; Google Drive; Agenda	Teachers	Sign-in Sheets; Agenda; Slide Deck	31-Aug-21		
Teachers participate in professional development to understand and analyze iStations Indicator of Progress (ISIP) data.	5.3	27-Aug-21	Computer; Google Drive; iStation Data; Agenda	Teachers	Sign-in Sheets; Agenda; Slide Deck	31-Aug-21		
Teachers create daily lesson plans that include: differentiated small group lessons for math and reading.	5.1	27-Aug-21	Google Drive; TEKS, District Curriculum Resources	Teachers	Lesson Plans	31-Aug-21		
District and campus leadership conduct classroom walkthroughs and provide feedback on the implementations of differentiation in small groups.	5.1	27-Aug-21	Computer; Performance Matters	Principal; Assistant Principal	Performance Matters	31-Aug-21		
Teachers administer BOY Benchmark for reading and math.	4.1	27-Aug-21	Benchmarks; paper	Teachers	Campus Assessment Calendar; benchmarks; Data Trackers			
Teacher Leaders develop a campus-wide system to track and display student achievement and progress on MAP.	5.3	27-Aug-21	Computer; Google Drive; MAP Data; Agenda	Teachers	Pictures; Bulletin boards	31-Aug-21		

Campus administrators review plans weekly and provide feedback on differentiated lessons.	5.1	27-Aug-21	Computer; Google Drive	Principal; Assistant Principal	Lesson Plans	31-Aug-21		