

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: Storm Elementary

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

Storm Elementary

Angelica Romero

Campus Number:

Superintendent Name: Superintendent

015907169

Pedro Martinez

Date:

Tuesday, October 20, 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	Storm Elementary	Superintendent	Pedro Martinez	Principal	Jackie Navar
District Number	015907	Campus Number	000000169	District Coordinator of School Improvement (DCSI)	Angelica Romero	ESC Number	20
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2018-2019	Was TAP Implementation Ordered or Voluntary?	Ordered	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, 10/20/2020
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.	Celestina De La Garza, 8/15/2020
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.	Jackie Navar, 8/15/2020
Board Approval Date	November 2, 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: Students will meet a 80% in approaches, 35% meets, and 12% in masters across all of our exams. Rationale: This is the number that will have us meet a letter grade C in the achievement domain score which is crucial since it is likely we will not have growth to to consider this school year as a result of COVID in SY 2019-2020.</p> <p>Domain 2B: Students will meet a 80% in approaches, 35% meets, and 12% in masters across all of our exams. In addition, in reading students will achieve a 44% in Meets, and in math a 46% in Meets. Rationale: Based on the numbers here, and our relative performance to other districts, we would score a low B (80). This is especially important since we will not be able to rely or consider growth as a result of COVID in SY 2019-2020.</p> <p>Domain 3: In Closing the Gaps we will need to meet 9 out of 10 subpops and close the gap with these sub pops to receive a C in this domain. Rationale: We are unable to rely on growth this SY as a result of COVID in SY 2019-2020 so in order to receive a C we need to focus on the percentage of students at meets. We will narrow down which 9 sub-populations we will focus on once our snapshot data is tallied.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: In the student achievement domain students Reading Movement and Goal: In 2019, 18 % at Meets --> In 2021, 44% at Meets Math Movement and Goal: In 2019, 11% at Meets --> In 2021, 46% at Meets Writing Movement and Goal: In 2019, 4% at Meets --> In 2021, 13% at Meets Science Movement and Goal: In 2019, 6% at Meets --> In 2021, 13% at Meets</p> <p>Domain 2B: In SY 2018, based on relative performance we were not able to achieve a D. We had met a scale score of a 46, and are aiming to achieve a scale score of 80.</p> <p>Domain 3: In Closing the Gaps we met 0 sub- populations in 2019 and this year we will need to meet 9 out of 10 sub-populations. The sub pops we will focus on are in student achievement in both reading and math for our All, Hispanic, Eco Dis, Continuously Enrolled and for our Non-continuously Enrolled sub pop in reading. These make up the 9 out of 10 sub pops we are aiming for.</p>
	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.	3 - Beginning 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.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.3
Rationale	Staff culture is a need for Storm based on the Insight Survey results from last	Our teachers will need much support to navigate the changing dynamics of	In order to do well with 4.1 we need to also focus on 5.3 and implement Data
How will the campus build capacity in this area?	We will partner up with Relay Lab Schools, teachers within the school, and our	We will partner up with Relay Lab Schools and for some subject areas	We will partner up with Relay Lab Schools as well as RELAY GSE to provide us
Barriers to Address throughout this year	- Teachers don't have a strong vision and core value statement to align their	- Teacher familiarity with incorporating specific supports for our English	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Roll them out at the start of the year as our goal and priorities. Provide time for all teachers to provide additional input at the start of PD and reflect on what they are most excited to do on their campus around these initiatives. In addition, at our first family meeting we will request input from our families and inform our families on how and what we can do to support families in supporting these initiatives at home. In addition, throughout the school year, we will continuously revisit our goals and our action steps with our staff and our families to gather feedback and revise our plans as necessary. Our CLT will provide regular input and review our TIP to support our progress and help us reflect on how we can improve this plan throughout the year.	Roll them out at the start of the year as our goal and priorities. Provide time for all teachers to provide additional input at the start of PD and reflect on what they are most excited to do on their campus around these initiatives. In addition, at our first family meeting as families we will request input from our families and inform our families on how and what we can do to support families in supporting these initiatives at home. In addition, throughout the school year, we will continuously revisit our goals and our action steps with our staff and our families to gather feedback and revise our plans as necessary. Our CLT will provide regular input and review our TIP to support our progress and help us reflect on how we can improve this plan throughout the year. Following every data driven cycle- our interim assessment cycle and our unit planning cycles we will gather feedback in our staff surveys to identify how we can further improve our process.	Roll them out at the start of the year as our goal and priorities. Provide time for all teachers to provide additional input at the start of PD and reflect on what they are most excited to do on their campus around these initiatives. In addition, at our first family meeting as families we will request input from our families and inform our families on how and what we can do to support families in supporting these initiatives at home. In addition, throughout the school year, we will continuously revisit our goals and our action steps with our staff and our families to gather feedback and revise our plans as necessary. Our CLT will provide regular input and review our TIP to support our progress and help us reflect on how we can improve this plan throughout the year. Following every data driven cycle- our interim assessment cycle and our unit planning cycles we will gather feedback in our staff surveys to identify how we can further improve our process.
Desired Annual Outcome	80% of staff retention year to year	Increase overall Campus student achievement on STAAR at the "Meets" level	Increase overall Campus student achievement on STAAR at the "Meets" level
District Commitment Theory of Action	If district, RLS and school leadership team policies and practices align with and	If RLS, the district's, and school leadership team's annual academic calendar	If RLS, the school leadership team, and the district policies and practices

STUDENT DATA

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

For Domain 1, enter the 2020 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: 60/20/20). 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 file in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

If tracking Student Success (ELMS) 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 CIMS.

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 file 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												
							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
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	39%		BLS Interim	8%	6%	BLS Interim	32%	6%	MAP EDY	56%		80%	
		All	All	Reading	Meets	STAAR	34%		BLS Interim	2%	0%	BLS Interim	17%	4%	MAP EDY	32%		44%	
		All	All	Reading	Masters	STAAR	5%		BLS Interim	0%	0%	BLS Interim	5%	2%	MAP EDY	10%		12%	
		All	All	Mathematics	Approaches	STAAR	41%		BLS Interim	14%	8%	BLS Interim	38%	20%	MAP EDY	62%		80%	
		All	All	Mathematics	Meets	STAAR	8%		BLS Interim	5%	3%	BLS Interim	20%	5%	MAP EDY	30%		46%	
		All	All	Mathematics	Masters	STAAR	4%		BLS Interim	1%	0%	BLS Interim	5%	2%	MAP EDY	10%		12%	
		All	All	Science	Approaches	STAAR	25%		District CBA	10%	25%	District CBA	25%	N/A	MAP EDY	40%		47%	
		All	All	Science	Meets	STAAR	10%		District CBA	3%	6%	District CBA	8%	N/A	MAP EDY	13%		13%	
		All	All	Science	Masters	STAAR	5%		District CBA	2%	3%	District CBA	7%	N/A	MAP EDY	12%		12%	
		All	All	Social Studies	Approaches	STAAR	N/A		District CBA	N/A	N/A	District CBA	N/A	N/A	MAP EDY	N/A	N/A	N/A	
		All	All	Social Studies	Meets	STAAR	N/A		District CBA	N/A	N/A	District CBA	N/A	N/A	MAP EDY	N/A	N/A	N/A	
		All	All	Social Studies	Masters	STAAR	N/A		District CBA	N/A	N/A	District CBA	N/A	N/A	MAP EDY	N/A	N/A	N/A	
		All	All	Writing	Approaches	STAAR	34%		BLS Interim	10%	3%	BLS Interim	34%	N/A	MAP EDY	58%		63%	
		All	All	Writing	Meets	STAAR	11%		BLS Interim	4%	0%	BLS Interim	9%	N/A	MAP EDY	14%		14%	
All	All	Writing	Masters	STAAR	2%		BLS Interim	2%	0%	BLS Interim	7%	N/A	MAP EDY	12%		12%			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Hispanic	Reading	Meets	STAAR	13%		BLS Interim	2%	0%	BLS Interim	17%	4%	MAP EDY	32%		44%	
		All	Hispanic	Mathematics	Meets	STAAR	8%		BLS Interim	3%	5%	BLS Interim	18%	2%	MAP EDY	33%		40%	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Eop Diu	Reading	Meets	STAAR	13%		BLS Interim	2%	0%	BLS Interim	17%	6%	MAP EDY	32%		44%	
		All	Eop Diu	Mathematics	Meets	STAAR	8%		BLS Interim	3%	4%	BLS Interim	18%	4%	MAP EDY	32%		36%	
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	31%		TELPAS Writing Prompts Practice*	Baseline data	Scoring not complete	TELPAS Practice Exam "Asynchronous Exam"*	Baseline data	N/A	TELPAS Practice Exam	36%		36%	

*Due to 2019-2020 COVID the test dates we have in 2019. We are doing a full practice to determine a baseline on students for their writing prompts and the practice exam we will set goals for each other students take each component and track mastery towards the practice exam in late Cycle 2.

Identify specific staff survey questions that will help guide us toward checking in on progress towards Insight survey taken at the end of the year.	3.1	September 1, 2020 / November 1, 2020	insight survey from previous year, esf framework aligned to insight survey, a PD date to roll out the insight survey for the fall	RLS, Principals	Staff Survey, feedback to staff with next step, CLT review feedback	October 23, 2020	Met	
Institute a first "Insight survey" round in mid October to take a temperature check on progress	3.1	September 1, 2020 / November 1, 2020	Insight survey, roll out introduction from principals	RLS, Principals, Teachers	Staff Survey, feedback to staff with next step, CLT review feedback	October 23, 2020	Met	Review survey results and determine next steps
Campus Leadership Team- elect the Campus leadership team to support decisions around student culture, staff culture and family engagement	3.1	September 2020 / November 15, 2020	District resources, email and talking points rollout to staff. agenda template	Principal	Finalize Roles and responsibilities	November 30, 2020	Met	These have been completed and will be submitted the first week of November.
Schedule a follow up on Relationship building and Culturally Responsive Teaching with staff members	3.1	September 2020 / November 15, 2020	TEA asynchronous session materials, summer session on School culture	EP, Principal, Instructional Leaders	Next steps list	November 3, 2020	Significant Progress	To support relationship building, the school team will be completing a refresher on the use of restorative practices with their students.
Students set specific student goals related to benchmarks which we will be doing based on our campus goals and their BOY MAP and DIBELS.	3.1/5.3	September 2020 / November 15, 2020	Protocols, Student Goal Sheets	RLS, Principals, Instructional Coaches and teachers	Student Goal sheets	October 23, 2020	Met	
Rollout to staff different types of grade team meetings and the purpose of these meetings (Weekly Data meetings, Unit Planning meetings, Internalization meetings, MTSS/ELL meetings, etc.)	3.1	September 2020 / November 15, 2020	PD session and chart, grade team meeting time to roll out whole staff	Principals, Instructional Coaches	Next Steps, Action Steps, Walkthrough feedback	October 5, 2020	Met	
At the start of family engagement activities (BINGO Night), we kick off with a 10-15 minute academic focus/goal/need the campus is striving for and how families can support at home.	3.1	September 2020 / November 15, 2020	Zoom session, PPT that outlines ways to support your child at home (logging on to Zearn/istation), Call Outs to families	EP, Principals, Instructional Coaches	Sign In Sheets, Agendas, Presentations	September 24, 2020	Met	We completed a meeting in early September regarding Canvas support and other virtual supports. We will roll out the TIP at the next family night meeting with families on October 29.
Roll out Unit Overviews and round 2 of Unit Planning with completed Unit overviews to staff	4.1	September 2020 / November 15, 2020	PD Session, unit overview to staff	IS, Principals, and Instructional Coaches	Protocols, Next Steps	October 9, 2020	Met	
Hold Consistent ELL and MTSS meetings and brainstorm ways to include the use of Flipgrid and other supports for ELL students	4.1	September 2020 / November 15, 2020	Agendas for meetings	EP, Principals, Instructional Coaches, MTSS & ELL	Agendas,	November 30, 2020	Significant Progress	These have started but are not yet consistent in that they are scheduled
Conduct a practice TELPAS writing sample collection process	4.1/5.3	September 2020 / November 15, 2020	Logistics, prompts, protocols	RLS, Principals, MTSS & ELL coordinators, and teachers	Meeting Agendas, Protocols	October 22, 29, November 5, 12, 19	Significant Progress	First week completed. We are in the middle of completing the entire cycle of gathering writing samples.
Conduct our data analysis meeting following MAP to identify priority standards and TEKS to embed in upcoming unit plans	4.1/5.3	September 2020 / November 15, 2020	Protocol	Principals, Instructional Coaches	Agendas	October 15, 2020	Met	Completed. Evidence is in leaders folder and teacher folders.

Conduct our data analysis meeting following IAs to identify standards to focus in on and reteach and standards to monitor progress following the IA.	4.1/5.3	September 2020 / November 15, 2020	Protocol	Principals, Instructional Coaches	Agendas	November 13, 2020	Significant Progress	We will continue Data Analysis after every assessment. The first IA round will be completed on November 6th and November 13th.
Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-6 in all tested subject areas	5.3	September 2020 / November 15, 2020	Logistics, protocols	RLS, Principals, Instructional Coaches and teachers	Protocols, Presentations, Agendas	November 30, 2020	Some Progress	PD is occurring on November 13- how to create eduphoria quizzes with a rollout to begin November 30. We will need to carry this over to Cycle 2.
The school engages in a family activity event at least once a month that goes beyond the traditional FACE engagement activities.	3.1/5.3	September 2020 / November 15, 2020	Presentations, Talking Points, Resources from RLS or SAISD	EP, Principals, FACE, and Culture team or Instructional Coaches	Sign In Sheets, Agenda's Trackers	November 30, 2020	Met	Bingo Night, Read Alouds on Facebook on Wednesday
To engage families, inform families in face to face meetings or virtual conferences about student specific goals for their students between quarter 1 and quarter 2	3.1/5.3	September 2020 / November 15, 2020	Presentations, Talking Points, Resources from RLS or SAISD	EP, Principals, FACE and Culture team or Instructional Coaches	Sign In Sheets, Agenda's Trackers	November 3, 2020	Some Progress	Report Card Conferences will occur at the end of each nine weeks. We are still working to get 100% of our families in for a family conference.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>At this point in Cycle 1 we can anticipate that we will have met all 3 desired outcomes for this TIP. We were able to meet these outcomes because we had strategically planned the action steps in Cycle 1 at the start of the school year. At this point, however, we are unsure of whether our interim assessment data is comparable to last year's BOY assessment data. We anticipate it may be lower due to COVID-19, however, we are hopeful that the data does come out comparable. If the data is similar, this will be due to the unit planning process we took in the start of the school year and again in October to address student gaps created from the end of the year (SY 19-20) as a result of the transition to virtual learning. However, there are some action steps that are still outstanding and we were unable to complete and we will carry these items over into Cycle 2. We were unable to complete these action steps because we had to prioritize some immediate and urgent needs related to COVID, virtual learning, and staff/student re-entry into the school building.</p>
--	--

<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>The formative goals set for Cycle 1 were set so that we achieved at least the same Interim Assessment scores as our first IA round in 2019. Given COVID we believed that this would provide us with a baseline and allow us to see how similarly prepared our students were for this school year. In most cases, except for a few cases where our students took the District CBAs for the first time, our students did not meet the formative goals for Cycle 1. This was not a surprise, and while we were hoping to see improvement, our hope was that our scores remained stable from this year to last year. The biggest differences between last year's Cycle 1 scores and this year's Cycle 1 scores were in our Approaches and Meets bands for both reading and math, and our Approaches band in Writing. Our assessments were nearly identical to last year's Cycle 1 assessments so the rigor provided in both assessments were nearly identical. Since we did not write the assessments for the District CBAs we cannot make a determination as to whether the rigor was changed from last year to this year.</p> <p>As for not meeting the formative goals for Cycle 1 we believe that this is due to two factors. Factor 1 is that we were only providing in person instruction for half the time in Cycle 1 to about 40% or less of the student population in Grades 3-6. We want to increase the amount of students receiving in person instruction in the coming weeks during Cycle 2 to support student growth. In addition, during Cycle 1, our teachers were, and still are, concurrently teaching in person students and remote learning students. We believe this is difficult for our teachers to do and monitor student mastery well. We will be looking to roll out schedules that provide teachers time to teach in person students and remote learning students separately during the core content areas of math and reading.</p>					
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<table border="1"> <thead> <tr> <th data-bbox="871 511 1449 544">Carryover Action Steps</th> <th data-bbox="1449 511 2053 544">New Action Steps</th> </tr> </thead> <tbody> <tr> <td data-bbox="871 544 1449 758"> <p>- Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas</p> </td> <td data-bbox="1449 544 2053 758"> <p>-Roll out specific action steps related to data and outcomes from Fall Staff Insight Survey - Hold regular Weekly data meetings for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught. - We will continue to cycle through action steps related to unit planning, English Language Learners and our MTSS meetings, and our Data Driven Instruction meetings related to MAP and Interim Assessments.</p> </td> </tr> </tbody> </table>	Carryover Action Steps	New Action Steps	<p>- Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas</p>	<p>-Roll out specific action steps related to data and outcomes from Fall Staff Insight Survey - Hold regular Weekly data meetings for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught. - We will continue to cycle through action steps related to unit planning, English Language Learners and our MTSS meetings, and our Data Driven Instruction meetings related to MAP and Interim Assessments.</p>	
Carryover Action Steps	New Action Steps					
<p>- Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-8 in all tested subject areas</p>	<p>-Roll out specific action steps related to data and outcomes from Fall Staff Insight Survey - Hold regular Weekly data meetings for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught. - We will continue to cycle through action steps related to unit planning, English Language Learners and our MTSS meetings, and our Data Driven Instruction meetings related to MAP and Interim Assessments.</p>					

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.3
Desired Annual Outcome	80% of staff retention year to year	Increase overall Campus student achievement on STAAR at the	Increase overall Campus student achievement on STAAR at the
Desired 90-day Outcome	We will have administered our first internal "Insight survey" round and have action planned around it. In our follow up Insight Survey we will see an additional 10% increase from last year (for a total of 20% increase) in our next round of the Insight Survey in the areas of <i>Instructional Planning for Student Growth, Learning Environment and Leadership</i> .	Our teachers will begin to unit plan with the data in mind from our IA as well as begin to plan with our SPED and MTSS students in mind. We will see that 100% of our plans are adjusted with not only the data from our last interim assessment round in November and our MAP MOY round, but we will see unit plans adjusted for our SPED and MTSS students.	In these 90 days, in our approaches bands we will see an increase of 24% between IA 1 and IA 2. In our Meets band, we will see an increase of at least 15% in ELA and Math. In our Masters band, we will see an increase of at least 5% between IA 1 and IA 2 in ELA and Math. Our Hispanic and Economically Disadvantaged students will see an increase of between 15% between IA 1 and IA 2 in ELA and Math.
Barriers to Address During this Cycle	<ul style="list-style-type: none"> - Our teachers have a lot more responsibilities when it comes to ensuring students are participating in lessons, completing assignments, and taking their assessments. We will need to support teachers in this by utilizing our FACE team and also ensuring there are more direct connections between leaders and families to support content communication. - Due to social distancing and a concern around staff and student safety, meeting virtually versus in person has it's limitations in building investment from teachers and also from students. Conversations and lessons take longer in the virtual world. As a result, we are working towards providing agendas earlier for teachers before meeting, rolling out new initiatives earlier to gather feedback prior to "officially" starting a new initiative and gathering feedback in the form of frequent surveys to teachers and families. - Students learning remotely have less opportunities to engage in classroom content and to build quality relationships with teachers thus making engagement "lower" in remote learning. We are working, this cycle, to increase family engagement opportunities, providing teachers with professional development opportunities to increase engagement with ALL learners (especially our ELLs), and increasing professional development around how to address trauma and building student relationships during this time. 	<ul style="list-style-type: none"> - Virtual meetings can take longer especially when reviewing and addressing student needs. In addition, we need more time with students on campus for those that are having difficulty engaging online. We will need to find time within the school day to bring in remote learners to provide additional in person teaching to these students. This will impact our professional development schedule that we currently have in place with teachers. As a result, we will move to an alternate schedule to increase in person learning and provide additional PLC time during the school week to our teachers. 	<ul style="list-style-type: none"> - Ensuring that all of our scholars who are remote learners complete their Interim Assessments and MAP MOYS since this was a concern during Cycle 1. We will increase outreach prior to the start of MAP MOY and the second round of IAs. - We are unsure of whether the data is valid when students take MAP and Interim Assessments at home. As a result, we are going to increase the number of in person testers for MAP and Interim Assessments during this cycle. - In addition, we need more time with students on campus for those that are having difficulty engaging online. We will need to find time within the school day to bring in remote learners to provide additional in person teaching to these students.
District Actions for this Cycle	RLS provided time for leaders to refine and rollout their specific vision	SAISD has provided quality templates for our SS and Science teachers	The district is providing some funding for MAP administration during

District Commitment Theory of Action	If RLS, the district’s, and school leadership team’s annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will meet our EOY academic goals and those listed in 4.1.	If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven instruction and practices- access to data, resources in interpreting the data in graphics, in schools then we will meet our EOY academic goals and those listed in 5.3.	If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven instruction and practices- access to data, resources in interpreting the data in graphics, in schools then we will meet our EOY academic goals and those listed in 5.3.
---	---	--	--

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
Roll out specific action steps related to data and outcomes from Fall Staff Insight Survey	3.1	October 23, 2020	Survey	RLS, Principals	Feedback Leadership Protocol Review CLT Review/Feedback	February 1, 2021	Met	
Use CLT to address concerns re: staff culture & initiatives	3.1	September 1, 2020 / February 20, 2021	Agenda, Data from internal Insight Survey, Protocol	Principal	Agendas CIP	February 5, 2021	Met	
To engage families, inform families in face to face meetings or virtual conferences about student specific goals for their students between quarter 2 and quarter 3	3.1/5.3	September 1, 2020 / February 20, 2021	Scripts, Presentations, Talking Points, Zoom	EP, Principals, FACE and Culture team or Instructional Coaches	Sign In Sheets Presentations	February 26, 2021	Met	
Students and teachers update specific student goals based on MAP MOY and IA#2	3.1/5.3	January 4, 2021 / February 5, 2021	Student goal sheet, MAP reports, IA reports, school specific goals, sub pop data, protocol and PPT for in class goal setting	RLS, Principals, Instructional Coaches	Goals Sheet	February 12, 2021	Met	
Continue Unit Planning for Round 3 of Unit planning based on MAP and IA results and on adjustments needed based on data	4.1	December 1, 2020 / February 2021	PD Session, unit overview to staff	IS, Principals, and Instructional Coaches	Unit Planning Documents Pacing Guides	February 26, 2021	Met	
Hold regular Weekly data meetings for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught	5.3	December 1, 2020 / February 2021	WDM Protocol Sheets Student work	IS, Principals, and Instructional Coaches	WDM Coaching Notes	Weekly February 26, 2021	Met	

Weekly leadership walkthroughs focused on rigor/academic looks fors to support students meeting their goals	5.3	December 1, 2020 / February 2021	Observation Feedback Tracker Look For Protocol Student Goals Sheets	IS, Principals, and Instructional Coaches	Observation Feedback Tracker Documents	Weekly February 26, 2021	Met	Leaders are not providing real time feedback to teachers to strengthen their skill of real time feedback. We will focus our walkthroughs next cycle on this area of growth.
Facilitate TELPAS Practice Labs and practice sessions on campus	4.1/5.3	December 7, 2020 / February 26, 2021	TELPAS Planning Resources	EP, Principals, ELL coordinators, and teachers	TELPAS Planning Guide, TELPAS Meeting Notes, Practice Protocols, RLS Leader Calendar	February 26, 2021	Met	
Continue the consistent ELL and MTSS meetings and brainstorm ways to include the use of Flipgrid and other supports for ELL students	4.1	December 7, 2020 / February 26, 2021	Logistics, prompts, protocols	RLS, Principals, MTSS & ELL coordinators, and teachers	Branching Minds Coaching Agendas, Practice Protocols, RLS PD Calendar	February 26, 2021	Met	
Progress monitor TEKS identified from MAP and IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in eduphoria for grades 3-6 in all tested subject areas	5.3	December 7, 2020 / February 26, 2021	Logistics, protocols	RLS, Principals, Instructional Coaches and teachers	Next Steps list, student data, Launch Agendas	February 26, 2021	Met	
Professional Development: TELPAS, PLD's, & refresher for 7 Steps	4.1/5.3	November 3, 2020 / February 26, 2021	SAISD's Bilingual Dept.	EP, Principals, Instructional Coaches, ELL Coordinators, Teachers	Sign In Sheets	February 26, 2021	Met	
Identify students who did not complete their Assignments and develop a plan with families to have their students complete their next round of assessments.	3.1/4.1	December 1, 2020/February 26, 2021	MAP BOY reports and Interim Assessment reports, teacher input, attendance information	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Quarter 2 Family Conference Tracker	February 26, 2021	Significant Progress	We need to have more student on campus learning over the next few weeks and. the remainder of the school year.
Identify students who are struggling to master the content during remote learning and bring them in for additional in person teaching on Friday afternoons.	4.1/5.3	January 15, 2021/Ongoing	Engagement reports, attendance reports, student failure reports, Interim Assessment scores, teacher input, family surveys	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Student re-entry list, Friday Schedule	January 29, 2021	Met	
Shift the schedule to provide time for teachers to teach remote learners and in person learners separately during math and reading in grades 3-8	4.1/5.3	January 12, 2021	Daily Schedule, teacher survey, CLT agenda notes, Blended learning stations	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Revised daily schedule, family schedules, class rosters	January 12, 2021	Met	
Identify students who did not complete their MAP BOY and/or Interim Assessments for Round 1 and develop a plan with families to have their students complete their next round of assessments.	3.1/5.3	December 1, 2020/February 26, 2021	MAP BOY reports and Interim Assessment reports, teacher input, attendance information	EP, Principals, Instructional Coaches, Attendance and Data Clerk, FACE Teachers	Quarter 2 Family Conference Tracker	January 11, 2021	Met	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

<p>At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.</p>		
<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>In 3.1 we did not meet our 10% gain from the October to January Insight Survey. It was 8% for Student Growth. In Learning environment, we</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>No, attendance has been a huge barrier this school year, as well as the need to balance both in person and remote learners.</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>		
<p>Carryover Action Steps</p>		<p>New Action Steps</p>
<p>The Campus Leadership Team will continue to provide feedback to</p>		<p>3.1 : Focus on Recruitment & Retention as well as launching the new</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.3
Desired Annual Outcome	80% of staff retention year to year	Increase overall Campus student achievement on STAAR at the	Increase overall Campus student achievement on STAAR at the
Desired 90-day Outcome	In these 90 days, the district Insight Survey will be administered.	In these 90 days we will continue to see our teachers are utilizing the	In these 90 days, we will see in our Approaches bands an increase of
Barriers to Address During this Cycle	- We anticipate that despite our focus on improving Tier 1 instruction to both remote and in person learners, the amount of time needed to	- We anticipate that the amount of time remote learning takes to adequately address standards for students who are struggling will	- We anticipate we will still have remote learners and families who are hesitant to come onto campus. This will make testing and
District Actions for this Cycle	The district will administer the Insight Survey to all staff employees and will provide us with a detailed survey report that allows us to compare how we did to other district campuses so that we can compare how we did in the areas of respecting and listening to feedback from staff.	We anticipate additional funding for March intersession which we hope to use for both STAAR Simulation (if we are allowed to take the exam earlier), TELPAS completion, and additional tutoring for students who need on campus support that are currently unable to be in person.	We anticipate additional funding for March intersession which we hope to use for both STAAR Simulation (if we are allowed to take the exam earlier), TELPAS completion, and additional tutoring for students who need on campus support that are currently unable to be in person.
District Commitment Theory of Action	If RLS, the district's, and school leadership team's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will meet our EOY academic goals and those listed in 4.1.	If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven instruction and practices- access to data, resources in interpreting the data in graphics, in schools then we will meet our EOY academic goals and those listed in 5.3.	If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven instruction and practices- access to data, resources in interpreting the data in graphics, in schools then we will meet our EOY academic goals and those listed in 5.3.

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 (Maybe requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue to utilizing CLT (teachers, leaders, community member, parent & student) to address concerns re: staff culture & initiatives specifically in the areas addressed in February's state of the school: Leadership, Student Growth, Learning environment and Professional Development	3.1	March 8, 2021 April 5, 2021 May 3, 2021	Agenda, Data from internal Insight Survey, Protocol	Principal	Agendas CIP	May 14, 2021	Met	
Family Engagement: Increase Remind accessibility for all stakeholders, including leaders, to support attendance follow up and tracking.	3.1	February 22, 2021- May 31, 2021	Student Registration schoolwide REMIND	RLS, Principals, Registration Teams, FACE Specialist, Data Clerks	Frontline Registration List Attendance Reports	May 31, 2021	Met	
Teachers identify students to participate in small group in person tutoring on Friday and focus on targeted TEKS	3.1	January 22, 2021/May 2021	Student Tracker, attendance lists, failure list	Principals, Teachers, Instructional Coaches, Director of Operations	Friday Roster Attendance sheets, failure rates for each class, lesson plans, State Of Schools Spreadsheet	May 28, 2021	Met	
To engage families, inform families in face to face meetings or virtual conferences about student specific goals for their students between quarter 3 and quarter 4. Target first the families whose students are failing and are not consistently attending school remotely and schedule home visits with these families or "virtual online visits" to discuss these student goals. This allows us to target students that are disengaged and failing.	3.1/5.3	March 1, 2021 / May 2021	Scripts, Presentations, Talking Points, Zoom, Attendance reports, Home visit Tracker, door hanger (left during home visits)	EP, Principals, FACE and Culture team or Instructional Coaches	Sign In Sheets Presentations	May 28, 2021	Met	
Redesign the structure of the day to allow designated teachers to focus on in-person students while another teacher addresses the remote learners.	4.1	December 2020 (selected grade levels) and school wide by April 5th, 2021	Schedule, logistics and Launch protocol	Principal, Instructional Coaches, Director of Operations	Powerpoint presentation & schedule	May 28, 2021	Met	
Continue Unit Planning for Round 4/5 of Unit Planning based on MAP and IA results and on adjustments needed based on data which also includes specific needs from MTSS, ELL and Special Education Students.	4.1	March 1, 2021 / May 2021	PD Session, unit overview to staff	IS, Principals, and Instructional Coaches	Unit Planning Documents Pacing Guides	May 28, 2021	Some Progress	We need more time to refine this lever as we need to plan with our MTSS, SPED, and ELL students in mind.

Weekly leadership walkthroughs focused on rigor/academic looks fors to support students meeting their goals and focus leadership walkthroughs on leaders providing real time feedback to teachers. They will monitor how MTSS, ELLS and special education students are being supported as well as for reteach lessons.	4.1/5.3	March 1, 2021 / May 2021	Observation Feedback Tracker Look For Protocol Student Goals Sheets	IS, Principals, and Instructional Coaches	Observation Feedback Tracker Documents	May 28, 2021	Significant Progress	Leadership walkthroughs were done with fidelity, however the team needs to focus on real time/in the moment feedback to support teachers and misconception in the moment. Leadership needs to also follow through with independent walkthroughs after providing lookfors/feedback to teachers.
Students and teachers update specific student goals based on IA #2 and STAAR Simulation and revise unit plans and the pacing calendar accordingly.	3.4 /5.3	March 29, 2021/April 9,2021	Student goal sheet, MAP reports, IA reports, school specific goals, sub pop data, protocol and PPT for in class goal setting	RLS, Principals, Instructional Coaches	Goals Sheet	April 9, 2021	Some Progress	Analysis and next steps were identified 100% of the time, however the modification of the units didn't always show what was planned. Teachers and leaders need to modify lessons, teachers need to submit, and leaders need to provide feedback, and observe in classrooms whether or not these lessons are effective.
Hold regular Weekly Data Meetings (WDM) for at least every content quiz taken (one per week for math/ELA), facilitated by an instructional coach/leader. Meetings will support reteaches and adjusting upcoming lessons being taught. Following these weekly data meetings, leaders will observe the reteach or the lesson plan discussed and practiced in their unit planning/weekly data meeting/or PLC meeting.	5.3	March 1, 2021 / May 2021	WDM Protocol Sheets Student work	IS, Principals, and Instructional Coaches	WDM Coaching Notes Progress Tracker	May 28, 2021	Met	
Progress monitor TEKS identified from MAP, IA analysis and upcoming unit plans by creating weekly or bi-weekly quizzes in euphoria for grades 3-8 in all tested subject areas. Include additional Practice time for teachers following Observation Feedback Meeting or PLC Meeting.	5.3	March 1, 2021 / May 2021	Logistics, protocols	RLS, Principals, Instructional Coaches and teachers	Next Steps list, student data, Roll Out Launch Agendas, Progress Tracker	May 28, 2021	Some Progress	Continue to calendarize and prioritize, the next step will be to ensure efficiency and review student work.

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Yes, Storm had 84% retention and had 2 program changes which impacted teacher retention. Only one teacher, the special ed teacher that was on leave the entire year, left the campus voluntarily which would make retention at 95% if there were no program changes at the campus. Currently Storm is a Pre-k through 6th grade campus and for school year 21-22 they will be Pre-k through 5th. Due to this change the two middle school teachers will be moved to a middle school campus. Storm will also be launching the Dual Language Program in grade Pre-k through 2nd and will phase in one grade at a time in the following school years. Due to this change the 2 art teachers and another teacher took the required certification exams to fill the 3 Dual Language vacancies that were created by this program change. The impact of this is that 2 regular teachers, the 2 last hired, were displaced. Storm will have two vacancies for next school year, Art and Special Education.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, To be determined (partial STAAR data has been received and EOY MAP has not been completed)</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p style="text-align: center;">Carryover Action Steps</p> <p>5.3 Weekly leadership walkthroughs focused on rigor/academic looks fors to support students meeting their goals and focus leadership walkthroughs on leaders providing real time feedback to teachers. They will monitor how MTSS, ELLS and special education students are being supported as well as for reteach lessons. 5.3 Students and teachers update specific student goals based on IA #2 and STAAR Simulation and revise unit plans and the pacing calendar accordingly.</p>	<p style="text-align: center;">New Action Steps</p> <p>4.1 Restructure the Reading Block to address the foundational reading skills in all grade levels within the reading block 4.1 Use a PLC protocol based on MAP and IA results and on adjustments needed based on data which also includes analysis of MTSS, ELL and Special Education populations.</p>

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	3.1: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3: Data-driven instruction.

<p>Desired Annual Outcome</p>	<p>By the end of the year, 80% of our teachers will be able to articulate the mission, vision, and values of the school and will be able to connect instruction and student progress to the decisions made to help us create a safe environment with high expectations. Every teacher will address high expectations reached in class. Our teachers, students, and families will name that they have felt a part of the decision making process in the school and will state there is common alignment across all stakeholders. This desired annual outcome will</p> <p>Systems to support 80% staff retention: - By the end of the year we would have implemented a campus mentor program for 100% of new teachers, 2 staff surveys (in addition to weekly surveys), and 2 community involvement trainings.</p>	<p>By the end of the year, our curriculum and assessments will be aligned to TEKS. The scope and sequence and our units will prioritize the most essential elements needed to support students in end of year mastery of state standards. In addition, our scope and sequence will provide the necessary time for teachers to provide corrective instruction when students fail or struggle to master state standards. In addition, our scope and sequence and instruction will be designed to meet the needs of students with disabilities and English learners. Systems to support curriculum and assessments' TEKS alignment: - By the end of the year we would have implemented assessment cycles and updated scope and sequence with strong TEKS alignment - By the end of the year we would have scheduled and implemented professional development including Professional Learning Community (PLCs) for each grade level to support their planning and implementation of the curriculum and assessments</p>	<p>By the end of the year, instructional leaders and teachers will track and monitor the progress of all students, including students with disabilities and English learners among other student groups for all assessment and quizzes given in school. Teachers and leaders will analyze student data using the student work provided and identify an instructional plan to support student mastery on the errors found in assessments and quizzes. They will identify the root cause of the error and a reteach that targets the root cause. Systematically, teachers and leaders will have protected time in the schedule for bi-weekly data meetings, PLCs, to analyze student work, and quarterly interim assessment meetings to analyze student assessment data. Students and teachers will measure progress towards goals through whole class student growth trackers and individual student specific trackers.</p> <p>Systems to support Data Driven Instruction: - By the end of the year we would have implemented cycles of biweekly data meetings, PLCs, and interim assessment analysis meetings.</p>
<p>Did the campus achieve the desired outcome? Why or why not?</p>	<p>Significant progress was made. The school community is well versed in the vision, mission and values. These ideals were discussed weekly and emphasized in the classroom. Conducting monthly CLT meetings and Culture meetings, stakeholders had the opportunity to be part of</p>	<p>We made some progress- but did not meet our desired goals. Planning was conducted unit by unit rather than the Year at a Glance. Emphasis was on completing the pacing rather than teachers internalizing and</p>	<p>We made significant progress in this area; we had a structure in the way we conducted Data Analysis plans and meetings. Leaders and teachers met biweekly to plan around data from MAP and IA's. We</p>

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 campuses 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://texas esf.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://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1: Objective Driven daily lesson plans and formative assessments	4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3: Data-driven instruction.
Rationale	Teachers were not held accountable for turning in lesson plans rather they used the curriculum and used it as their lesson plan. We would like teachers to improve in domain 1 for planning in TTESS (Planning). To support them in improving their planning we will implement turning in lesson plans by Monday 8:00 AM	We made some progress, but did not meet our desired goals. Planning was conducted unit by unit rather than the Year at a Glance. Emphasis was on completing the pacing rather than teachers internalizing and deep diving into the standards during unit planning. Scope and Sequence was not available for the year. Responsibility was put on teachers to complete the pacing guide; teachers lacked the expertise to create an aligned pacing guide.	Our teachers will need much support to navigate the changing dynamics of teaching (digital versus in person) and the dynamics around unit planning and our curriculum and TEKS. Strengthening our teachers in the area of planning and aligning our standards area key to the success of student learning-same like our scholars teachers also need to feel safe and their work valued and recognized. Involving teachers in the decisions with TEKS, scope and sequence, curriculum and data driven instruction is crucial so that teachers can take ownership of what they have helped create.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	-Beginning of Year Professional Development -PLC protocol	-Leadership -TEAM Time -Lead Teacher -Professional Development	-CLT -Leadership -TEAM Time -Lead Teacher -Professional Development

<p>Desired Annual Outcome</p>	<p>Each day, each classroom will have an aligned objective and students will be able to respond appropriately regarding the learning. Learning objectives target data analyses conducted by teachers and leaders. 100% of the teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses 100% Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p>	<p>By the end of the year, our curriculum and assessments will be aligned to TEKS. The scope and sequence and our units will prioritize the most essential elements needed to support students in end of year mastery of state standards. In addition, our scope and sequence will provide the necessary time for teachers to provide corrective instruction when students fail or struggle to master state standards. In addition, our scope and sequence and instruction will be designed to meet the needs of students with disabilities and English learners.</p> <p>Systems to support curriculum and assessments' TEKS alignment: - By the end of the year we would have implemented assessment cycles and updated scope and sequence with strong TEKS alignment - By the end of the year we would have scheduled and implemented professional development including Professional Learning Community (PLCs) for each grade level to support their planning and implementation of the curriculum and assessments</p>	<p>By the end of the year, instructional leaders and teachers will track and monitor the progress of all students, including students with disabilities and English learners among other student groups for all assessment and quizzes given in school. Teachers and leaders will analyze student data using the student work provided and identify an instructional plan to support student mastery on the errors found in assessments and quizzes. They will identify the root cause of the error and a reteach that targets the root cause. Systematically, teachers and leaders will have protected time in the schedule for bi-weekly data meetings, PLCs, to analyze student work, and quarterly interim assessment meetings to analyze student assessment data. Students and teachers will measure progress towards goals through whole class student growth trackers and individual student specific trackers.</p> <p>Systems to support Data Driven Instruction: - By the end of the year we would have implemented cycles of biweekly data meetings, PLCs, and interim assessment analysis meetings.</p>
<p>Desired 90-Day Outcome</p>	<p>By the beginning of the school year, teachers will have received professional development on crafting TEKS aligned objectives, teachers will create and submit daily lesson plans that include criteria listed above * By day 60 100% of teachers will post their objectives and refer to them during their lesson cycles</p>	<p>By the beginning of the year school should have a complete scope and sequence for the year for teachers to use as a soundboard to plan By the first 30 days PLC meetings and internalization will be calendarized for the year By 60 days into the year the school will have a routine internalization process that involves deep diving into the standards and lessons By 90 Days All teachers will have a TEKS verification teacher/Teacher</p>	<p>*Utilize exit tickets, student work to monitor progress of all students *By 60 days into the year, teachers will actively monitor students during independent work, MAP our a coding system and utilize this data to reteach or teach in the moment corrections to misconceptions * By 60 days Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about</p>
<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>We will partner with RELAY to provide feedback and training. Additionally, teachers and leaders will work together during PLCs to support our goals. (Partner with Outsourced PD for targeted areas)</p>	<p>We will Partner RELAY to provide us feedback. In addition we will partner with district regarding YAGs and Scope and Sequence, and professional development. Identify ACTs and Lead Teachers.</p>	<p>We will partner with relay data services as well as instructional data to provide us with feedback and insight on the implementation. As well as address the gaps that were exposed as a result of virtual learning & COVID. In addition, we will partner with the district to help support us with MAP overview that</p>
<p>Barriers to Address throughout the year</p>	<p>-District limitations for minimal lesson plan requirements -Teachers routinely submitting lesson plans in a timely manner</p>	<p>-Ensuring our campus adopted curriculum aligns with TEKS, time for professional development</p>	<p>COVID-19 and consistency in attendance has created gaps that impact both</p>
<p>District Actions for this Cycle</p>	<p>SAISD has provided minimal standards for lesson plan requirements RELAY guidelines for lesson plan requirements (PD)</p>	<p>SAISD Professional development content specific SAISD providing aligned scope and sequence and YAG SAISD Professional development Dual Language RELAY outsourcing targeted PD</p>	<p>SAISD Data Reports SAISD MAP and STAAR Analysis and Accountability Mtgs SAISD MTSS Tier Reporting and Academic Improvement Plans RELAY Weekly Data Meeting Protocol</p>
<p>District Commitment Theory of Action</p>	<p>If RLS, district personnel, and the leadership team can create an objective driven environment, Storm teachers can merge lesson</p>	<p>If RLS, the district's, and school leadership team's annual academic calendar includes days for school-based professional development activities that align</p>	<p>If RLS, the school leadership team, and the district policies and practices support effective instruction and the resources for strong data driven</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.

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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading. Time for corrective instruction is built into the scope and sequence.	4.1	8/21-6/22	Planning time, PD, TEKS aligned curriculum/intervention/enrichment resources, Year at a glance for each content area and grade level	Leadership team, RLS, and teachers	data from formative and summative assessments such as exit tickets, weekly quizzes, unit assessments, MAP, IAs	weekly, bi-quarterly, and quarterly		
Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.	4.1	8/21-6/22	Eduphoria, SAISD curricular resources	Leadership team, RLS, and teachers	Student data, TEKS	BOY, MOY, and EOY, IA assessments administered x2 annually, MAP administered 3x annually		
High fidelity professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum for early childhood through grade 5, in all core subjects.	4.1	7/21-6/22	RLS team, district PD, Storm Leadership Team, exemplary teachers	RLS team and Storm Leadership team	Teacher surveys at the conclusion of PD sessions, transfer of learning into classrooms, student achievement	At the end of each PD session		
Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.	4.1	8/21-6/22	Curriculum that addresses both comprehension and foundational reading skills, math TEKS, supplies intervention and enrichment strategies, supplemental texts	RLS team, leadership team, teachers	Resources used in classrooms, student data collected from quizzes, assessments, MAP, IAs, and STAAR	-submission of lesson plans -Leader LP tracker -Provide teachers with feedback and lesson planning support during OFMs		
Each day, each classroom will have an aligned objective and students will be able to respond appropriately regarding the learning. Learning objectives target data analysis conducted by teachers and leaders. To meet criteria, 100% of teachers will have posted a daily objective at a minimum of 90% of their instructional days. Leaders will monitor that current objectives are posted every day. Leaders will use a tracker to document the progress.	5.1	8/21-6/22	time, PD,	Leadership team, RLS team, exemplar teachers	Daily objectives visibly posted, aligned in lesson plans and exit tickets	-submission of lesson plans -tracker		
100% teachers will create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal	5.1	8/21-6/22	time, PD,	Leadership team, RLS team, exemplar teachers	Daily objectives visibly posted, aligned in lesson plans and exit tickets	-submission of lesson plans -Leader LP tracker -Provide teachers with feedback and lesson planning support during OFMs		

<p>100% of teachers will meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.</p>	5.1	8/21-6/22	time, PD,	Leadership team, RLS team, exemplar teachers	Daily objectives visibly posted, aligned in lesson plans and exit tickets	-submission of lesson plans -Walkthroughs -		
<p>Campus instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.</p>	5.3	8/21-6/22	designated work time, space for data rooms, created data trackers, and designated meeting time with teachers	Campus leaders, RLS team	Completed data analyses, data meetings with teachers, trackers, data room	-Data Walls -Teacher Data Tracker -Student Data Tracker -Provide teachers with feedback and lesson planning support during OFMs		
<p>Teacher will utilize student data trackers to monitor student progress. Students will utilize data trackers to monitor their progress. Classroom data walls will be displayed/updated by teacher/student. Student data will be in their data binder/folder.</p>	5.3	8/21-6/22	folders/binders for students organization, Classroom bulletin board for to track and review data, Teacher moving boards/Data	Teachers, Students, Campus Instructional leaders	completed data binders/folders, data chats with teachers and administration, traveling data boards or data rooms completed for BOY, MOY and EOY, MAP and IA data	-weekly assessments by standards - data walls for content areas IAs, fluency walls, EOY, MOY, and EOY -		
<p>Teachers will plan with TEKS, scope and sequence, curriculum in order for data driven instructional decisions to be made.</p>	5.3	7/21-6/22	Year-at-a-glance, Lead4ward, student data, reading curriculum, math curriculum, student data from assessments (units, MAP, IAs, STAAR)	Campus Leaders, Teachers	Lesson plans reflect TEKS, Objective and are driven by data	-Leader Review of Lesson Plans(obj/TEKS) -Provide teachers with feedback and lesson planning support during OFMs		