Park Crest MS

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Planning for Implementation	Some Progress
	3		3.1	3 - Beginning Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

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

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

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

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

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

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
YES Prep Northline	Ashleigh Fritz, Head of Schools
Campus Number:	**Superintendent Name:**
101-845-012	Mark DiBella
Date:	
Wednesday, September 16, 2020	

Texas Education Agency

CAMPUS INFORMATION

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

District Name	YES Prep Public Schools	Campus Name	YES Prep Northline	Superintendent	Mark DiBella	Principal	Brittany McGruder
District Number	101-845	Campus Number	101-845-012	District Coordinator of School Improvement (DCSI)	Ashleigh Fritz	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?		ESC Support	Mariana Maldonado

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.	Ashleigh Fritz
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Ashleigh Fritz
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.	Brittany McGruder
Board Approval Date	Thursday, November 19, 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.	All goals below are based on how we as a campus collect and dissemate data to our teachers. These goals do not align directly to the TEA accountabilty end scores, however the scores represented by these goals are the key data sources that, if acheived, would drive higher accountability scores in each domain. Additionally, having goals that align to the methods we already use to progress monitor allow us to more easily see gains and make adjustments. Domain 1: 48% Approaches - 74.2% Meets - 47.2% Masters - 22.5% Rationale: These goals are similar to our goals in 1920, with the addition of our new 9th grade courses. Before the closure, we were not achieving the goals, however we felt optimistic with the progress of our Weekly Data Meetings and the continued impact they would have had on scores as teachers spiraled in low scoring objectives. Knowing that we did not officially meet these goals, and we must account for learning loss while still earning gains, we set these targets. Domain 2B: 88% Rationale: 88% would achieve a five point increase from 2019, which represents 75% of the gap to our closest comparable campuses at YP in terms of ED. This is a rigorous goal, but attainable given our goals in Domain I. Domain 3: 100% Campus Targets Met (below) TELPAS Proficiency - 36% EL Meets on Reading - 29%, EL Meets on Math - 40% SPED Meets on Reading - 19%, SPED Meets on Math - 23% Rationale: As with Domain I, these goals are similar to our 1920 goals. Prior to the closure, we were beginning to see traction with our Meets metrics in 7th and 8th grade. Despite that, we still see lower achievement with our EL students, which is the reason for the focus on those students within this domain. Additionally, this is the first year that our SPED students will count as a sub group under TEA accountability.
	What changes in student group and subject performance are included in these goals?	Domain 1: While these goals are similar to 1920, it includes the addition of our new 9th grade couses, as well as slightly lower targets for 6th grade performance, given the lack of 5th grade STAAR data. (We are using 4th grade STAAR data for reference currently.) That said, these are still rigorous targets based on our cohort data. Domain 2B: This accounts for a 5% increase. Domain 3: The goals in this domain focus on the achievement of our EL and SPED students. We are striving this year toward an increase of 7% in the Reading Meets scores and 15% of the Math Meets scores of our EL students, and 19% in the Reading Meets scores and 11% in the Math Meets scores of our students in SPED.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA - We do not have seniors on our campus.

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - 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
Essential Action	5.1	5.3	
Rationale	We orginally had seleted the focus area as 2.1 in order to focus on teacher training, as well as recruitment and retention. When we dug in deeper and analyzed our wins and losses over 1920, our greatest area of focus is actually a need for increased lesson planning and lesson execution on the part of our current teachers. We know that teacher effectiveness is the greatest indicator of student achievement. In order to achieve our student achievement goals and continue to improve our performance, we must continue to develop our teachers' skill in planning aligned, rigorous lessons that target struggling students. Knowing the implications of our the learning loss our students have expereinced, we know our teachers will need to be more skilled than ever in addressing gaps and intervening, in both a physical and virtual setting.	While we were making gains in this area, we must continue our efforts to ensure strong, consistent data practices in every classrooms from the start of the school year. With the loss that students will have experienced in the spring, as well as the gaps from last fall semester that we did not have time to fill, it will be more urgent than ever that teachers can quickly collect data, intervene, and measure progress.	
How will the campus build capacity in this area? Who will you partner with?	We will partner with our district content teams for support with instructional resources as well as content specific best practices. We will ensure that we have dedicated professional development time for staff to build skill that is targeted to the most urgent need.	We will continue to use our partners at Relay to implement our Weekly Data Meetings and academic monitoring practices. We will also partner with our most experienced teachers to help lead the way in implementing best data practices across the campus.	
Barriers to Address throughout this year	Covid related issues - Learning loss from spring semester, potential closures, altered reopening plans, families selecting students to stay home, staff issues related to personal covid impacts. Time will also be a key barrier as we have a lot to do with teachers, all while balancing a likely changing reality. Virtual barriers - Not being able to hold PD in person will cuase learning challenges for some staff members who still struggle with technology Time - More than in past years, we must account for additional systems that also must be covered in PD such as technology tools and safety systems that will decrease the amount of time for instructional PD only.	Covid related issues - Learning loss from spring semester, potential closures, altered reopening plans, families selecting students to stay home, staff issues related to personal covid impacts. We have two new Instructional Leaders this year that will need to full training on both WDMs and Academic Monitoring. Virtual barriers - With approximately 70% of students learning virtually, it will be more challenging to collect consistent, accurate data for all students.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsbilities connect directly to our outcomes. As with our data roll out, we will use our more experienced teachers to help lead professional development as well to invest all teachers.	We will communicate this at our EOY staff gathering, as well as during BOY In Service. We will share contextual qualitative and quantitative data of the growth we saw in both teachers and students to invest stakeholders. Addtionally, we plan to have teachers share how these practices made impacts in their own classrooms.	
Desired Annual Outcome	90% of teachers in priority courses meet or exceed expectations.	Teachers implement interventions and re-teaching based on data analysis for 70% of readiness standards. We achieve an overall score of 48% in Domain I.	
District Commitment Theory of Action	The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools	The district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas. For assessments that are district provided and graded, the district will ensure that schools receive detailed reports within two instructional days. The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical).	If....then,

STUDENT DATA

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

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

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

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

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

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

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

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 STAAR Results	2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	STAAR Results	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	All	App/Meets/Masters	STAAR	66/33/18		Common Assessment			Unit Exam			Common Assessment			60%/31%/12%	74/47/22%
		6th	All	Reading	Approaches	STAAR	57%	53%	Common Assessment	46	46%	Unit Exam	52	44.00%	Common Assessment	56.4	36.00%	52.30%	56.40%
		7th	All	Reading	Approaches	STAAR	75.30%	54.50%	Common Assessment	55	57%	Unit Exam	60	31%	Common Assessment	69	38.00%	61.30%	69%
		8th	All	Reading	Approaches	STAAR	No data	56.40%	Common Assessment	60	42%	Unit Exam	70	54.00%	Common Assessment	80	44.00%	70.20%	80.10%
		9th	All	English I	Meets	STAAR	No data	No data	Common Assessment	45	28%	Unit Exam	52	0%	Common Assessment	59	35%	47%	59.40%
		6th	All	Mathematics	Approaches	STAAR	30.70%	53.00%	Common Assessment	55	36%	Unit Exam	65	71.00%	Common Assessment	74.6	58.00%	58.50%	74.60%
		7th	All	Mathematics	Approaches	STAAR	45.20%	54.00%	Common Assessment	55	50%	Unit Exam	65	56.00%	Common Assessment	75.5	52.00%	55.50%	75.50%
		8th	All	Mathematics	Approaches	STAAR	No data	88.00%	Common Assessment	65	42%	Unit Exam	75	46.00%	Common Assessment	84.6	42.00%	61.00%	84.60%
		9th	All	Algebra I	Meets	STAAR	No data	No data	Common Assessment	44	22%	Unit Exam	54	50%	Common Assessment	64.1	37.00%	50.30%	64.10%
		8th	All	Science	Approaches	STAAR	No data	77.50%	Common Assessment	57	36%	Unit Exam	67	43.00%	Common Assessment	77.4	55%	48%	77.40%
		9th	All	Biology	Meets	STAAR	No data	No data	Common Assessment	No Data	No Data	Unit Exam	58	73.00%	Common Assessment	64.1	No Data	50.7	64.10%
		8th	All	Social Studies	Approaches	STAAR	No data	49.00%	Common Assessment	55	22%	Unit Exam	60	41%	Common Assessment	67.4	26.00%	38.00%	67.40%
		7th	All	Writing	Approaches	STAAR	69.20%	No data	Common Assessment	54	57%	Unit Exam	58		Common Assessment	64.6	No Data	54%	64.60%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	EL	Reading	Meets	STAAR	22%	11%	Common Assessment	20%	16%	Unit Exam	25		Common Assessment	29			29%
		All	EL	Math	Meets	STAAR	25%	17%	Common Assessment	25%	11%	Unit Exam	32		Common Assessment	40			40%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	SPED	Reading	Meets	STAAR	0%	16%	Common Assessment	20%	4%	Unit Exam	25		Common Assessment	29			19%
		All	SPED	Math	Meets	STAAR	11%	11%	Common Assessment	12%	0%	Unit Exam	18		Common Assessment	23			23%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	Total Domain I Score	All	TELPAS	57%	No data	Common Assessment	27%	17%	Unit Exam	32		Common Assessment	37			37%

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 <u>during this cycle</u>.

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	90% of teachers in priority courses meet or exceed expectations.	Teachers implement interventions and re-teaching based on data analysis for 70% of readiness standards. We achieve an overall score of 48% in Domain I.	`
Desired 90-day Outcome	60% of teachers in priority courses meet or exceed expectations.	The Instruction Team is trained on the Weekly Data Dive meeting process and is prepared to begin implementation of meetings.	
Barriers to Address During this Cycle	Teachers will be planning for students in both the virtual and on campus setting. This will be very different planning that our teachers had to do in the spring when planning was entirely for asynchronous virtual lessons. We will ensure that have adequate PD time with teachers to provide strategies for planning in this new way.	We will have two students in two different settings - both virtual and in person - so getting accurate data will be a challenge. We will create clear structures of communications to understand technology barriers that students still have to ensure they have both a device and wifi to access all learning materials.	
District Actions for this Cycle	District policies and practices that will support effective instruction.	The distict will provide timely assessment data from the 2nd round of Common Assessments.	
District Commitment Theory of Action	The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools	The district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas. For assessments that are district provided and graded, the district will ensure that schools receive detailed reports within two instructional days. The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical).	If....then,

ACTION PLAN

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

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

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Creation of Special Pops Team that will meet bi-weekly to progress monitor data of our EL students	5.3	September/May	Data from Power BI	Principal and Director of Academics	Meeting agendas	October 1st	Met	
First Nine Weeks Step Back Meeting to analyze data and create next steps	5.3	November	Unit Assessment Data	Principal	Quarterly strategic plan	October 31st	Met	
Weekly coaching meetings with Instructional Leaders and STAAR testing teachers	5.1	September/May	Weekly coaching agendas Whetstone	Instructional Team	Agendas	September - November	Met	
Training of I-team members on Weekly Data Dive Meetings	5.3	November	WDM training guides	Principal and Director of Academics	Training materials	October 31st	Met	
Teacher Celebration to share out wins and successful teacher strategies	5.1	November	Data from Power BI, survey data	Principal and Director of Academics	Teacher strategies	October 31st	Met	
Teacher PD on Reteaching and Reassessment	5.1	October	PD materials	Principal and Director of Academics	PD Materials	November 30th	Some Progress	Creating PD for all teachers in January

Data Dive from 1st round of Common Assessments	5.3	November	Common Assessment Data	Principal and Director of Academics	Data Dive documents	November 15th	Met	

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?	Yes. 60% of STAAR teachers are currently meeting or excedding expectations, and instructional leaders have been training on Weekly Data Meetings.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No. This data represents the start of the school year when all our students were virtual. This time presented a number of challenges in terms of getting students online and completing their assignemnts, as well as teacher adjusting to teaching completely virtually.

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Conduct teaching training on reteaching and reassessment - We have seen some implemention of this, but more training is needed.	Conduct professional development on reassessment

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 <u>during this cycle</u>.

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	5.1	5.3	0
Desired Annual Outcome	90% of teachers in priority courses meet or exceed expectations.	Teachers implement interventions and re-teaching based on data analysis for 70% of readiness standards. We achieve an overall score of 48% in Domain I.	0
Desired 90-day Outcome	100% of teachers in priority courses complete daily lesson plans with assessments aligned to objective. 75% of teachers will implement consistent, frequent checks for understanding.	100% of teachers will be able to effectively analyze data in order to reteach and reassess on key standards.	
Barriers to Address During this Cycle	Time in terms of competing priorities for teacher time will be a major barrier during this time. Testing, TELPAS, and STAAR are all focus areas during this time, and we will have to ensure we are creating a PD calendar that allows for all objectives to to be achieved.	Collecting accurate, consistent data continues to be a concern as a majority of our students are still learning virtually. We are working to overcome this barrier by implementing more protocols to follow up with students not completing assesssments.	
District Actions for this Cycle	District policies and practices that will support effective instruction.	The distict will provide timely assessment data from the 2nd round of Common Assessments.	
District Commitment Theory of Action	The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools	The district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas. For assessments that are district provided and graded, the district will ensure that schools receive detailed reports within two instructional days. The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical).	If....then,

ACTION PLAN

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

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

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Data Dive and action planning from 2nd Common Assessment	5.3	February	Common Assessment Data	Principal and Director of Academics	Data dive documents	February 28th	Met	
Semester 1 Step Back Meeting to analyze data and create next steps	5.1, 5.3	December	Common Assessment Data	Principal and Director of Academics	Meeting agenda, quarterly strategic plan	January 4th	Met	
Teacher Led Professional development focused on active monitoring on virtual platforms (Nearpod, desmos, gimkit, etc.)	5.1	January/February	PD materials (Teacher created)	Director of Academics	Professional development resources	January 4th	Met	
Professional development focused on reassessments	5.3	January 4th	PD materials	Director of Academics	Professional development resources	January 4th	Met	
Implementation of Weekly Data Meetings	5.3	January/May	Relay resources on Weekly Data Meetings	Principal and Director of Academics	Weekly data meeting agendas	February 28th	Some Progress	

Professional Development on effective, request checks for understanding	5.1	January	PD Materials	Principal and Director of Academics	Professional development resources	January 26th	Met	
Implement Academic Checklist to measure implementation of effective, frequent CFUs	5.1	February/April	Checklist, Report created in Power BI	Instructional Team	Report in Power BI	April 10th	Some Progress	We will shift our focus to reteaches and reassessments.

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?	100% of teachers have effectively analyzed data in order to reteach and reassess on key standards. All STAAR tested teachers are implement weekly reteaches both in class and in tutorials. 100% of teachers in priority courses complete daily lesson plans with assessments aligned to objective. 75% of teachers implement consistent, frequent checks for understanding.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No. We continue to see not only low data for our virtual students, but also lower meets and masters scores for all students. One of our largest priorities as a campus has been increasing the attendance and engagement of our virtual students. Additionally, our EL students have suffered greatly in this environment.

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	None	Implement data tracking on reassessments in STAAR tested courses

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	5.1	5.3	0
Desired Annual Outcome	90% of teachers in priority courses meet or exceed expectations.	Teachers implement interventions and re-teaching based on data analysis for 70% of readiness standards. We achieve an overall score of 48% in Domain I.	0
Desired 90-day Outcome	100% of teachers will implement consistent, frequent checks for understanding. 100% of teachers will implement rigorous, aligned tasks with processing opportunities for all students.	Teachers implement interventions and re-reaching based on data analysis for 70% of readiness standards. We achieve an overall score of 48% in Domain I.	
Barriers to Address During this Cycle	Teacher burnout is likely to be an issue as we end what will have been a very long and challening school year. We will have to ensure that we are keeping teachers engaged throughout this time.	Teacher burnout is likely to be an issue as we end what will have been a very long and challening school year. We will have to ensure that we are keeping teachers engaged throughout this time.	
District Actions for this Cycle	District policies and practices that will support effective instruction.	The distict will provide timely assessment data from all unit exams leading up to the STAAR exams.	
District Commitment Theory of Action	The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools	The district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas. For assessments that are district provided and graded, the district will ensure that schools receive detailed reports within two instructional days. The district will provide schools with access to	If....then,

ACTION PLAN

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

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

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Implement targeted tutorials for EL students	5.3	March/May	Tutorial materials, targeted lists of students	Director of Academics	Tutorial schedule, student lists, tutorial instructional materials	March - May	Met	
Quarter 3 Step Back Meeting to plan Quarter 4 strategic plan	5.1, 5.3	April	Quarter 3 student achievement data	Principal	Quarter 4 Strategic Plan	April 10th	Met	
Implement data tracking on reassessments in STAAR tested courses	5.1, 5.3	March/May	Data trackers, pd for teachers to implement	Director of Academics and teachers of STAAR courses	Data trackers	May 7th	Met	
Monthly student and teacher celebrations to combat barrier of potential teacher burnout	5.1, 5.3	March/May	Resources for celebrations	Principal and Director of Student Support	Celebration materials	May 31st	Met	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We achieved 2 out of 4 of our 90 day outcomes. Our Domain I score is 34% so we did not achieve our goal of 49%. Obviously this year had immense challenges with approximately 70% of our students being virtual throughou the year. That being said, our students did earn among the highest scores in the district on the English I and Algebra I exams. While achievement is still low, we beleive this will set us up for greater success next year.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not acheive our goals, either on Cycle 3 or on the STAAR; however we did not have 6 courses achieve within 10% of their approaches goal. (Algebra I, Reading 6, Reading 7, Reading 8, English I, and Biology)

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	None	

END OF YEAR REFLECTION

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	90% of teachers in priority courses meet or exceed expectations.	Teachers implement interventions and re-teaching based on data analysis for 70% of readiness standards. We achieve an overall score of 48% in Domain I.	0
Did the campus achieve the desired outcome? Why or why not?	We did achieve this outcome. 94% of our teachers in priority couses met or exceeded expectations. We prioritized our professional development time on best practices for teachers in the virtual and tech environment, using our early adopters of new platforms to train the rest of our team. We also held differentiated development for teachers based on skill level with management and data analysis.	We met one of these outcomes. Teachers did implement interventions and re-teaching for 70% of readiness standards; however we only earned a scores of 34% in Domain I. Before Quarter 4, all of our STAAR teachers completed a data dive to identify readiness TEKS for reteaching and reassessment in the weeks leading up to the STAAR. While we did see gains from our last Common Assessment to the STAAR, they were not enough to reach our goals. This is due to the tremendous challening of intervening with virtual students, which make up 70% of our student body.	

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1	5.3	
Rationale	As we plan for the upcoming school year, we know that will face incredible challenges as approximatey 70% of our students have been virtual for the last 15 months. We know that teacher effectiveness is the greatest indicator of student achievement. In order to achieve our student achievement goals and continue to improve our performance, we must continue to develop our teachers' skill in planning aligned, rigorous lessons that target struggling students. Knowing the implications of our the learning loss our students have expereinced, we know our teachers will need to be more skilled than ever in addressing gaps and intervening. We must have a strong, effective teacher inservice and onboarding plan to ensure teacher training time is maximized from the very first day of school.	While we were making gains in this area, we must continue our efforts to ensure strong, consistent data practices in every classrooms from the start of the school year. With the loss that students will have experienced since last March, it will be more urgent than ever that teachers can quickly collect data, intervene, and measure progress. Additionally, we weren't abel to implement Weekly Data Meeting at our same standard as the previous year so we will return to this practice given the gains we saw from them in the previous school year.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will communicate during BOY roll out of priorities and strategies. We will ensure each stakeholder is aware of how their responsbililties connect directly to our outcomes. As with our data roll out, we will use our more experienced teachers to help lead professional development as well to invest all teachers.	We will communicate this at our EOY staff gathering, as well as during BOY In Service. We will share contextual qualitative and quantitative data of the growth we saw in both teachers and students to invest stakeholders. Addtionally, we plan to have teachers share how these practices made impacts in their own classrooms.	
Desired Annual Outcome	We will retain 85% of teachers in priority courses. 90% of teachers in priority courses will meet or exceed expectations.	We achieve an overall score of 48% in Domain I.	
Desired 90-Day Outcome	100% of teachers in priority courses will start the school year with a implementation plan of data tracking in their classroom.	100% of teachers in priority courses will start the school year with a implementation plan of data tracking in their classroom.	
How will the campus build capacity in this area? Who will you partner with?	We will partner with our district content teams for support with instructional resources as well as content specific best practices. We will ensure that we have dedicated professional development time for staff to build skill that is targeted to the most urgent need.	We will continue to use our partners at Relay to implement our Weekly Data Meetings and academic monitoring practices. We will also partner with our most experienced teachers to help lead the way in implementing best data practices across the campus.	
Barriers to Address throughout the year	Covid related issues - Many of our students have lost not only instructional time, but they have lost out on the systems and routines that come with regular in person school attendance, which will take time to relearn.

Time - In-Service always feels like a battle for time with so many competing priorities. It will be difficult to balance the time needed for staff to relearn systems, learn new systems and have enough time to prepare for the school year. | Covid related issues - Our students will have more gaps than every before, which will result in students starting the year with more TEKS needing reteaching/spiraling than teachers have experienced in the past. Instructional leaders will need to support teachers mcu more in prioritizing standards as well as implementing mastery tracking. Change to PD scheduling - In the past we have had either release or afterschool PD. Next year we are moving to a PLC model, which while widely used, will be a new structure for us to develop teachers. | |

District Actions for this Cycle	Provide any necessary centralized PD/training resources for In Service.	Develop and provide highly effective content team days for teachers in priority courses.	
District Commitment Theory of Action	The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical). The district has effective systems for identifying and supporting struggling learners. District policies and practices will support effective instruction in schools	The district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas. For assessments that are district provided and graded, the district will ensure that schools receive detailed reports within two instructional days. The district will provide schools with access to student academic, behavioral, and on-track to graduate data (present and historical).	

ACTION PLAN

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

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

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Create In-Service schedule	2.1	July/August	Previous year's PD schedules, push requests from district	Principal and Director of Academics	Completed schedule	14-Aug		
Create PD session that targets mastery tracking	2.1 and 5.3	July/August	Mastery tracking resources	Principal and Director of Academics	Session materials	14-Aug		
Create PD session that targets active monitoring and in the moment interventions	2.1	July/August	Active monitoring resources	Principal and Director of Academics	Session materials	14-Aug		
Create PD session that targets scaffoling techniques for special pops	2.1	July/August	PD resources	Principal and Director of Academics	Session materials	14-Aug		
Train I-team on Weekly Data Meeting structure	5.3	July/August	Weekly Data Meeting resources	Director of Academics	Training materials	14-Aug		
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