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:
Steele Montessori Academy	Angelica Romero - Assistant Superintendent
Campus Number:	**Superintendent Name:**
015907166	Pedro Martinez
Date:	
Monday, November 2, 2020	

Texas Education Agency

CAMPUS INFORMATION

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

District Name	San Antonio ISD	Campus Name	Steele Montessori Academy	Superintendent	Pedro Martinez	Principal	Laura Christenberry
District Number	015907	Campus Number	000000166	District Coordinator of School Improvement	Angelica Romero	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.	Angelica Romero 11/02/20
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.	Laura Christenberry 11/02/20
Board Approval Date	14-Dec-20	

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: By June 2021, 50% of 3rd and 4th graders will meet grade level standard on the STAAR Math assessment. 55% of 3rd and 4th graders will meet grade level on the STAAR Reading assessment. Rationale: When comparing STAAR projected scores from MOY of last year to BOY of this year, we expect the progress we made in reading along with the work we will do in math with our current goals will push more than half of our students to achieve scores in the meets and masters Domain 2B: 70 % of our 3rd and 4th grade students will score approaches or higher on both the Reading and Math STAAR assessment. Rationale: Our campus is comprised of 55% economically disadvantaged students, so with relative performance the school would earn a B in school progress. Domain 3: Students in will score less than a 10% difference between economically disadvantaged and non economically disadvantaged groups Rationale: The Montessori method is an equitable model that is providing rich hands-on experience for students.
	What changes in student group and subject performance are included in these goals?	Domain 1: MAP data showed declining math scores Domain 2B: 4th grade is a new grade level being added to Steele this year. Domain 3: Recruitment was adjusted to get adequate numbers of students from all 4 socio-economic blocks and equal representation from all areas of San Antonio.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	

Rationale	Teachers currently design individual lesson plans based on student data which includes daily observations, MAP data, IEP progress data, and a student tracking system. We do not have any schoolwide alignment documents that can be easily referred to. While we also saw improvement last year in Reading with the creation of our common assessments, we have not focused specifically on common assessments and alignment for math. We also need some data in the subject of 'culture' because it seems that some of our math and reading TEKS are addressed in the 'culture' materials, and leadership should provide this with the use of regularly scheduled data disaggregation through use of a protocol involving student work plans.	Data driving our instruction includes BOY/MOY/EOY MAP, common assessment cycles, and teacher observation,. We are seeing growth with the use of these data monitors and will continue to implement them. This year data shows that we need continued development in math instruction to help students use the computational skills they are learning to solve problems. Teachers need more information and coaching around how to utilize daily observations to match students to Montessori lessons and additional training to troubleshoot problems with presentation. While teachers take daily observations, training in learning how to synthesize those observations is needed. As a campus, we need a protocol for regularly analyzing observation data in a useful way and a way to track lesson studies that need more attention.	
How will the campus build capacity in this area? Who will you partner with?	Campus will develop teacher leaders who will create teams in order to develop alignment documents for our Montessori scope and sequence. We will reach out to other public Montessori schools in Texas who have begun this work. We will also rely on the certified Montessori teachers and our Instructional Coach to help us.	We will partner with the math department for resources and utilize the instructional coach to provide information about Montessori scope and sequence. The principal will mentor and coach assistant principal in creating new systems for other leadership team members and creating said protocols. PLCs currently focus on 3 points of data throughout the year (BOY, MOY, and EOY) in MATH and READING, along with daily observations and common assessment cycles. Last year the common assessments were very focused on reading, and we now need to develop a similar process for math. Teachers need more information and coaching around how to utilize daily observations to match students to Montessori lessons. While teachers take daily observations, training in learning how to synthesize those observations is needed. As a campus, we need a protocol for regularly analyzing observation data in a useful way.	
Barriers to Address throughout this year	1. Maintaining the balance between school-wide assessments and allowing every child to work at their own pace 2. Teacher's confidence and efficacy to design quality assessments that align with TEKS and Montessori scope and sequence.	1. We want to make sure that we maintain the integrity of the Montessori method as we collect data and adjust instruction based on these assessments and progress monitoring. 2. Staff currently lacks a deep understanding of the Texas accountability system. 3. Virtual learners aren't here to be observed. 4. Testing grades feel pressure to devote more time to math and reading, shortening the time spent on 'culture' and could be inadvertently missing math and reading TEKS addressed in 'culture' materials.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will hold our family meeting on November 16 to communicate these priorities and our plan. We will also continually review these priorities at our CLT meeting once a month and to our board members once a quarter.	We will hold our family meeting on November 16 to communicate these priorities and our plan. We will also continually review these priorities at our CLT meeting once a month and to our board members once a quarter.	
Desired Annual Outcome	Our campus will develop, codify, and articulate a document that aligns TEKS with our Montessori scope and sequence through a specific process and to communicate effectively with our stakeholders. An emphasis will be placed on ensuring the lower elementary math TEKS are all addressed, because we have a suspicion that the materials for math don't cover everything the math STAAR/MAP encompasses. It is possible it is addressed in the culture curriculum or needs to be created by teachers following Montessori principles.	Instructional Leadership Team (ILT) will continue to utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Math. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will continue to be geared toward specific lessons that are showing low student mastery. Two protocols will be designed and implemented; one for disaggregating work plan data by percentage of time devoted to each subject and one for discussing, synthesizing, and using observation data in a helpful way.	
District Commitment Theory of Action	If the district recognizes the unique needs of Steele Montessori Academy and provides the flexibility to address those needs, then the campus will create a systemic approach to meeting the criteria set for student achievement by the state, while maintaining true to the Montessori model.	If the district provides a data assessment platform to capture assessment data by item and student level, then the campus will be able to engage in structured data-analysis protocols that will guide instructional decisions.	

STUDENT DATA

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

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

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

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

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

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
k-2 data	% of students at or above district grade level	Kinder	All	Reading	at or above	Map		59.50%	Map K-2	65	91	Map K-2	68	65%			70	70
		Kinder	All	Math	at or above	Map		63.20%	Map K-2	65	89	Map K-2	68	76%			70	70
		First Grade	All	Reading	at or above	Map		80.50%	Map K-2	70	75	Map K-2	72	45%			75	75
		First Grade	All	Math	at or above	Map		75.60%	Map K-2	70	76	Map K-2	72	70%			75	75
		Second Grade	All	Reading	Approaches	Map		32.1%%	Map 2-5	45	60	Map K-2	50	50%			55	65
		Second Grade	All	Reading	Meets	Map		18.90%	Map 2-5	20			25	28%			35	45
		Second Grade	All	Reading	Masters	Map		13.20%	Map 2-5	20			22	18%			25	30
		Second Grade	All	Mathematics	Approaches	MAP		35%	Map 2-5	45	46		50	34%			55	60
		Second Grade	All	Mathematics	Meets	MAP		13%%	Map 2-5	45			50	14%			55	60
		Second Grade	All	Mathematics	Masters	MAP		1.9%%	Map 2-5	10			15	6%			20	25
1. Domain 1	% of Students at Approaches, Meets and Masters	Third Grade	All	Reading	Approaches	STAAR		57.00%	Map 2-5	45	57		60	33%			62	65
		Third Grade	All	Reading	Meets	STAAR		40%	Map 2-5	40	40		50	12%			55	60
		Third Grade	All	Reading	Masters	STAAR		20%	Map 2-5	15	20		20	9%			25	30
		Third Grade	All	Mathematics	Approaches	STAAR		28%	Map 2-5	40	28		50	33%			55	60
		Third Grade	All	Mathematics	Meets	STAAR		11.00%	Map 2-5	35	11		38	11%			43	55
		Third Grade	All	Mathematics	Masters	STAAR		6.00%	Map 2-5	10	0		15	9%			20	25
		Fourth Grade	All	Reading	Approaches	STAAR		67.00%	Map 2-5	45	67		50	46%			57	60
		Fourth Grade	All	Reading	Meets	STAAR		31.00%	Map 2-5	40	31		45	13%			50	55
		Fourth Grade	All	Reading	Masters	STAAR		19%	Map 2-5	10	19		20	5%			25	30
		Fourth Grade	All	Mathematics	Approaches	STAAR		38.00%	Map 2-5	40	38		50	46%			55	60
		Fourth Grade	All	Mathematics	Meets	STAAR		2.00%	Map 2-5	40	2		45	13%			50	55
		Fourth Grade	All	Mathematics	Masters	STAAR		0.00%		10	0		15	5%			20	25
		Fourth Grade	All	Writing	Approaches	STAAR												
		Fourth Grade	All	Writing	Meets	STAAR												
		Fourth Grade	All	Writing	Masters	STAAR		0.00%	Map 2-5									

2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Third and Fourth Grade	Hispanic	Reading		STAAR												
		Third and Fourth Grade	Eco Dis	Reading		STAAR												
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Third and Fourth Grade	Hispanic	Math		STAAR												
		Third and Fourth Grade	Eco Dis	Math		STAAR												
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)																	

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	4.1	5.3	0
Desired Annual Outcome	Our campus will develop, codify, and articulate a document that aligns TEKS with our Montessori scope and sequence through a specific process and to communicate effectively with our stakeholders. An emphasis will be placed on ensuring the lower elementary math TEKS are all addressed, because we have a suspicion that the materials for math don't cover everything the math STAAR/MAP encompasses. It is possible it is addressed in the culture curriculum or needs to be created by teachers following Montessori principles.	Instructional Leadership Team (ILT) will continue to utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Math. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will continue to be geared toward specific lessons that are showing low student mastery. Two protocols will be designed and implemented; one for disaggregating work plan data by percentage of time devoted to each subject and one for discussing, synthesizing, and using observation data in a helpful way.	
Desired 90-day Outcome	The campus will organize committees to create the documents and define the process by which committees will work collaboratively. All dates will be set for meetings, deadlines, and completion in a shared calendar.	The campus will organize the calendar and systems by which we will organize lesson studies. Teachers will establish their observation notebooks as this is one significant piece of data we will use to inform the lesson studies we choose. Teachers will develop a calendar and protocol to continue the use and analysis of the common assessments they created last year.	
Barriers to Address During this Cycle	Staff is currently being overwhelmed with a higher than average workload. This project requires collaboration and buy in from our teachers, who we consider Montessori experts.	Observation notebooks are most useful and applicable to in person students, and many of our kids are still learning remotely. Likewise, the common assessments administered last year were used in person and adjustments will need to be made to make them useful virtual tools.	
District Actions for this Cycle	Assistant superintendent will provide feedback on dates we set for drafts, deadlines, and meetings to share with other departments.	District has provided and paid for the Montessori training our teachers will now use to match Montessori lessons to applicable TEKS (in both a vertical and interdisciplinary manner).	
District Commitment Theory of Action	If the district recognizes the unique needs of Steele Montessori Academy and provides the flexibility to address those needs, then the campus will create a systemic approach to meeting the criteria set for student achievement by the state, while maintaining true to the Montessori model.	If the district provides a data assessment platform to capture assessment data by item and student level, then the campus will be able to engage in structured data-analysis protocols that will guide instructional decisions.	

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
Lesson Study work analysis calendar will be created.	5.3	11/2/20	PLC, Google Doc	Team Leads (Austin and Carlissa)	Calendar	11/30/20	Met	
A Lesson Study map will be created to keep track on which math presentations we will study and calibrate. Staff will have access to request lessons they feel they need.	5.3	11/9/20	PLC, Google Doc	Team Leads (Austin and Carlissa)	Lesson Study Document	11/30/20	Significant Progress	Teachers have reviewed lessons for Lesson Study. Next step is to create the map.
Meet with teachers to discuss and tune protocol to use in PLC for development of common assessments (in math and reading)	5.3	11/9	PLC, SRI Tuning Protocol	IC (Pat)	PLC Agenda and Minutes	11/30/20	Some Progress	Teachers will continue to use the same protocol for both math and reading.
Teachers will develop a calendar for the common assessment window for the first common assessment.	5.3	11/9/20	PLC, Google Doc	Team Leads (Austin and Carlissa)	CA Calendar	11/30/20	Some Progress	Teachers have discussed but continue to work on the assessment windows.
Teachers establish an observation notebook in which daily observations are recorded for all children and share with the team their criteria for observations.	5.3	11/2/20	HMC training for observation notes	Team Leads (Austin and Carlissa)	Summary of Observation Notes	11/30/20	Met	
Campus will set up committees for creating a math alignment document.	4.1	10/26-11/6		Assistant Principal (Crystal)	Committee Members	11/30/20	Met	

A flowchart showing the alignment design process will be created and shared with the alignment teams.	4.1	11/2-11/13	Harvard d.school design thinking process	Assistant Principal (Crystal)	Flowchart Document	11/30/20	Met	
A calendar of alignment meetings will be created and shared.	4.1	11/2-11/13		IC (Pat)	Calendar	11/30/20	Significant Progress	Calendar is created and just needs to be shared.

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?	The objectives were partially met. The priority focus area 4.1 the committees were formed but the calendars still need to be organized. For priority focus area 5.3, the common assessment process has been finalized, but implementation will actually begin next semester. Staff is getting comfortable with lesson studies presented after school, but we now need to implement the map so they can request them as needed.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Almost all data goals were met expect for math in grades 3 and 4.

	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?	Teachers will continue the Lesson Study process and calendar. Teachers will continue to utilize their observation notebooks to find trends in their work 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	4.1	5.3	0
Desired Annual Outcome	Our campus will develop, codify, and articulate a document that aligns TEKS with our Montessori scope and sequence through a specific process and to communicate effectively with our stakeholders. An emphasis will be placed on ensuring the lower elementary math TEKS are all addressed, because we have a suspicion that the materials for math don't cover everything the math STAAR/MAP encompasses. It is possible it is addressed in the culture curriculum or needs to be created by teachers following Montessori principles.	Instructional Leadership Team (ILT) will continue to utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Math. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will continue to be geared toward specific lessons that are showing low student mastery. Two protocols will be designed and implemented; one for disaggregating work plan data by percentage of time devoted to each subject and one for discussing, synthesizing, and using observation data in a helpful way.	
Desired 90-day Outcome	The first draft of the math alignment document will be finished and remaining TEKS will be identified in Culture work. ILT will begin analyzing and prioritizing the amount of culture lessons happening in the classrooms.	Teachers continue the work of recording observations in their notebooks, participating in Lesson Studies, and analyzing data of common assessments during PLC. ILT will develop a protocol that incorporates high level questions to make observation notes more helpful and usable data. Professional learning to occur in January will set staff up to be more successful in raising math scores the second semester. It will incorporates number talks, daily problem solving, and a deeper understanding of how the STAAR assessment is designed.	
Barriers to Address During this Cycle	Following the designated process to analyze work plans will require time and fidelity of the ILT. We will have to make this a priority without losing focus of the other duties and deadlines this cycle has.	Due to the pandemic, most of the action items will need to be facilitated virtually. That is especially difficult with Lesson Studies, as it is most helpful to see them in person. Likewise, professional learning will need to contain multiple contingency plans that take outcomes of people gathering and Covid spreading during holidays into account.	
District Actions for this Cycle	Assistant superintendent will review the draft and discuss next steps with the ILT.	Math Department and Accountability, Research, and Evaluation Department can share valuable resource and partner with us to help train staff.	
District Commitment Theory of Action	If the district recognizes the unique needs of Steele Montessori Academy and provides the flexibility to address those needs, then the campus will create a systemic approach to meeting the criteria set for student achievement by the state, while maintaining true to the Montessori model.	If the district provides a data assessment platform to capture assessment data by item and student level, then the campus will be able to engage in structured data-analysis protocols that will guide instructional decisions.	

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
Every 3 weeks, PLCs review common assessment data, add data to the tracker, and plan next common assessment for reading and math. Will continue to use student work analysis protocol.	5.3	12/7/20	CA, data tracker, work analysis protocol	Team Leads (Austin and Carlissa)	Data tracker, agenda showing use of the student work protocol	12/19/20	signigicant progress	First round done, second round in progress in both math and reading
Teachers will continue observation notebook in which daily observations are recorded for all children.	5.3	ongoing	observation notebook	IC (Pat)	Observation Notebook data summary	ongoing, once a month	met	Walk through data indicates that guides regulalry observe children and take notes. It is recorded in the Montessori snap shot walk throughs.
Develop observation notes protocol incorporating a series of high level questions that can be answered using observation notes.	5.3	12/7/20	High level question bank, PLC time	IC (Pat)	Summary of data collected	2/26/21	some progress	Made by Ms. Gonzales, needs to be introduced to teachers during a PLC

Action Step	Focus	Date	Resources	Person(s) Responsible	Evidence	Timeline	Progress	Necessary Adjustments/Next Steps
Lesson study with low mastery Montessori lessons will be conducted by teachers. As teachers see several students not showing mastery, a lesson study will be conducted to make sure all teachers are presenting the lesson the same way and are calibrating characteristics of mastery.	5.3	12/9/20	MAP data (Learning Continuum), calendar, lesson study map	IC (Pat)	Lesson Study map and data with those lessons	2/26/21	significant progress	going very well, it's being done monthly, converstaions around lesson are in depth and teams are agreeing upon specifics for presentations to calibrate across campus.
All teachers will be trained in Number Talks.	5.3	1/11/20	District Math Specialist, Number Talks book and training	Assistant Principal (Crystal)	Agenda for Number Talks	1/30/21	met	Held on February 3, presented by Jennipha Ricks.
Assistant principal will coach teachers and give feedback on their Number Talk lessons.	5.3	1/12/20	NA	Assistant Principal (Crystal)	Feedback form	2/26/21	some progress	Admin has reached out to offer support
PD activity for teachers to look at how STAAR is set up vs how Montessori is set up (STAAR Blueprint)	5.3	1/11/20	PLC or afterschool time, alignment committee meeting	Principal (Laura)	Agenda for PD	2/26/21	some progress	Teachers are reviewing TEKS aligned problems on their ETC cards which align with Montessori. Meeting scheduled for March 22 to plan for STAAR and STAAR training.
Principal will develop with help of her team a PD on authentic problem solving for January PD day to help staff begin a problem of the day practice.	5.3	1/11/20	PD time	Principal (Laura)	Agenda for PD	1/30/21	met	Training went well, teachers participated and have started implementing the problem of the day. Admin is taking data on oppertuinties for students to practice problem solving.
First draft of math alignment document will be completed.	4.1	11/2-1/29	Meetings, Google Doc	Principal (Laura)	Alignment document	12/4/21	met	Draft is complete, it is out for review to the teachers.
Campus will schedule alignment collaboration with another Texas public Montessori school.	4.1	12/7/20	Agenda	Principal (Laura)	Agenda for Texas Montessori School Meeting	12/19/21	met	Principal collaborates with Garden Oaks Montessori prinicpal, Lindey Polluck. They have met twice and had conversation about TEKS alignment as it relates to Montessori scope and sequence and math intervention strategies, and how their schools fit into the larger vision of their respective districts.
Leadership team will create a process to review work plans to show the comparison of culture lessons (which have math lessons embedded) to reading and math lessons.	4.1	1/11/20	Protocol, agenda	Assistant Principal (Crystal)	Work plan data, walkthrough data	2/26/21	some progress	Instructional leadership team met to discuss process. Scheduled out 2 days per month for students to bring work plans to office (one per class) for us to review. We will make a copy, calculate ratios, and track data.
Leadership team will follow the process to review work plans to show the comparison of culture lessons to reading and math lessons.	4.1	1/12/20	Calendar	Assistant Principal (Crystal)	Work plan data, walkthrough data	2/26/21	some progress	PLC committees discussed in Janurary current teacher planning and culture lessons to core content areas. Needs to be carried over to next cycle
ILT will review culture work to identify which lessons cover math TEKS.	4.1	12/7-12/20	Leadership Meeting	Assistant Principal (Crystal)	Alignment document	2/26/21	some progress	ILT has been discussing work plans with guides and gaining a knowledge base on the interconnection between culture work and core content areas. Documnet will be created to begin a formal review of this information. Carry over to next cycle.

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?	Significant progress was made. 90 day outcome goal for 4.1 was met; the draft of the alignment document was completed and work began in comparing culture studies to other content areas (specifically math). The 90 day outcome goal for 5.3 was nearly completed but with just a little more work to be done in preparing guides for the STAAR.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not meet all of our goals for math but continue to make progress from our baseline data in all grades expcept 2nd grade. We believe that we will see more progress in the second semester as more strategies are just now being implented as stated on our plan. We are giving common assessments in reading and math for 3rd and 4th graders so we can progress monitor these students until the complete the EOY MAP assessment and STAAR.

	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?	Assistant Principal will continue to coach teachers and give feedback of the Number Talk lessons for primary. Lesson studies have been very effective and will continue through the end of the year. ILT will continue to have conversations with teachers around the Montessori observation notes with high level questions. Teacher will continue to revise the math alignment document to be ready to be shared with stakeholders. ILT will continue to meet during PLCs to review work plans showing culture works compared to reading and math works.	

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	4.1	5.3	0
Desired Annual Outcome	Our campus will develop, codify, and articulate a document that aligns TEKS with our Montessori scope and sequence through a specific process and to communicate effectively with our stakeholders. An emphasis will be placed on ensuring the lower elementary math TEKS are all addressed, because we have a suspicion that the materials for math don't cover everything the math STAAR/MAP encompasses. It is possible it is addressed in the culture curriculum or needs to be created by teachers following Montessori principles.	Instructional Leadership Team (ILT) will continue to utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Math. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will continue to be geared toward specific lessons that are showing low student mastery. Two protocols will be designed and implemented; one for disaggregating work plan data by percentage of time devoted to each subject and one for discussing, synthesizing, and using observation data in a helpful way.	0
Desired 90-day Outcome	Feedback of both staff and community will be used to revise multiple drafts of the math alignment document. Final document will be published and shared broadly.	Staff will implement Problem of the Day to promote critical thinking to the more concrete skills they practice with the Montessori materials. They will do so in a way that is both appropriate to the developmental level of the students and in line with Montessori principles. STAAR simulation will be administered and data will be analyzed by ILT.	
Barriers to Address During this Cycle	Montessori lessons have many TEKS embedded, so the document will show much more than just the most obvious point of each lesson. This will make the document large and difficult to review for stakeholders. We will need to think through a good way to present it in a way that is not overwhelming so that we get helpful feedback.	This will be our first time to administer STAAR, and we need to think through the details. Classes are multi-level so the third graders are in a room with non-testing grade levels and will need to be accommodated somewhere else. Additionally, there are more concerns with Covid that need to be incorporated into our logistics plan.	
District Actions for this Cycle	Serve as a practice audience so we can know if we are presenting with too much or too little detail.	Math Department and Accountability, Research, and Evaluation Department can share valuable resource and partner with us to help train staff.	
District Commitment Theory of Action	If the district recognizes the unique needs of Steele Montessori Academy and provides the flexibility to address those needs, then the campus will create a systemic approach to meeting the criteria set for student achievement by the state, while maintaining true to the Montessori model.	If the district provides a data assessment platform to capture assessment data by item and student level, then the campus will be able to engage in structured data-analysis protocols that will guide instructional decisions.	

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
Lower Elementary begins with Problem of the Day and students begin to record work in a journal	5.3	ongoing starting 12/4	word problems at different TEKS and levels	Team Leads (Austin and Carlissa)	walkthroughs, student work plans, student journal			
Primary begins with Problem of the Day and students will act out or solve as a group with pictures.	5.3	ongoing starting 1/30	word problems at different TEKS and levels	Team Leads (Austin and Carlissa)	walkthroughs, student work plans, student journal			
Upper Elementary will begin with Problem of the Day and set up a rug work that uses symbols that mimic the grammar lessons	5.3	ongoing starting on 12/4	word problems at different TEKS and levels	Team Leads (Austin and Carlissa)	walkthroughs, student work plans, student journal			
Create a bank for Number Talks resources.	5.3	11/11/21	Number Talk dot cards, Number Talk bank, training	Assistant Principal (Crystal)	Document			
Create a bank for Montessori lesson study videos.	5.3	3/1	camera, software to record an upload, platform to upload	IC (Pat)	Platform document			
Create a word problem solving rubric for third and fourth grade that can be share with students.	5.3	1/11	rubric	IC (Pat)	Rubric and data using the rubric			

Administer STAAR simulation and analyze student results with leadership team.	5.3	3/1	STAAR simulation tests	Principal (Laura)	simulation data			
Parent Focus Group will be held to review the alignment document for coherence and relevance. Feedback will be collected via a survey and a tuning protocol will be utilized.	4.1	3/4	Parent Meeting time, agenda, feedback protocol from SRI	Principal (Laura)	Survey results and feedback from parent group			
Second draft of alignment document will be completed. Campus staff will review and give feedback.	4.1	4/2	Alignment document, SRI feedback protocol	Principal (Laura)	Alignment document with corrections			
Final alignment document will be published in the handbook and on our school website.	4.1	4/2-5/28	alignment document	Principal (Laura)	Published document on website and in handbook			
Principal will communicate our alignment document to designated central office staff.	4.1	5/3-5/27	alignment document	Principal (Laura)	Meetings set with central office staff			

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?		

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	0	0	0
Desired Annual Outcome		0	0
Did the campus achieve the desired outcome? Why or why not?			

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			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

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 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
Lead a teacher reflection on Staar results.	5.3							
Publish student work analysis process in staff handbook.	5.3							