

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:
Neidig Elementary School	Dr. Shannon Luis, Asst. Supt. Academics & School Imp.
Campus Number:	Superintendent Name:
011902103	Dr. Jodi Duron
Date:	
Friday, August 28, 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	Neidig Elementary School	Superintendent	Dr. Jodi Duron	Principal	Dr. Sarah Borowicz
District Number	011902	Campus Number	011902103	District Coordinator of School Improvement (DCSI)	Dr. Shannon Luis	ESC Number	13
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2020-2021	Was TAP Implementation Ordered or Voluntary?	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.	Dr. Sarah Borowicz, 9/9/2020
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/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: 70% Approaches, 40% Meets, 15% Masters Rationale: These percentages should guarantee a higher rating than F. We used the prediction toolkit to set numbers. Domain 2B: 46 Rationale: This will set us up for a B rating compared to similar campuses with a composite score of 80. Domain 3: Meet all targets for grade level performance, English Language proficiency, and student achievement. Rationale: We will not have a growth measure this year to determine academic growth, so we need to meet all other areas to have an acceptable rating in this area.
	What changes in student group and subject performance are included in these goals?	Domain 1: These are the same goals we had last year. Domain 2B: We are focused on our comparison group since we do not have a growth measure this year. Domain 3: We are focused on the areas that we still can gain points from.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	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.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.3
Rationale	We need to build on the foundation we started last year to include building more capacity with teacher leaders and continuing to work on our cohesiveness as a team especially during the challenges of COVID-19 where some job responsibilities are adjusting to meet changing needs.	We are working as a campus to establish clear expectations and procedures across the campus. Behavior has been reported on surveys and interviews as a concern for the campus. This Essential Action (EA) will help us focus on improving the climate on the campus through clear expectations and procedures.	Our instruction needs to be aligned to our data in order to track growth and ensure that we meet our academic goals for the year. Data will be a focus in PLC meetings where we will work together to use our data more effectively in planning.
How will the campus build capacity in this area? Who will you partner with?	Beginning in the summer of 2020, E3 Alliance will provide monthly face to face (virtual) PD with the campus leadership team to develop focus areas and a support schedule for the 20-21 school year. E3 Alliance will provide on going support through monthly visits, emails, and phone calls as needed for additional support. We are also using Strengths Based Leadership as a framework for building on staff member's strengths and developing leadership capacity.	Campus leadership began this work in summer of 2020, developing training for staff and creating a plan for involving students and families. We provided training to all staff prior to the first day of instruction. We will provide ongoing support to staff engaged in this work at least 1x per quarter. Campus leadership will monitor the student and family involvement plan through survey data quarterly.	In summer of 2020, the Campus Leadership began the work to create the school year plan for DDI processes that includes teacher training and support and campus-wide expectations for tracking, displaying, and celebrating student data. We trained staff on disaggregating data during in-service prior to the start of the school year. We will provide ongoing training and support during PLCs weekly throughout the school year. We will create a schedule for feedback loops on action plan implementation that ensure that feedback is given on a weekly basis.
Barriers to Address throughout this year	Crossover of roles and responsibilities when persons off-campus, spending time and energy on the wrong things, focusing on compliance rather than purposeful work. Assuming that staff know who to go to for what, assuming that everyone is working effectively together. Ineffective meeting agendas, dedicated time.	Implementation of procedures with fidelity and consistency. Little staff commitment to campus-wide goals and values, Thinking that we practiced this or talked about that and everyone should know and be able to do it now. Too many resources, plans.	No follow through after data action plans are developed. Assuming that the plan was put into action will not produce results. Lack of consistent documents, not user friendly. Data is reviewed with no action plan involved in some cases.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Campus administration will train up team leads and master teachers to then turn around training to campus teams. This will build capacity as well as model for teacher leaders how to effectively build capacity within their teams.	Trainings videos are being created by Master Teachers to explain procedures that will be put into place due to COVID-19. Campus leadership will communicate to families through public zoom meetings, videos posted, and blast emails about what to expect with virtual and face to face instruction this year.	Data will be collected with the virtual platforms we have in place to start the year in order to inform instructional decisions with the anticipated gap due to remote learning in the spring of 19-20. Expectations for teachers will be communicated and monitored for fidelity in implementation.
Desired Annual Outcome	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.

<p>District Commitment Theory of Action</p>	<p>If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (DDI). The previously described District Commitments specifically demonstrate that the district recognizes the unique needs of our low-performing school and provides the flexibility to the campus leader to address those needs and that the district provides opportunities for ongoing support and coaching of the campus leader.</p>	<p>If the DCSI and principal supervisor ensure the district has provided the campus with best practice resources and tools for engaging families via online communication structures, parent/student survey platforms and the potential for a translation service; the district provides data systems to track pertinent school culture data like discipline referrals, attendance, and climate survey data; and the district ensures that the campus buildings are well maintained, safe, and conducive to learning, with specific protocols in response to COVID-19, the campus will develop a positive school culture with a compelling and aligned vision, mission, goals and values. It will also include explicit behavioral expectations and management system, proactive and responsive student support services, and will involve families and the community.</p>	<p>If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (DDI).</p>
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Action Plan

Action Steps	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step <i>(Must be requested by)</i>	Evidence Collection Date

Reflection and Planning for Next 90-Day Cycle

<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 you need to add to the next cycle?</p>	Carryover Action Steps	New Action Steps

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	3.1	5.3
Desired Annual Outcome	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	In the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs	In the DCSI and principal supervisor ensure the district has provided the campus with best practice resources and tools for engaging families via online communication structures, parent/student survey platforms and the potential for a translation service; the district provides data systems to track pertinent school culture data like discipline referrals, attendance, and climate survey data; and the	In the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs

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

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	3.1	5.3
Desired Annual Outcome	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.
Desired 90-day Outcome	Departments, grade-level teams, and other areas will have regularly scheduled weekly meetings that follow a set agenda with meeting minutes recorded and next steps captured along with follow-up techniques. These are anchored to the leadership focus document and review student data with progress monitoring.	Our vision, mission, and values will be a part of our daily routines to ensure that we align our daily practices to these beliefs. The vision, mission, and values will be prominently displayed in Spanish and English.	Students will set measurable goals with teachers and track data individually to monitor their progress and foster student ownership of learning. We will celebrate students who meet individual goals. Student progress toward measurable goals will be visible in each and every classroom, in person or virtual, and throughout the school to foster student ownership and goal setting.
Barriers to Address During this Cycle	Dedicated time for regularly scheduled meetings while balancing remote and in person instruction will make consistency difficult. This also includes making student data a priority when meetings may be taken up with more logistical concerns.	It will be challenging for all stakeholders to internalize the vision, mission, and values and make authentic connections to daily life.	We will need training and support for staff with digital portfolios. It will be challenging to get 100% of students working remotely to regularly track data.
District Actions for this Cycle	The DCSI and principal supervisor will ensure time is protected for the campus principal to carry out the scheduled meetings with the leadership team.	The DCSI and principal supervisor will ensure that district leadership is also aware of the campus' vision, mission, and values so we are able to extend the alignment and support to the district level.	The DCSI and principal supervisor commit to allocating district staff as needed to aide in the training of teachers in the use of digital portfolios as well as providing ongoing support during the school year.

<p>District Commitment Theory of Action</p>	<p>If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (DDI). The previously described District Commitments specifically demonstrate that the district recognizes the unique needs of our low-performing school and provides the flexibility to the campus leader to address those needs and that the district provides opportunities for ongoing support and coaching of the campus leader.</p>	<p>If the DCSI and principal supervisor ensure the district has provided the campus with best practice resources and tools for engaging families via online communication structures, parent/student survey platforms and the potential for a translation service; the district provides data systems to track pertinent school culture data like discipline referrals, attendance, and climate survey data; and the district ensures that the campus buildings are well maintained, safe, and conducive to learning, with specific protocols in response to COVID-19, the campus will develop a positive school culture with a compelling and aligned vision, mission, goals and values. It will also include explicit behavioral expectations and management system, proactive and responsive student support services, and will involve families and the community.</p>	<p>If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (DDI).</p>
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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
Team leaders and committee chairs use written agendas, record meeting minutes and next steps, and regularly discuss student data as a standing	1.1	9/10/2020 - 2/28/2021	agenda template	Leadership Team	Team meeting agendas and minutes	2/28/2021		
Develop master meeting schedule and set agenda template for all teams/committees to follow.	1.1	9/10/2020 - 12/1/2020	meeting schedule	Leadership Team	Master Meeting Schedule	12/1/2020		
ILT will train team leaders and committee chairs on the use of agendas and meeting protocols that the campus will follow.	1.1	9/10/2020 - 1/8/2021	meeting schedule, agenda template, and protocols	Leadership Team	Master Meeting Schedule, agenda template, protocols, and training presentation	1/8/2021		

ILT will monitor team agendas and meetings for implementation and provide feedback.	1.1	9/10/2020 - 2/28/2021	agenda template	Leadership Team	Team meeting agendas and minutes	2/28/2021		
Create and post artifacts in the classrooms, hallways, and virtual learning that references the mission, vision, and values in English and Spanish.	3.1	9/10/2020 - 2/28/2021	vision, mission, and values posters and google slides	Leadership Team	School vision, mission, goals, and values artifacts	2/28/2021		
Review vision, mission, and values during class morning meetings and staff meetings to build connections.	3.1	9/10/2020 - 2/28/2021	vision, mission, and values	All Staff	School vision, mission, goals, and values artifacts	2/28/2021		
Create a template for student data tracking and feedback loop that can be utilized in a virtual	5.3	9/10/2020 - 12/1/2020	student data tracking template	Leadership Team	student data tracking template	12/1/2020		
Train teachers on using student data tracking virtually and providing feedback.	5.3	9/10/2020 - 1/8/2021	student data tracking template	Leadership Team	student data tracking template, training documents	1/8/2021		
Teachers implement student data tracking with students.	5.3	1/8/2021 - 2/28/2021	student data tracking template	Teachers	student data tracking portfolio	2/28/2021		
Teachers follow up with students and update data tracking after each data point.	5.3	1/8/2021 - 2/28/2021	student data tracking template	Teachers	student data tracking portfolio	2/28/2021		

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.

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?					
	<table border="1"> <tr> <th align="center">Carryover Action Steps</th> <th align="center">New Action Steps</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Carryover Action Steps	New Action Steps		
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?					

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	3.1	5.3
Desired Annual Outcome	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.
Desired 90-day Outcome	Campus instructional leaders will focus on student progress and formative data weekly.	All staff, students, and families will be able to explain how the vision, mission, and values are present in the daily life of the campus.	We will celebrate students who meet individual goals. Student progress toward measurable goals will be visible throughout the school to foster student ownership and goal setting.
Barriers to Address During this Cycle	Designated time during this part of the school year as we prepare for state testing and end of the year activities will be a challenge.	Creating authentic activities for how families will explain the vision, mission, and values.	Providing opportunities to celebrate students who are remote will be a challenge.
District Actions for this Cycle	The DCSI and principal supervisor will ensure time is protected for the campus principal to carry out the scheduled meetings with the leadership team.	The DCSI and principal supervisor will ensure that district leadership is also aware of the campus' vision, mission, and values so we are able to extend the alignment and support to the district level.	The DCSI and principal supervisor commit to providing additional resources/ideas for celebrating student successes.

<p>District Commitment Theory of Action</p>	<p>If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (DDI). The previously described District Commitments specifically demonstrate that the district recognizes the unique needs of our low-performing school and provides the flexibility to the campus leader to address those needs and that the district provides opportunities for ongoing support and coaching of the campus leader.</p>	<p>If the DCSI and principal supervisor ensure the district has provided the campus with best practice resources and tools for engaging families via online communication structures, parent/student survey platforms and the potential for a translation service; the district provides data systems to track pertinent school culture data like discipline referrals, attendance, and climate survey data; and the district ensures that the campus buildings are well maintained, safe, and conducive to learning, with specific protocols in response to COVID-19, the campus will develop a positive school culture with a compelling and aligned vision, mission, goals and values. It will also include explicit behavioral expectations and management system, proactive and responsive student support services, and will involve families and the community.</p>	<p>If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (DDI).</p>
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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
Include standing agenda item in cabinet meeting for reviewing data.	1.1	3/1/2021 - 5/28/2021	cabinet meeting agenda	Leadership Team	meeting minutes	5/28/2021		
Develop a data schedule for what data will be reviewed each week.	1.1	3/1/2021 - 3/15/2021	data schedule	Leadership Team	data schedule	3/15/2021		
Develop action plans from data review each week.	1.1	3/1/2021 - 5/28/2021	data action plan	Leadership Team	data action plan	3/15/2021		
Provide feedback and action plan to teachers.	1.1	3/1/2021 - 5/28/2021	data action plan	Leadership Team	data action plan and meeting minutes	5/28/2021		
Develop campus climate survey to get feedback on vision, mission, and values implementation in	3.1	3/1/2021 - 3/15/2021	campus climate survey	Leadership Team	campus climate survey	3/15/2021		
Deploy and get feedback from campus climate survey on the implementation of the vision,	3.1	5/1/2021 - 5/28/2021	campus climate survey	Leadership Team	campus climate survey data	5/28/2021		

Create a celebration schedule of activities for recognizing student goals met.	5.3	3/1/2021 - 3/15/2021	celebration schedule	Leadership Team	celebration schedule	3/15/2021		
Develop criteria for celebrations.	5.3	3/1/2021 - 3/15/2021	celebration criteria	Leadership Team	celebration criteria	3/15/2021		
Determine and create data to display throughout the building.	5.3	3/1/2021 - 3/15/2021	bulletin board supplies	Leadership Team	bulletin boards	3/15/2021		
Track progress on data displays throughout the building.	5.3	3/15/2021 - 5/28/2021	bulletin board supplies	Leadership Team	bulletin boards	5/28/2021		

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.

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

CYCLE 4 90-DAY OUTCOMES (June-August)

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

Complete each section below:

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

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

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

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

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

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

