

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

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

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

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

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

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

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Booker T. Washington Elementary	Dr. Shannon Luis, Assistant Superintendent of Academics
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Campus Number:	Superintendent Name:
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011902101	Dr. Jodi Duron
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Date:

Friday, September 25, 2020



CAMPUS INFORMATION

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

District Name	Elgin ISD	Campus Name	Booker T. Washington Elementary	Superintendent	Dr. Jodi Duron	Principal	Amanda Phillips
District Number	011902	Campus Number	000000101	District Coordinator of School Improvement (DCSI)	Dr. Shannon Luis	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Kendra Monk

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.	Dr. Shannon Luis, 9/24/2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Jodi Duron, 9/24/2020
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Amanda Phillips, September 25, 2020
Board Approval Date		

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/tap/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1 (Student Achievement) - Increase Approaches by 14% (from 52 to 66), Increase Meets by 16% (from 21 to 37). Rationale: We need to prioritize moving student performance to higher passing percentages (from Approaches to Meets grade level)</p> <p>Domain 2B (Relative Performance) - Increase our composite score from 29 to 38 and our scaled score from 55% to 70%. Rationale: Our goal is to reach a component score of 41 (scaled 74) and demonstrate marked improvement in our EcoDis and EL student groups.</p> <p>Domain 3 (Closing the Gaps) - Meet our Student Achievement targets for All Students for both Reading and Math by increasing the percentage of students scoring at Meets grade level by 15% (Reading - target 44%) and 25% (Math - target 46%). Target Groups: All, EL (Reading - 29%, Math - 40%), EcoDis (Reading - 33%, Math - 36%) Rationale: We are targeting our EL, EcoDis, and SpEd populations for Domain 3. As mentioned above, our STAAR and TELPAS data show that we are not currently meeting the needs of our EL population, so this will continue to be a campus focus.</p>
	What changes in student group and subject performance are included in these goals?	<p>Target Student Groups: All, EL, EcoDis</p> <p>Domain 1: Our STAAR and TELPAS data show low EL performance, so we will monitor performance and target instructional practices to support our ELs.</p> <p>Domain 2B: Focusing on Relative Performance growth since Performance Growth is not measurable this year. (2019 STAAR data) 326 total Reading and Math tests:</p> <p>-Reading: Only 95 students scored at Meets or Masters Grade Level on their reading STAAR (29%) and our target was 44%. Therefore, 143 (48 more students than 2019) need to pass their reading STAAR test at Meets or Masters Grade Level to meet our target.</p> <p>-Math: Only 68 students scored at Meets or Masters Grade Level on their math STAAR (21%) and our target was 46%. Therefore, 150 (82 more students than 2019) need to pass their math STAAR test at Meets or Masters Grade Level to meet our target.</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.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	2.1	
Rationale	Instructional observations, debriefs, and progress monitoring of teacher and student performance/progress increases teacher effectiveness which in turn promotes student growth and closing of learning gaps among student groups (Domain 3) .	The induction and retention of a full staff of high quality candidates is paramount to student success. The greatest factor impacting a student's learning is the quality of the teacher, therefore our campus is dedicated to ensuring that all staff, regardless of their years of experience or performance level, receives specialized supports from leadership. By ensuring that our staff feels supported, we will increase the likelihood of our high quality candidates choosing to stay in Elgin ISD at BTW.	
How will the campus build capacity in this area? Who will you partner with?	The Campus Leadership Team (CLT) will meet weekly to discuss the following: Teachers Needing Support (Mondays) , Students Needing Support (Fridays), and Weekly Leadership PLC (Wednesdays). These meetings are on the calendar and are guided by a consistent agenda. Admin, Specialists, and MTs attend TNS meetings; Admin, Counselor, and CIS Coordinator attend SOC meetings; and Admin, Specialists, Counselor and CIS Coordinator attend the Leadership PLCs. The Cultural Proficiency Vertical Team is supported by the district-level CP PD sessions; The math Vertical Team is supported by the district-level Math PD sessions.	Campus Administrators will provide differentiated and targeted professional development to all staff members through Committee Meetings, Vertical Teams, book studies, and other PD opportunities. The CLT will collectively determine the focus and agenda for each of these meetings prior to meetings and debrief following the meetings. Admin, Specialists, MTs, Counselor, and CIS Coordinator will support the differentiated, targeted campus PD plan. District-level specialist (Dual Language and Special Education) will support capacity-building as well.	
Barriers to Address throughout this year	Time - for reviewing lesson plans (admin), for coaching and debrief meetings (leadership), for following up with recommended changes; accountability for implementation (admin) Teacher willingness to accept coaching support Teacher willingness to change current practices / Teacher mindset Teacher reluctance to change his/her practices	Time - meetings for preparing agendas, actual PD sessions/meetings, preparation for differentiated, targeted PD Teacher follow-through with PD initiatives, Teacher mindset, Teacher receptiveness to coaching supports	

<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Division of Responsibility document (outlining roles of all members of the CLT), Observation Outline (document outlining who conducts walkthroughs and the role of the CLT member in doing so), Strive walkthrough form, Debrief/Coaching forms; During the debrief sessions, CLT members will share feedback but also allow staff members to share reflections; Vertical Teams and Committees are collaborative efforts in which staff members take ownership and have campus-wide input</p>	<p>PLC, Debrief/Coaching Sessions, Staff Meetings, Committee Meetings, Vertical Team meetings, Staff PD sessions; A form was provided to all staff members to communicate with the CLT ways that we can support them and PD opportunities they're interested in so we can tailor their supports where applicable. Giving teachers a voice builds trust and mutual respect and goes a long way in gaining teacher buy-in.</p>	
<p>Desired Annual Outcome</p>	<p>Leadership review of and feedback on lesson plans and instruction (videos and in-person), and debrief and coaching sessions, will promote the growth and development of all teachers thus promoting student learning and growth as well.</p>	<p>Supported teachers will remain at BTW so we can "hit the ground running" the following school year vs. retraining a lot of new staff members each year. Continuous growth of staff will result in continuous growth of our students. Continuous support of staff will result in greater retention and a more positive working environment.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district supports the campus leaders in the areas of protecting their time, then the campus leaders will be able to focus on the instructional barrier of being able to provide pointed feedback on lesson plans and holding meetings to address the feedback.</p>	<p>If the district protects professional development days for campus use, then we will have time to focus on campus-based goals vs. district initiatives. With all the PD days tied up with district PD, that leaves little time to address goals in our TIP.</p>	<p>if....then,</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	All	3rd Reading	A / M / M	STAAR	56 / 25 / 12	62 / 29 / 16	Unit Assessments	62 / 29		Unit Assessments	65 / 35		Unit Assessments	68 / 41		70 / 44
		4	All	4th Reading	A / M / M	STAAR	61 / 29 / 10	64 / 27 / 9	Unit Assessments	64 / 27		Unit Assessments	68 / 34		Unit Assessments	72 / 41		75 / 44
		3	All	3rd Mathematics	A / M / M	STAAR	45 / 16 / 5	77 / 44 / 25	Unit Assessments	77 / 44		Unit Assessments	77 / 44		Unit Assessments	77 / 46		59 (77) / 46
		4	All	4th Mathematics	A / M / M	STAAR	54 / 25 / 9	40 / 13 / 2	Unit Assessments	40 / 13		Unit Assessments	50 / 25		Unit Assessments	60 / 37		69 / 46
		4	All	4th Writing	A / M / M	STAAR	47 / 16 / 6		Unit Assessments	40 / 15		Unit Assessments	48 / 22		Unit Assessments	56 / 29		61 / 32
2. Domain 3 Focus 1	Focus 1 Components (Academic Achievement Indicator)	3	All	3rd Reading	Meets	STAAR	44	29	Unit Assessments	62 / 29		Unit Assessments	65 / 35		Unit Assessments	68 / 41		70 / 44
		4	All	4th Reading	Meets	STAAR	44	27	Unit Assessments	64 / 27		Unit Assessments	68 / 34		Unit Assessments	72 / 41		75 / 44
		3	All	3rd Mathematics	Meets	STAAR	46	44	Unit Assessments	77 / 44		Unit Assessments	77 / 44		Unit Assessments	77 / 46		59 (77) / 46
		4	All	4th Mathematics	Meets	STAAR	46	13	Unit Assessments	40 / 13		Unit Assessments	50 / 25		Unit Assessments	60 / 37		69 / 46
3. Domain 3 Focus 2	Focus 2 Components (Academic Achievement Indicator)	3	Eco Dis	3rd Reading	Meets	STAAR	24	24	Unit Assessments	24		Unit Assessments	29		Unit Assessments	34		33 (39)
		4	Eco Dis	4th Reading	Meets	STAAR	26	0	Unit Assessments	0		Unit Assessments	10		Unit Assessments	20		33
		3	Eco Dis	3rd Mathematics	Meets	STAAR	16	42	Unit Assessments	42		Unit Assessments	42		Unit Assessments	42		36 (42)
		4	Eco Dis	4th Mathematics	Meets	STAAR	21	6	Unit Assessments	6		Unit Assessments	16		Unit Assessments	26		36
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	41		Unit Assessments	41		Unit Assessments	41		Unit Assessments	41		36 (41)

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	2.1	0
Desired Annual Outcome	Leadership review of and feedback on lesson plans and instruction (videos and in-person), and debrief and coaching sessions, will promote the growth and development of all teachers thus promoting student learning and growth as well.	Supported teachers will remain at BTW so we can "hit the ground running" the following school year vs. retraining a lot of new staff members each year. Continuous growth of staff will result in continuous growth of our students. Continuous support of staff will result in greater retention and a more positive working environment.	
Desired 90-day Outcome	Campus Leadership Team follows an outlined plan for frequency of observations (video and in-person) and lesson plan feedback through Strive and in-person debriefs/coaching sessions.	Campus Leadership team follows an outlined plan for frequency of debrief/coaching sessions to share in-person feedback on both observations (of videos and in-person instruction) and lesson plans. Personalized PD plans (for groups and individuals) will result in teacher growth and increased campus capacity.	
Barriers to Address During this Cycle	Time for observations, video review, feedback loop, debrief/coaching sessions; Teacher mindset and reluctance to respond to/implement the coaching feedback	Time for feedback loop, debrief/coaching sessions, scheduling challenges, preparing PD sessions, following up on PD initiatives to ensure implementation; Teacher mindset and reluctance to respond to/implement the coaching feedback	
District Actions for this Cycle	<u>Additional observation support</u> - AnneMarie Garza-Garcia (DL teachers), Natalie Asbury (Special Education teachers, aides, and gen ed teachers supporting students in SpEd)	<u>Additional observation support</u> - AnneMarie Garza-Garcia (DL teachers), Natalie Asbury (Special Education teachers, aides, and gen ed teachers supporting students in SpEd)	
District Commitment Theory of Action	If the district supports the campus leaders in the areas of protecting their time, then the campus leaders will be able to focus on the instructional barrier of being able to provide pointed feedback on lesson plans and holding meetings to address the feedback.	If the district protects professional development days for campus use, then we will have time to focus on campus-based goals vs. district initiatives. With all the PD days tied up with district PD, that leaves little time to address goals in our TIP.	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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus leadership team (CLT) will tier all teachers based on observations.	1.1	10/5/2020	Time, walkthrough form	Campus administrators, Specialists	Strive walkthrough forms; Other observations; List of teachers by tier	10/26/2020		
CLT will identify school-wide trends (of needs) in observations and address these needs in staff meetings/PLCs (PD, coaching, modeling, etc)	1.1	Ongoing	Walkthrough forms	Campus administrators, Specialists, Master Teachers	Strive walkthrough forms; Other observations	10/30/2020; 11/30/2020		
CLT will conduct bi-weekly observations for teachers in Tier 1 (alternating in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions.	1.1	10/5/2020	Time, walkthrough form	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	10/30/2020; 11/30/2020		
CLT will conduct weekly observations for teachers in Tier 2 (alternating in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions and bi-weekly coaching sessions w/Specialist.	1.1	10/5/2020	Time, walkthrough form	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	10/30/2020; 11/30/2020		
CLT will conduct daily observations for teachers in Tier 3 (combination of in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions and weekly coaching sessions w/Appraiser.	1.1	10/5/2020	Time, walkthrough form, Growth Plan w/directives	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	10/30/2020; 11/30/2020		
Master Teachers will conduct monthly in-person debrief and support sessions with teachers in Tier 1. Master Teachers will also continue to support new staff members in any capacity needed.	2.1	10/5/2020	Time, MT Coaching Form, MT Observation form	Master Teachers	MT Observation and Coaching Forms	10/30/2020; 11/30/2020		
Campus Specialists and Admin will conduct bi-weekly debrief and coaching sessions with teachers in Tier 2. Coaching sessions will target specific goals for teachers collectively outlined by the CLT.	2.1	10/5/2020	Time, walkthrough form	Specialists, Admin	Strive walkthrough forms, Coaching forms	10/30/2020; 11/30/2020		

Campus Administrators will conduct weekly debrief and coaching sessions with teachers in Tier 3. Coaching sessions will target specific goals (directives) for teachers collectively outlined by the CLT in the teacher's Growth Plan.	2.1	10/5/2020	Time, Strive walkthrough form, Growth Plan w/directives	Campus Administrators	Strive walkthrough form, Growth Plan w/directives	10/30/2020; 11/30/2020		
The CLT will assign teachers to Vertical Teams based on identified needs for PD and support.	2.1	10/5/2020	Division of Responsibility document - Vertical Team section	CLT	Division of Responsibility document - Vertical Team section	10/5/2020		
504/CTC and Reading Specialist will engage in <i>Crucial Conversations</i> book study with Mrs. Tamez to assist coaching conversations.	2.1	11/2/2020	books, time	Tamez	Agendas, Log of reflections, observation (facilitation) of a crucial conversation	11/30/2020; 12/14/2020		
Three staff members will engage in an "effective communication" book study with Ms. Phillips to address ongoing concerns of communication with staff and/or students and/or parents.	2.1	11/2/2020	books, time	Phillips	Agendas, Log of reflections, improved communication by the 3 staff members	11/30/2020; 12/14/2020		
Campus administrators will celebrate our staff by providing monthly treats and will deliver these treats to each staff member's classroom.	2.1	8/13/2020	Goodies, Team Building funds	Campus administrators, Specialists, Master Teachers	Goodies, Pictures	10/30/2020; 11/30/2020		
Campus administrators will personalize "We see you" notes to recognize staff for going above and beyond. (Keep track of who receives notes)	2.1	10/5/2020	Time to write notes, Notes	Campus Administrators	Notes	1 per staff member by 12/18/2020		

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	2.1	0
Desired Annual Outcome	Leadership review of and feedback on lesson plans and instruction (videos and in-person), and debrief and coaching sessions, will promote the growth and development of all teachers thus promoting student learning and growth as well.	Supported teachers will remain at BTW so we can "hit the ground running" the following school year vs. retraining a lot of new staff members each year. Continuous growth of staff will result in continuous growth of our students. Continuous support of staff will result in greater retention and a more positive working environment.	
Desired 90-day Outcome	Campus Leadership Team follows an outlined plan for frequency of observations (video and in-person) and lesson plan feedback through Strive and in-person debriefs/coaching sessions.	Lesson planning support and lesson plan feedback will focus on TEKS-alignment and differentiation. Campus leadership team will follow the outlined plan for frequency of observations and provide feedback (in Strive and during debrief sessions). Coaching session frequency will be determined by tier.	Campus Administrators will boost morale through "random acts of kindness," spontaneous celebrations, and recognition of efforts through personalized notes. Fall survey results will result in changes/improvements in campus climate/culture during Cycle 3.
Barriers to Address During this Cycle	Time - for observations, video review, feedback loop, debrief/coaching sessions	Time - lesson planning sessions, observations, feedback loop	Time, money
District Actions for this Cycle	Additional observation support - AnneMarie Garza-Garcia (DL teachers), Natalie Asbury (Special Education teachers, aides, and gen ed teachers supporting students in SpEd)		
District Commitment Theory of Action	If the district supports the campus leaders in the areas of protecting their time, then the campus leaders will be able to focus on the instructional barrier of being able to provide pointed feedback on lesson plans and holding meetings to address the feedback.	If the district protects professional development days for campus use, then we will have time to focus on campus-based goals vs. district initiatives. With all the PD days tied up with district PD, that leaves little time to address goals in our TIP.	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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
CLT will identify school-wide trends (of needs) in observations and address these needs in staff meetings/PLCs (PD, coaching, modeling, etc)	1.1	Ongoing	Walkthrough forms	Campus administrators, Specialists, Master Teachers	Strive walkthrough forms; Other observations	12/14/2020; 1/29/2021; 2/26/2021		
CLT will evaluate progress made by teachers in Tier 2 and re-evaluate tiers for all staff members for Cycle 2.	1.1	1/4/2021	Walkthrough forms; Coaching forms; Debrief forms	Campus Administrators, Specialists	Walkthrough forms; Coaching forms; Debrief forms	12/14/2020		
CLT will continue to conduct bi-weekly observations for teachers in Tier 1 (alternating in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions.	1.1	10/5/2020	Time, walkthrough form	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	12/14/2020; 1/29/2021; 2/26/2021		
CLT will conduct weekly observations for teachers in Tier 2 (alternating in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions and bi-weekly coaching sessions w/Specialist.	1.1	10/5/2020	Time, walkthrough form	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	12/14/2020; 1/29/2021; 2/26/2021		
CLT will conduct daily observations for teachers in Tier 3 (combination of in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions and weekly coaching sessions w/Appraiser.	1.1	10/5/2020	Time, walkthrough form, Growth Plan w/directives	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	12/14/2020; 1/29/2021; 2/26/2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	Carryover Action Steps	New Action Steps

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	1.1	2.1	0
Desired Annual Outcome	Leadership review of and feedback on lesson plans and instruction (videos and in-person), and debrief and coaching sessions, will promote the growth and development of all teachers thus promoting student learning and growth as well.	Supported teachers will remain at BTW so we can "hit the ground running" the following school year vs. retraining a lot of new staff members each year. Continuous growth of staff will result in continuous growth of our students. Continuous support of staff will result in greater retention and a more positive working environment.	
Desired 90-day Outcome	Campus Leadership Team follows an outlined plan for frequency of observations (video and in-person) and lesson plan feedback through Strive and in-person debriefs/coaching sessions.	Lesson planning support and lesson plan feedback will focus on TEKS-alignment and differentiation. Campus leadership team will follow the outlined plan for frequency of observations and provide feedback (in Strive and during debrief sessions). Coaching session frequency will be determined by tier.	Campus Administrators will boost morale through "random acts of kindness," spontaneous celebrations, and recognition of efforts through personalized notes. Winter survey results will result in changes/ improvements in campus climate/culture during the next school year.
Barriers to Address During this Cycle	Time - for observations, video review, feedback loop, debrief/coaching sessions	Time - for lesson planning (teachers), for lesson plan feedback and debrief sessions (teachers and leadership team); for coaching sessions and follow-through with expectations	Time, money
District Actions for this Cycle	Additional observation support - AnneMarie Garza-Garcia (DL teachers), Natalie Asbury (Special Education teachers, aides, and gen ed teachers supporting students in SpEd)		
District Commitment Theory of Action	If the district supports the campus leaders in the areas of protecting their time, then the campus leaders will be able to focus on the instructional barrier of being able to provide pointed feedback on lesson plans and holding meetings to address the feedback.	If the district protects professional development days for campus use, then we will have time to focus on campus-based goals vs. district initiatives. With all the PD days tied up with district PD, that leaves little time to address goals in our TIP.	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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
CLT will identify school-wide trends (of needs) in observations and address these needs in staff meetings/PLCs (PD, coaching, modeling, etc)	1.1	Ongoing	Walkthrough forms	Campus administrators, Specialists, Master Teachers	Strive walkthrough forms; Other observations	3/31/2021; 4/30/2021		
CLT will evaluate progress made by teachers in Tier 2 and re-evaluate tiers for all staff members for Cycle 3.	1.1	3/3/2021	Walkthrough forms; Coaching forms; Debrief forms	Campus Administrators, Specialists	Walkthrough forms; Coaching forms; Debrief forms	3/10/2021		
CLT will continue to conduct bi-weekly observations for teachers in Tier 1 (alternating in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions.	1.1	10/5/2020	Time, walkthrough form	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	3/31/2021; 4/30/2021		
CLT will conduct weekly observations for teachers in Tier 2 (alternating in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions and bi-weekly coaching sessions w/Specialist.	1.1	10/5/2020	Time, walkthrough form	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	3/31/2021; 4/30/2021		
CLT will conduct daily observations for teachers in Tier 3 (combination of in-person and video) with feedback through Strive using walkthrough form followed by debrief sessions and weekly coaching sessions w/Appraiser.	1.1	10/5/2020	Time, walkthrough form, Growth Plan w/directives	Campus administrators, Specialists, Master Teachers	Strive walkthrough count, Strive walkthrough forms	3/31/2021; 4/30/2021		

CLT will evaluate progress made by teachers toward their T-TESS/coaching goals and re-evaluate action items or coaching focus for Cycle 2.	2.1	3/3/2021	Coaching forms, Debrief forms, Observation forms	Campus Admin, Specialists	Coaching forms, Debrief forms, Strive walkthroughs	3/10/2021		
Determine placement of teachers (grade levels, content area) for the 2021-2022 school year based on current year's performance, student data, and student need.	2.1	4/7/2021	Coaching forms, Debrief forms, Observation forms	Campus Admin, Specialists	Coaching forms, Debrief forms, Strive walkthroughs	5/5/2021		
Master Teachers will continue to conduct monthly in-person debrief and support sessions with teachers in Tier 1. Master Teachers will also continue to support new staff members in any capacity needed.	2.1	10/5/2020	Time, MT Coaching Form, MT Observation form	Master Teachers	MT Observation and Coaching Forms	3/31/2021; 4/30/2021		
Campus Specialists and Admin will conduct bi-weekly debrief and coaching sessions with teachers in Tier 2. Coaching sessions will target specific goals for teachers collectively outlined by the CLT.	2.1	10/5/2020	Time, walkthrough form	Specialists, Admin	Strive walkthrough forms, Coaching forms	3/31/2021; 4/30/2021		
Campus Administrators will conduct weekly debrief and coaching sessions with teachers in Tier 3. Coaching sessions will target specific goals (directives) for teachers collectively outlined by the CLT in the teacher's Growth Plan.	2.1	10/5/2020	Time, Strive walkthrough form, Growth Plan w/directives	Campus Administrators	Strive walkthrough form, Growth Plan w/directives	3/31/2021; 4/30/2021		
504/CTC and Reading Specialist will engage in <i>Crucial Conversations</i> book study with Mrs. Tamez to assist coaching conversations.	2.1	11/2/2020	books, time	Tamez	Agendas, Log of reflections, observation (facilitation) of a crucial conversation	3/31/2021; 4/30/2021		
Three staff members will engage in an "effective communication" book study with Ms. Phillips to address ongoing concerns of communication with staff and/or students and/or parents.	2.1	11/2/2020	books, time	Phillips	Agendas, Log of reflections, improved communication by the 3 staff members	3/31/2021; 4/30/2021		
Campus administrators will celebrate our staff by providing monthly treats and will deliver these treats to each staff member's classroom.	2.1	8/13/2020	Goodies, Team Building funds	Campus administrators, Specialists, Master Teachers	Goodies, Pictures	3/31/2021; 4/30/2021		

Campus administrators will personalize "We see you" notes to recognize staff for going above and beyond. (Keep track of who receives notes)	2.1	10/5/2020	Time to write notes, Notes	Campus Administrators	Notes	1 per staff member by 4/30/2021		
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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
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

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

Complete each section below:

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

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

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

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

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://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			
Desired 90-Day Outcome			

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

ACTION PLAN

