

## 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](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Life School Lancaster	Joy Shepherd, Director of Elementary Leading and Learning
<b>Campus ID#</b>	<b>Superintendent Name:</b>
057807102	Dr. Brent Wilson

**Date:**  
Monday, September 21, 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.

<b>District Name</b>	Life School	<b>Campus Name</b>	Life School Lancaster	<b>Superintendent</b>	Dr. Brent Wilson	<b>Principal</b>	Deb Garton
<b>District Number</b>	057807	<b>Campus Number</b>	102E	<b>District Coordinator of School Improvement (DCSI)</b>	Joy Shepherd	<b>ESC Number</b>	10
<b>Is this a Turnaround Implementation Plan?</b>	Yes	<b>What Year was the TAP first implemented?</b>	2020/2021	<b>Was TAP Implementation Ordered or Voluntary?</b>	Voluntary	<b>ESC Support</b>	Dede Munkres

### 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.

<b>DCSI</b>	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.	Joy Shepherd 9/21/20
<b>Principal Supervisor</b> <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.	
<b>Principal</b>	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.	Dr. Deb Garton, 9/21/20
<b>Board Approval Date</b>	10/21/ 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>

<b>Data Analysis Questions</b>	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: Our goal is to move from a 56 scale score to a 65 scale score. We will move our approaches from a 56 to a 70, meets from a 25 to a 35, and masters from a 9 to a 10, in order to move from an F to a D in Domain 1, student achievement. Rationale: If we focus on data driven instruction and small group intervention as well as building teacher capacity through PLCs, we will achieve this goal.</p> <p>Domain 2B: Our goal is to move from a 54 scale score to a 63 scale score. We will meet our goals above in Domain 1, by moving our raw score from a 30 to a 38. Rationale: In 2019, 68% of our student population was eco dis, we will focus on student growth in each achievement category, approaches, meets, and masters.</p> <p>Domain 3: In 2019, we met zero out of 16 targets in academic achievement. In 20-21 our goal is to meet two out of 16 targets in academic achievement. In 2019 we met 0 out 9 targets in student success. In 20-21 our goal is to meet 2 out of 9 targets in student success. By meeting these goals, it will raise our scale score from a 56 to a 61. Rationale: By focusing on small group intervention for all students, we will increase achievement in eco. dis. and ELL students by specifically targeting the unique needs of these populations.</p> <p>By accomplishing all of the goals listed above, we will move from an overall F rating (scale score 58) to an overall D rating (scale score 64).</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: In academic achievement, grade 4 reading and math to improve at approaches, meets, and masters. Overall for all grades and contents, we want to focus on growing our meets score and moving our students from meets to masters.</p> <p>Domain 2B: In academic achievement we want to focus on growing our Eco Dis population from a relative performance raw score of a 30 to a 38.</p> <p>Domain 3: In academic achievement and student success indicators our focus will be on our eco dis and EL subgroups. Our goal is to move our students at meets in Eco Dis reading from 25% to 33% and math from 19% to 36%. For our ELs in reading, we will move from 20% to 29% and ELs in math from 30% to 40%.</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 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Planning for Implementation
5.3 Data-driven instruction.	3 - Planning for 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
<b>Essential Action</b>	5.3	5.1	1.1
<b>Rationale</b>	While the campus made great progress in building teacher capacity to use data to inform instruction, the campus needs to deepen their knowledge of how to make instructional decisions based on formative assessments and execute them independently.	Because planning is the centerpiece of quality instruction, the campus must continue prioritizing best practices for improving student outcomes, and we must hold teachers accountable to those practices identified and provide clear expectations and professional development.	By participating in grade level PLCs and by visiting the classrooms weekly and providing feedback on planning, instruction, and learning environment, campus leadership will build the teachers' capacity to improve student outcomes and build their self-efficacy.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	The campus will partner with Texas Instructional Leadership (TIL) through Region 10 to build leadership capacity in the campus cohort. The campus teachers will learn about and implement high yield strategies from Teach Like a Champion 2.0 as well as Get Better Faster and Driven by Data 2.0. Local professional development days and PLCs will include time for reinforcement and implementation of the four key principles of data driven instruction: assessment, analysis, action, and culture.	Campus teachers are reading and implementing high yield strategies from Teach Like a Champion 2.0. Teachers of like grade/content will be provided opportunities to lesson plan together in person and/or in a virtual format. Campus expectations for lesson plan components will align with professional development and best practices for improving student outcomes. The observation and feedback checklist will be utilized during walkthroughs to ensure quality implementation and alignment to TTESS domains. Instructional coaches, coordinators, and campus admin will provide training, coaching, and support for the curriculum and lesson plan design.	Campus leadership will schedule and execute a weekly calendar for participating in grade level PLCs and for observation and feedback of planning, instruction, and learning environment utilizing the campus observation and feedback checklist aligned to TTESS and campus-specific instructional goals. The admin team's participation and observation time will be protected by utilizing office staff assigned to specified roles and responsibilities for handling tasks that may get in the way of the principal and/or AP completing walkthroughs and participating in PLCs. In addition, the campus leadership will partner with Texas Instructional Leadership (TIL) for data driven instruction (DDI) through Region 10 to build instructional leadership capacity.
<b>Barriers to Address throughout this year</b>	Sometimes formative assessments only loosely align to what was taught, which brings into question the validity of the results. As well, teachers do not have access to the assessments in order to backwards plan. One way to address this is by utilizing normative reports from NWEA MAP assessments. Also the principal will communicate the need to write and release assessments before the unit begins so teachers can backwards plan.	Due to COVID protocols, in-person planning may not be feasible or safe with multiple teachers meeting together. This will be addressed by holding content and grade specific virtual planning meetings every 9wks with teachers district-wide in ELAR, Math, Science, and SPED.	Ensuring consistent communication to all stakeholders and implementing procedures which allow office staff to make decisions without the direct input of the principal or AP.

<p><b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b></p>	<p>The Texas Instructional Leadership (TIL) Cohort consists of team leads in 3rd - 6th grade and campus instructional leadership. These members will be key to communicating priorities and creating buy-in during their grade level data PLCs by facilitating analysis of student data profiles monthly and collaborating to determine small group instruction and intervention. Campus principal and AP will continuously communicate the campus growth goals with all teachers as well as specific grade level goals in each content, celebrating student and teacher successes as shown by data analysis and scoreboard review.</p>	<p>Campus leadership will schedule time during PLCs for grade level and content level planning and data disaggregation at least one time per month. Instructional coaches will meet two times per month with teachers during coaching sessions to analyze data from formative assessments (unit tests) and create corrective instruction plans and small group intervention plans to ensure teachers have the support they need in lesson planning to improve student outcomes.</p>	<p>Campus principal will review and/or revise as needed the roles and responsibilities of the assigned office staff to help all stakeholders understand the importance of the leadership's participation in PLCs and observation and feedback of teachers and why leadership's time is being protected and prioritized.</p>
<p><b>Desired Annual Outcome</b></p>	<p>By May 2021, all 3rd-6th grade team leads, principals, and campus instructional coach will have participated in the TIL Cohort (DDI) and provided instructional leadership to the STAAR tested grade levels by facilitating monthly analysis of student data profiles and collaborating to determine small group instruction and intervention. Every grade level, K-6, will implement academic goal setting and data tracking of unit assessments and MAP (3-6th) or reading levels (K-2) with their students by implementing classroom data boards, grade level data boards, and individual student goal setting and conferring.</p>	<p>By May 2021, 100% of teachers will participate weekly in PLCs and collaborate with their grade level and/or content teams to effectively create and implement lesson plans that clearly define curricular goals, include formative assessments aligned to the objective, and provide data driven intervention in small groups. Teachers will incorporate techniques from Teach Like a Champion (TLAC) and Texas Instructional Leadership/DDI to write and execute three part objectives; create formative assessments to determine student understanding and make lesson corrections based on student data; and design small group instruction and intervention.</p>	<p>By May 2021, campus leadership will implement weekly observation and feedback calendars aligned to the TTESS domains and to the required district and campus instructional practices to build the capacity and self-efficacy of teachers. Observations and feedback will be provided to a minimum of ten teachers per week. Campus leadership will participate in at least two grade level PLCs weekly to reinforce campus practices such as Data Driven Instruction (DDI), corrective planning, formative assessments, small group instruction, and techniques from Teach Like a Champion (TLAC). The impact of the observation and feedback cycles will be evident in the scoring of the TTESS teacher walkthroughs as well as in the progress made in student data outcomes.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and K-2nd grade math and reading, then teachers will be able to use the data to set goals and track individualized student progress.</p>	<p>If district policies and practices support effective instruction in schools, then teachers will be able to create effective lesson plans that include best practices for improving student outcomes.</p>	<p>If the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then campus instructional leaders will be able to effectively lead team members in observation cycles, PLC's, and data meetings.</p>

STUDENT DATA

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

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

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

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

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

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

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

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	# of Students at Approaches, Meets and Masters	3-6	All	Reading	Approaches	STAAR	60		Unit Tests Average	50		Benchmark 1	58		Benchmark 2	68		72
		3-6	All	Reading	Meets	STAAR	29		Unit Tests Average	10		Benchmark 1	20		Benchmark 2	30		38
		3-6	All	Reading	Masters	STAAR	12		Unit Tests Average	5		Benchmark 1	10		Benchmark 2	18		15
		4	All	Reading	Approaches	STAAR	52		Unit Tests Average	45		Benchmark 1	52		Benchmark 2	60		64
		4	All	Reading	Meets	STAAR	27		Unit Tests Average	20		Benchmark 1	28		Benchmark 2	34		35
		4	All	Reading	Masters	STAAR	12		Unit Tests Average	5		Benchmark 1	9		Benchmark 2	13		15
		3-6	All	Mathematics	Approaches	STAAR	57		Unit Tests Average	48		Benchmark 1	58		Benchmark 2	68		73
		3-6	All	Mathematics	Meets	STAAR	21		Unit Tests Average	15		Benchmark 1	20		Benchmark 2	30		32
		3-6	All	Mathematics	Masters	STAAR	7		Unit Tests Average	5		Benchmark 1	7		Benchmark 2	9		12
		4	All	Mathematics	Approaches	STAAR	31		Unit Tests Average	30		Benchmark 1	40		Benchmark 2	45		47
		4	All	Mathematics	Meets	STAAR	9		Unit Tests Average	5		Benchmark 1	10		Benchmark 2	15		16
		4	All	Mathematics	Masters	STAAR	5		Unit Tests Average	3		Benchmark 1	5		Benchmark 2	7		8
		4	All	Writing	Approaches	STAAR	44		Unit Tests Average	40		Benchmark 1	48		Benchmark 2	53		55
		4	All	Writing	Meets	STAAR	24		Unit Tests Average	15		Benchmark 1	25		Benchmark 2	30		33
		4	All	Writing	Masters	STAAR	7		Unit Tests Average	5		Benchmark 1	7		Benchmark 2	9		10
		5	All	Science	Approaches	STAAR	52		Unit Tests Average	45		Benchmark 1	55		Benchmark 2	65		68

		5	All	Science	Meets	STAAR	23		Unit Tests Average	15		Benchmark 1	25		Benchmark 2	30		35
		5	All	Science	Masters	STAAR	6		Unit Tests Average	5		Benchmark 1	7		Benchmark 2	9		11
<b>2. Domain 3 Focus 1</b>	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3-6	Eco Dis Students - Academic Achievement	Reading	Meets	STAAR	25		Unit Tests Average	20		Benchmark 1	26		Benchmark 2	30		33
		3-6	EL Students - Academic Achievement	Reading	Meets	STAAR	20		Unit Tests Average	15		Benchmark 1	21		Benchmark 2	26		29
		3-6	Eco Dis Students - Academic Achievement	Mathematics	Meets	STAAR	19		Unit Tests Average	16		Benchmark 1	22		Benchmark 2	35		36
		3-6	EL Students - Academic Achievement	Mathematics	Meets	STAAR	30		Unit Tests Average	25		Benchmark 1	35		Benchmark 2	40		40
<b>3. Domain 3 Focus 2</b>	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3-6	Eco Dis Students- Student Success	All	Approaches, Meets, Masters	STAAR	27		Unit Tests Average	20		Benchmark 1	26		Benchmark 2	36		38
		3-6	EL Students- Student Success	All	Approaches, Meets, Masters	STAAR	25		Unit Tests Average	20		Benchmark 1	26		Benchmark 2	36		38
<b>4. Domain 3 Focus 3</b>	ELP Component	3-6	English Learners (ELs)	TELPAS	All	TELPAS	33		Unit Tests Average	25		Benchmark 1	35		Benchmark 2	38		38

## 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
<b>Essential Action</b>	5.3	5.1	1.1
<b>Desired Annual Outcome</b>	By May 2021, all 3rd-6th grade team leads, principals, and campus instructional coach will have participated in the TIL Cohort (DDI) and provided instructional leadership to the STAAR tested grade levels by facilitating monthly analysis of student data profiles and collaborating to determine small group instruction and intervention. Every grade level, K-6, will implement academic goal setting and data tracking of unit assessments and MAP (3-6th) or reading levels (K-2) with their students by implementing classroom data boards, grade level data boards, and individual student goal setting and conferring.	By May 2021, 100% of teachers will participate weekly in PLCs and collaborate with their grade level and/or content teams to effectively create and implement lesson plans that clearly define curricular goals, include formative assessments aligned to the objective, and provide data driven intervention in small groups. Teachers will incorporate techniques from Teach Like a Champion (TLAC) and Texas Instructional Leadership/DDI to write and execute three part objectives; create formative assessments to determine student understanding and make lesson corrections based on student data; and design small group instruction and intervention.	By May 2021, campus leadership will implement weekly observation and feedback calendars aligned to the TTESS domains and to the required district and campus instructional practices to build the capacity and self-efficacy of teachers. Observations and feedback will be provided to a minimum of ten teachers per week. Campus leadership will participate in at least two grade level PLCs weekly to reinforce campus practices such as Data Driven Instruction (DDI), corrective planning, formative assessments, small group instruction, and techniques from Teach Like a Champion (TLAC). The impact of the observation and feedback cycles will be evident in the scoring of the TTESS teacher walkthroughs as well as in the progress made in student data outcomes.
<b>Desired 90-day Outcome</b>	K-6 teachers will create classroom goals with their students and track whole class academic outcomes using data boards. K-2 teachers will track DRA scores, and 3rd-6th will track unit assessment scores in ELAR, math, and science. A campus-wide progress scoreboard will be created in the main hallway to track the DRA and unit assessments scores by grade level for the 1st 9weeks. Team leads and admin will participate in the TIL Cohort (DDI) and provide instructional leadership to the STAAR tested grade levels by facilitating monthly analysis of student data profiles and collaborating to determine small group instruction and intervention.	Teachers will collaborate in PLCs to create lesson plans aligned to the district required instructional components and include clearly defined goals and objectives with formative assessments aligned to the objective. Teachers will incorporate techniques from Teach Like a Champion (TLAC) and Texas Instructional Leadership/DDI to write and execute three part objectives and make lesson corrections based on student assessment data.	Leadership will attend the TTESS and AEL training in order to begin implementing weekly observations/walkthroughs using the rubric and language of TTESS. Teachers and staff will be trained on the TTESS rubric and evaluation system and will set goals with their evaluator for professional growth. Leadership will create a PLC calendar for K-6th teachers and will begin implementation of the calendar and meetings, having team leads taking the facilitator role, focusing on understanding practices such as creating and implementing aligned lesson plans with clear objectives and formative assessments, using techniques introduced in Teach Like a Champion (TLAC) and Texas Instructional Leadership (TIL)/Data Driven Instruction (DDI). The impact of the observation and feedback cycles will be evident in teacher lesson plans and teacher walkthroughs.

<p><b>Barriers to Address During this Cycle</b></p>	<p>Due to offering remote instruction to about 65% of our students, obtaining accurate data from student assessments is a challenge because of parental help.</p>	<p>Teachers do not have access to the assessments in order to backwards plan. The principal will communicate with the curriculum coordinators the need to write and release assessments before the unit begins so teachers can backwards plan.</p>	<p>Ensuring consistent communication to all stakeholders and implementing procedures which allow office staff to make decisions without the direct input of the principal or AP.</p>
<p><b>District Actions for this Cycle</b></p>	<p>The district will purchase NWEA Map testing software and train teachers on how to use the technology based assessments aligned to state standards in order to analyze student data and inform instruction based on that data. The DCSI and district coaches will attend the TIL/DDI training to support the campus and instruction.</p>	<p>Curriculum coordinators will be given time to collaborate and create and release unit assessments in before the unit begins so teachers can backwards plan.</p>	<p>The district will provide training for the principal and assistant principal in TTESS and create new walkthrough and evaluation forms in STRIVE to ensure principals have the needed resources to complete the walkthroughs.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and K-2nd grade math and reading, then teachers will be able to use the data to set goals and track individualized student progress.</p>	<p>If district policies and practices support effective instruction in schools, then teachers will be able to create effective lesson plans that include best practices for improving student outcomes.</p>	<p>If the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then campus instructional leaders will be able to effectively lead team members in observation cycles, PLC's, and data meetings.</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 Step	Prioritized Essential Action	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
Review, implement, and reinforce expectations, protocols, roles, and responsibilities of office staff and counselor to protect admin's classroom observation calendar.	1.1	9/8/20 - 11/20/20	List of office staff and responsibilities for parents and student behavior	Garton	Observation calendar; roles and responsibilities of office staff	11/20/20		
Create and implement a PLC schedule for the first 8wks of PLCs to include the TLAC (Teach Like a Champion) strategy "Begin with the End in Mind" and writing TPOs, student data analysis, and lesson planning.	5.1, 5.3	9/25/20-11/20/20	Grade level PLC schedules, agendas, data profiles, TLAC book	Garton and Sherpell	PLC calendars, agendas, and minutes	11/20/2020 <a href="https://drive.google.com/file/d/1MzNf_tbsV2CHbjcl4XY5TwtSaQovBkUQ/view?usp=sharing">https://drive.google.com/file/d/1MzNf_tbsV2CHbjcl4XY5TwtSaQovBkUQ/view?usp=sharing</a>		
Create the 20-21 spreadsheet for the observation and feedback calendar to include all teachers K-6th, including SPED teachers and include all components to be observed and documented on the observation checklist.	1.1, 5.1	9/8/20 - 10/21/20	TTESS rubric, district lesson components, 19-20 checklist	Pelton	Observation calendar spreadsheet	10/21/2020		
Train teachers on the TTESS evaluation process and rubric, the TTESS walkthrough form, and the campus observation checklist. Complete one informal walkthrough for all K-6th and one formal evaluation for all teachers new to the campus.	1.1, 5.1, 5.3	10/6/20-11/18/20	TTESS rubric, training powerpoint, and Strive walkthrough form	Garton and Pelton	Powerpoint presentation for TTESS training, agenda, walkthrough and evaluation forms from STRIVE	11/20/20		

<p>Introduce and begin implementation of the revised observation checklist and weekly drawing to include campus expectations (planning (TPO), instructional delivery, small group intervention, PBIS/CHAMPS) and alignment with the planning, delivery, and learning environment domains of TTESS.</p>	<p>1.1, 5.1</p>	<p>10/6/2020 - 11/18/20</p>	<p>Walkthrough form; prizes</p>	<p>Garton</p>	<p>Meeting agenda, observation checklists and calendar</p>	<p>11/20/20</p>		
<p>Campus leadership team will attend the TIL (Texas Instructional Leadership) training for two days. Admin will work with team leads to clarify roles and responsibilities and build capacity to lead PLCs/DDI meetings.</p>	<p>1.1, 5.1, 5.3</p>	<p>10/27-10/28</p>	<p>Training materials, training rooms, substitutes for team leads</p>	<p>Garton</p>	<p>Notes taken from TIL training; admin observations of team leads during PLC/DDI meetings</p>	<p>11/23/20</p>		
<p>Grade level teams will create and implement a classroom scoreboard for tracking classroom data aligned to class goals; a campus scoreboard (#progress) will be created to track campus data by grade level every 9wks. K-2 will track DRA and 3rd-6th will track unit assessments in STAAR tested contents.</p>	<p>5.3</p>	<p>9/8/20 - 11/20/20</p>	<p>Data scoreboards, student data</p>	<p>Garton</p>	<p>Pictures of classroom and campus data boards</p>	<p>11/23/20</p>		
<p>Train teachers on the purpose, implementation, and benefit of Data Profiles and begin utilizing them during PLC for academic interventions one time per month with support from campus leadership. Disaggregate scores of remote learners and in person learners and discuss differences in averages and collaborate to determine next steps for implementing remote student interventions.</p>	<p>5.1, 5.3</p>	<p>10/6/20 - 10/30/20</p>	<p>Data profile spreadsheets, PLC agenda for RTI</p>	<p>Pelton</p>	<p>Training agenda, completed data profiles for 1st 9wks data, PLC agenda/minutes</p>	<p>10/30/20</p>		
<p>K-6 ELAR/Math/Sci teachers will attend at least one curriculum coordinator meeting to collaborate with content teachers district-wide to create effective and aligned lesson plans.</p>	<p>5.1</p>	<p>9/29/2020 - 11/4/20</p>	<p>Curriculum coordinator meeting calendar, substitutes</p>	<p>Garton and Shepherd</p>	<p>Curriculum coordinator meeting calendars; substitute calendar; teachers' lesson plans</p>	<p>11/20/20</p>		
<p>Admin will hire an academic tutor for reading and math and grade level teams will establish a small group intervention schedule during PLCs based on student data.</p>	<p>5.1, 5.3</p>	<p>10/26/20 - 11/20/20</p>	<p>Student data, two academic tutors, master schedule</p>	<p>Garton and Pelton</p>	<p>Academic tutor intervention schedule</p>	<p>11/20/20</p>		

## 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?		
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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

## 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
<b>Essential Action</b>	5.3	5.1	1.1
<b>Desired Annual Outcome</b>	By May 2021, all 3rd-6th grade team leads, principals, and campus instructional coach will have participated in the TIL Cohort (DDI) and provided instructional leadership to the STAAR tested grade levels by facilitating monthly analysis of student data profiles and collaborating to determine small group instruction and intervention. Every grade level, K-6, will implement academic goal setting and data tracking of unit assessments and MAP (3-6th) or reading levels (K-2) with their students by implementing classroom data boards, grade level data boards, and individual student goal setting and conferring.	By May 2021, 100% of teachers will participate weekly in PLCs and collaborate with their grade level and/or content teams to effectively create and implement lesson plans that clearly define curricular goals, include formative assessments aligned to the objective, and provide data driven intervention in small groups. Teachers will incorporate techniques from Teach Like a Champion (TLAC) and Texas Instructional Leadership/DDI to write and execute three part objectives; create formative assessments to determine student understanding and make lesson corrections based on student data; and design small group instruction and intervention.	By May 2021, campus leadership will implement weekly observation and feedback calendars aligned to the TTESS domains and to the required district and campus instructional practices to build the capacity and self-efficacy of teachers. Observations and feedback will be provided to a minimum of ten teachers per week. Campus leadership will participate in at least two grade level PLCs weekly to reinforce campus practices such as Data Driven Instruction (DDI), corrective planning, formative assessments, small group instruction, and techniques from Teach Like a Champion (TLAC). The impact of the observation and feedback cycles will be evident in the scoring of the TTESS teacher walkthroughs as well as in the progress made in student data outcomes.

<p><b>Desired 90-day Outcome</b></p>	<p>K-6 teachers will continue tracking classroom growth goals with their classes and the campus-wide #progress scoreboard will be updated. In addition, teachers will train students how to set and track meaningful goals that target their individual learning process and next steps for growth. Team leads and admin will continue to provide instructional leadership to the STAAR tested grade levels by facilitating analysis of student data from fall benchmarks and collaborating to determine small group instruction and intervention to begin in January.</p>	<p>Teachers will collaborate with content teachers across the district to collaborate in planning PLCs to create lesson plans aligned to the district required instructional components and include clearly defined goals and objectives with formative assessments aligned to the objective. They will participate in PLCs focused on data analysis (TIL/DDI) to design and implement small group intervention schedules and make lesson corrections based on student assessment data.</p>	<p>Leadership will consistently implement weekly observations/walkthroughs using the rubric and language of TTESS. Leadership will collaborate to review observation data and implementation of instructional practices and techniques from Teach Like a Champion (TLAC) and Texas Instructional Leadership (TIL)/Data Driven Instruction (DDI) to determine increase in teacher capacity and define areas for continuous improvement. Campus leadership will create scheduled time to participate in PLCs and data meetings within the grade level teams, and growth will be evident in the scoring of TTESS and student outcomes.</p>
<p><b>Barriers to Address During this Cycle</b></p>	<p>Remote instruction vs in-person learning inconsistencies, Christmas break, and potentially inaccurate data from too much parent help will make it difficult to track remote student progress.</p>	<p>Small group instruction and intervention with remote learners cannot be implemented with fidelity due to parents' work schedules and/or students not logging on to the live intervention session.</p>	<p>Ensuring observations/walkthroughs are proactively scheduled and that the schedule is communicated to office staff to avoid interruptions during PLCs and/or classroom observations.</p>
<p><b>District Actions for this Cycle</b></p>	<p>The district will continue to train teachers on how to use the technology based assessments aligned to state standards in order to analyze student data and inform instruction based on that data on designated district professional development days.</p>	<p>District Curriculum Coordinators will plan district-wide content days to work with teachers to plan together, create lesson plans, and share ideas for good instruction.</p>	<p>The district will provide implementation support for campus administration over T-TESS, walk-throughs, campus cohort meetings, and curriculum planning days.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district continues to develop teachers in the use of assessments and analyzing data, then teachers will be able to make more informed instructional decisions for their students. This will result in setting of goals, meaningful conversations, and better tracking of student data.</p>	<p>If the district continues to support coordinator meeting days, then this will allow for better collaboration among teachers, better lesson planning, and excellence in instruction in our various content areas.</p>	<p>If the district provides campus support, then it will result in higher levels of instruction, planning, and data driven discussions with instructional staff.</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 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
Ensure the protocols, roles, and responsibilities of office staff and counselor are consistently in place to protect admin's classroom observation calendar. Review roles and responsibilities of team leads for PLCs/DDI and revise as needed to include learning from part two of TIL/DDI.	1.1	12/1/20-2/26/21	List of office staff and responsibilities for parents and student behavior	Garton	Observation calendar; roles and responsibilities of office staff and team leads	2/26/21		
Create and implement a PLC schedule for the next 9wks of PLCs to include TLAC (Teach Like a Champion) strategies and data analysis based on TIL/DDI training	5.1, 5.3	12/7/20 - 2/26/21	Grade level PLC schedules, agendas, data profiles, TLAC book	Garton, Pelton	PLC calendars, agendas, minutes	2/26/21		
Complete one formal TTESS/Strive walkthrough for all K-6th and one formal evaluation for all returning math/ELAR teachers, reviewing goals and action steps for continuous improvement.	1.1, 5.1, 5.3	12/1/20-2/26/21	TTESS rubric, district lesson components	Garton and Pelton	Walkthrough and evaluation forms	2/26/21		
Continue utilizing the walkthrough form and weekly drawing to reinforce teacher growth in planning and instruction by the observation and feedback cycle	1.1, 5.1	12/1/20 - 2/26/21	Walkthrough form; prizes	Garton and Pelton	Observation checklist calendar with notes	2/26/21		

Support grade levels in revising remote learners and in-person learners' small group reading and math intervention schedules based on student data from the 2nd 9weeks, including benchmarks and MAP	5.1, 5.3	1/11/21 - 2/26/21	Student data, two academic tutors, master schedule	Garton, Pelton	Intervention schedules, lesson plans, DDI PLC agendas	2/26/21		
Grade level teams will consistently update classroom data scoreboards for tracking/displaying classroom data aligned to their goals; the campus scoreboard (#progress) will be updated to track campus data by grade level for the 2nd 9wks. In addition, teachers will meet individually with students to set and track academic goals based on data from semester one.	5.3	12/1/20 - 2/26/21	Data scoreboards, student data	Garton	Pictures of classroom and campus data boards and student goal trackers	2/26/21		
Teachers will update and utilize student Data Profiles in PLCs to make instructional intervention and planning decisions; remote learners who are not progressing will be individually invited to return to in person learning.	5.1, 5.3	12/1/20 - 2/26/21	Data profile spreadsheets, PLC agenda for RTI	Garton, Pelton	PLC agenda/minutes, completed data profiles for 2nd 9wks data	1/15/21		
K-6 ELAR/Math/Sci teachers will attend curriculum coordinator meetings to collaborate with content teachers district-wide to create effective and aligned lesson plans aligned with student data/outcomes (DDI) from semester one.	5.1, 5.3	12/2/20 - 2/24/21	Curriculum coordinator meeting calendar, substitutes	Shepherd, Garton	Teacher lesson plans, student data/interventions	2/24/21		
Campus leadership team will attend part 2 of the TIL (Texas Instructional Leadership) training for two days	5.1, 5.3	2/1/21 - 2/26/21	Training materials, training rooms, substitutes for team leads	Garton	Notes taken from TIL training; admin observations of team leads during PLC/DDI meetings	2/26/20		

## 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?		
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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

## 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
<b>Essential Action</b>	5.3	5.1	1.1
<b>Desired Annual Outcome</b>	By May 2021, all 3rd-6th grade team leads, principals, and campus instructional coach will have participated in the TIL Cohort (DDI) and provided instructional leadership to the STAAR tested grade levels by facilitating monthly analysis of student data profiles and collaborating to determine small group instruction and intervention. Every grade level, K-6, will implement academic goal setting and data tracking of unit assessments and MAP (3-6th) or reading levels (K-2) with their students by implementing classroom data boards, grade level data boards, and individual student goal setting and conferring.	By May 2021, 100% of teachers will participate weekly in PLCs and collaborate with their grade level and/or content teams to effectively create and implement lesson plans that clearly define curricular goals, include formative assessments aligned to the objective, and provide data driven intervention in small groups. Teachers will incorporate techniques from Teach Like a Champion (TLAC) and Texas Instructional Leadership/DDI to write and execute three part objectives; create formative assessments to determine student understanding and make lesson corrections based on student data; and design small group instruction and intervention.	By May 2021, campus leadership will implement weekly observation and feedback calendars aligned to the TTESS domains and to the required district and campus instructional practices to build the capacity and self-efficacy of teachers. Observations and feedback will be provided to a minimum of ten teachers per week. Campus leadership will participate in at least two grade level PLCs weekly to reinforce campus practices such as Data Driven Instruction (DDI), corrective planning, formative assessments, small group instruction, and techniques from Teach Like a Champion (TLAC). The impact of the observation and feedback cycles will be evident in the scoring of the TTESS teacher walkthroughs as well as in the progress made in student data outcomes.
<b>Desired 90-day Outcome</b>	K-6 teachers will continue tracking classroom growth goals with their classes and the campus-wide #progress scoreboard will be updated. In addition, teachers will confer with students based on goals and data trackers to celebrate student growth and determine next steps for students to reach their goals. Team leads and admin will provide instructional leadership to the STAAR tested grade levels by facilitating analysis of student outcomes from small group intervention and collaborating to determine additional intervention needs for all students with a specific focus on our EcoDis and EL populations.	100% of teachers will participate weekly in PLCs and fluidly use techniques learned from Teach Like a Champion (TLAC) and Texas Instructional Leadership/DDI to determine student understanding based on data and redesign intervention groups, lessons, and activities aligned to the objectives for each small group.	Campus leadership will complete the implementation of the TTESS evaluations and continue to schedule participation in PLCs weekly with grade level teams. Leadership will collaborate to review observation data and implementation of instructional practices to ensure techniques from Teach Like a Champion (TLAC) and Texas Instructional Leadership (TIL) /Data Driven Instruction (DDI) are implemented consistently and effectively as evidenced in the scoring of TTESS and the analysis of student outcomes. Leadership will meet individually with each teacher to review progress toward their goals and discuss action steps needed to achieve those goals by end of year.

<p><b>Barriers to Address During this Cycle</b></p>	<p>Benchmarks, MAP, and all the other EOY assessments during this cycle require significant time to analyze and that analysis must be done with a short turnaround time.</p>	<p>Due to the amount of testing from Mar-May, it will be imperative for teachers to collaborate to provide targeted interventions and support, and particularly to remote learning students.</p>	<p>Completing observations and evaluations is difficult due to the intense academic focus on STAAR outcomes. Admin will need to create clear schedules and communicate those to office staff to ensure no interruptions.</p>
<p><b>District Actions for this Cycle</b></p>	<p>The district will support the campus through hosting District Data Digs to unpack the benchmark results specific to this campus. Using a outcome/growth template, the campus will be able to plan effective intervention and small group instruction leading up to state assessments.</p>	<p>The district curriculum coordinators and instructional coaches will support the campus in the execution of three part objectives, small group instruction and intervention, and quality planning for instruction, through curriculum coordinator meeting dates, the coaching cycle, and campus PLC work.</p>	<p>The district will offer support for testing preparation, data meetings, and will aid in the creation of small groups for the campus.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district supports the campus through benchmark data meetings, then the coordinators can help the campus plan and implement strategies to help the campus prepare for state assessments.</p>	<p>If the district supports quality planning for instruction and intervention, then the campus will continue to make progress with student growth.</p>	<p>If the district offers campus support for testing preparation, data meetings, and PLC work, then the campus can remain focused on quality instruction, student growth, and STAAR outcomes.</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 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
Leadership will support grade level teams in revising small group reading and math intervention schedules based on student data from the 3rd 9weeks and spring benchmark	5.1, 5.3	3/1/21-5/7/21	Student data, two academic tutors, master schedule	Garton, Pelton	Intervention schedules, lesson plans, DDI PLC agendas	3/31/21		
Admin will support team leads in the creating and implementation of a PLC schedule for the next 9wks of PLCs to include TLAC (Teach Like a Champion) strategies and data analysis based on TIL/DDI training	5.1, 5.3	3/1/21-5/7/21	Grade level PLC schedules, agendas, data profiles, TLAC book	Garton and Sherpell	PLC calendars, agendas/minutes	5/7/21		



## 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?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

**Carryover Action Steps**

**New Action Steps**

## 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
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

## 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://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			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

<b>Desired 90-Day Outcome</b>			
<b>How will the campus build capacity in this area? Who will you partner with?</b>			
<b>Barriers to Address throughout the year</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitment Theory of Action</b>			



## EOY Goal4Teachers

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments	
							2019 Results	2021 Accountability Goal
								Summative Goal
<b>1. Domain 1</b>	# of Students at Approaches, Meets and Masters	3-6	All	Reading	Approaches	STAAR	60	72
		3-6	All	Reading	Meets	STAAR	29	38
		3-6	All	Reading	Masters	STAAR	12	15
		4	All	Reading	Approaches	STAAR	52	64
		4	All	Reading	Meets	STAAR	27	35
		4	All	Reading	Masters	STAAR	12	15
		3-6	All	Mathematics	Approaches	STAAR	57	73
		3-6	All	Mathematics	Meets	STAAR	21	32
		3-6	All	Mathematics	Masters	STAAR	7	12
		4	All	Mathematics	Approaches	STAAR	31	47
		4	All	Mathematics	Meets	STAAR	9	16

		4	All	Mathematics	Masters	STAAR	5	8
		4	All	Writing	Approaches	STAAR	44	55
		4	All	Writing	Meets	STAAR	24	33
		4	All	Writing	Masters	STAAR	7	10
		5	All	Science	Approaches	STAAR	52	68
		5	All	Science	Meets	STAAR	23	35
		5	All	Science	Masters	STAAR	6	11
<b>2. Domain 3 Focus 1</b>	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3-6	Eco Dis Students - Academic Achievement	Reading	Meets	STAAR	25	33
		3-6	EL Students - Academic Achievement	Reading	Meets	STAAR	20	29
		3-6	Eco Dis Students - Academic Achievement	Mathematics	Meets	STAAR	19	36
		3-6	EL Students - Academic Achievement	Mathematics	Meets	STAAR	30	40
<b>3. Domain 3 Focus 2</b>	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3-6	Eco Dis Students- Student Success	All	Approaches, Meets, Masters	STAAR	27	38
		3-6	EL Students- Student Success	All	Approaches, Meets, Masters	STAAR	25	38
<b>4. Domain 3 Focus 3</b>	ELP Component	3-6	English Learners (ELs)	TELPAS	All	TELPAS	33	38