

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:

Elgin Middle School

Dr. Shannon Luis, Asst. Supt. Academics & School Imp.

Campus Number:

Superintendent Name:

011902041

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	Elgin Middle School	Superintendent	Dr. Duron	Principal	Riza Cooper
District Number	011902	Campus Number	000000041	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	Ms. 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.	Riza Cooper, September 29, 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://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: 72 Rationale: Our previous rating for 2019 was 62. By increasing our Domain 1 to 72, we will be closer to attaining a B rating for our campus. Our focus will be on increasing our meets and masters percentages.</p> <p>Domain 2B: 80 Rationale: Our previous rating for 2019 was 69. By increasing Domain 2B to 80, we will be closer to attaining a B rating for our campus. Our focus will be on increasing our meets and masters percentages.</p> <p>Domain 3: 71 Rationale: Our previous rating for 2019 was 39. By increasing Domain 3 to 71, we will close the gap for our most at-risk population by increasing their academic achievement.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We will increase our social studies performance from 50% to 80% and also increase Writing from 57% to 75%. Writing classes have been double-blocked and 7th grade math classes have also been double-blocked to provide additional instructional time.</p> <p>Domain 2B: Increasing meets (40% for all students) and masters (25% for all students) in reading and math. Both courses have been double-blocked. Our focus groups will be Eco Dis and SPED for Meets (40% Eco Dis and 30% for SPED)</p> <p>Domain 3: We will focus on the following populations: Eco Dis and SPED. This target is based on the meets %s</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

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.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - 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	5.1	5.3	1.1
Rationale	Our current protocol for Lesson Plan feedback is not consistently implemented and we do not provide the feedback with enough time for the teacher to make recommended changes before lesson delivery.	Our current procedures for disaggregating data does not consistently track and monitor the progress of all student, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. Due to Covid and remote learning, campus does not have reliable and consistent data.	We want to create clear roles and responsibilities for the members of the leadership team and provide greater clarity to ILT members on how to lead their departments and grade-levels.
How will the campus build capacity in this area? Who will you partner with?	PLC time has been increased and is led by department chairs, the content experts. All core content teachers were provided with professional development on TEKS study before beginning lesson planning. Elements of the TEKS study are incorporated daily into PLC time. We are partnering with admin, ICs, department chairs, MTs, and our ESC 13 consultant Elena Simmons	Instructional coaches will update digital data wall after each assessment and share with department chairs. IC's will lead these discussions. All core content teachers will create a T-TESS goal from dimension 2.1 focusing on meets and masters %s for STAAR and will engage in reflection if they are on track to meeting their goal with the assessment data. The content PLC will also reflect on the data and determine if re-teach and extension are appropriate.	We have created a Division of Responsibilities document and contains the leadership roles and their duties. We will partner with the leadership team and ILT to communicate and share this information with all involved.
Barriers to Address throughout this year	Teachers have a negative mindset concerning the time required to lesson plan and provide high quality virtual instructional videos/ live tutorials during remote learning/in person learning. 100% instruction being delivered remotely due to COVID, lack of training.	Teachers struggling with getting all students participation on assessments due to COVID and remote learning. Teachers struggling with creating a system to get live feedback and complete formative assessments due to remote learning.	Barrier will be finding time to meet together. COVID and remote learning has put additional responsibilities on all staff members and it can be difficult to find a time that works for everyone and also ensure that everyone is fully present and invested when we meet.
How will you communicate these priorities to your stakeholders? How will create buy-in?	This information will be communicated in Leadership Team meetings, Faculty Meetings, Campus Advisory Committee meetings, and Social Media for parents/community members this will help with buy in from all stakeholders.	These will be communicated in PLCs, Leadership Team meetings, Faculty Meetings, CAC meetings and Social Media.	The ILT and Leadership team will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities in staff meetings to gather feedback.
Desired Annual Outcome	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by department chairs and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.	Members of the ILT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, all on a weekly basis. MT will focus on new teachers (2 years or less) and IC's will focus on teachers with 3 or more years of experience. Admin will focus on their T-TESS appraiseses.

District Commitment Theory of Action	If the district leadership protects the time of the campus leaders so they are able to focus on providing feedback to teachers on lesson plans in a timely and thorough manner, then student data will increase as a result.	If the district leadership commits staffing resources from the Academics team to support campus leadership with developing data disaggregation skills of campus leaders and teachers, then the student achievement will increase as a result.	If the district leadership understands the campus' roles and responsibilities and honors this work, then the campus leaders and staff will be better able to function as one unit and support student success.
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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											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	7th - 8th	All	Reading	Approaches	STAAR	60		Unit Assessments	70		Unit Assessments	70		Benchmarks	70		70
		7th - 8th	All	Reading	Meets	STAAR	31		Unit Assessments	40		Unit Assessments	40		Benchmarks	40		40
		7th - 8th	All	Reading	Masters	STAAR	12		Unit Assessments	25		Unit Assessments	25		Benchmarks	25		25
		7th - 8th	All	Mathematics	Approaches	STAAR	64		Unit Assessments	70		Unit Assessments	70		Benchmarks	70		70
		7th - 8th	All	Mathematics	Meets	STAAR	30		Unit Assessments	40		Unit Assessments	40		Benchmarks	40		40
		7th - 8th	All	Mathematics	Masters	STAAR	9		Unit Assessments	25		Unit Assessments	25		Benchmarks	25		25
		8th	All	Science	Approaches	STAAR	73		Unit Assessments	70		Unit Assessments	70		Benchmarks	70		70
		8th	All	Science	Meets	STAAR	41		Unit Assessments	40		Unit Assessments	40		Benchmarks	40		40
		8th	All	Science	Masters	STAAR	16		Unit Assessments	25		Unit Assessments	25		Benchmarks	25		25
		8th	All	Social Studies	Approaches	STAAR	50		Unit Assessments	70		Unit Assessments	70		Benchmarks	70		70
		8th	All	Social Studies	Meets	STAAR	20		Unit Assessments	40		Unit Assessments	40		Benchmarks	40		40
		8th	All	Social Studies	Masters	STAAR	8		Unit Assessments	25		Unit Assessments	25		Benchmarks	25		25
		7th	All	Writing	Approaches	STAAR	57		Unit Assessments	70		Unit Assessments	70		Benchmarks	70		70
		7th	All	Writing	Meets	STAAR	22		Unit Assessments	40		Unit Assessments	40		Benchmarks	40		40
7th	All	Writing	Masters	STAAR	6		Unit Assessments	25		Unit Assessments	25		Benchmarks	25		25		
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	Eco Dis	Reading	Meets	STAAR	24		Unit Assessments	40		Unit Assessments	40		Benchmarks	40		40
		All	Special Education	Reading	Meets	STAAR	22		Unit Assessments	30		Unit Assessments	30		Benchmarks	30		30
3. Domain 3 Focus 2	Focus 2 Components	All	Eco Dis	Mathematics	Meets	STAAR	26		Unit Assessments	40		Unit Assessments	40		Benchmarks	40		40

3. Domain 3 Focus 2	Academic Achievement	All	Special Education	Mathematics	Meets	STAAR	22		Unit Assessments	30		Unit Assessments	30		Benchmarks	30		30
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	18			30			30			36		36

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	5.1	5.3	1.1
Desired Annual Outcome	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by department chairs and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.	Members of the ILT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, all on a weekly basis. MT will focus on new teachers (2 years or less) and IC's will focus on teachers with 3 or more years of experience. Admin will focus on their T-TESS appraisees.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district leadership protects the time of the campus leaders so they are able to focus on providing feedback to teachers on lesson plans in a timely and thorough manner, then student data will increase as a result.	If the district leadership commits staffing resources from the Acadmecis team to support campus leadership with developing data disaggregation skills of campus leaders and teachers, then the student achievement will increase as a result.	If the district leadership understands the campus' roles and responsibilities and honors this work, then the campus leaders and staff will be better able to function as one unit and support student success.

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 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	5.1	5.3	1.1
Desired Annual Outcome	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by department chairs and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.	Members of the ILT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, all on a weekly basis. MT will focus on new teachers (2 years or less) and IC's will focus on teachers with 3 or more years of experience. Admin will focus on their T-TESS appraisees.
Desired 90-day Outcome	Exemplars produced by teachers in PLC and displayed in Google Classroom; submitted to IC	Having a targeted list of student to support for intervention, monitor groups in Eduphoria	Each new teacher (2 years or less) will receive a minimum of 1 walkthrough with specific feedback submitted in Eduphoria; mentors should have completed 12 hours of mentee support. Admin appraisers should be completing 10 walkthroughs a week focusing on their appraisees; formal evaluations should be completed with post conference and a spring semester plan of
Barriers to Address During this Cycle	Time to produce and fidelity of exemplars. Leadership team not having the time. Teachers not used to consistent feedback on lesson plans.	Time and number of students to target; will need to train teachers on creating monitor groups in Eduphoria	MTs are teaching and have an increased work-load; campus Principal will send weekly updates on number of walkthroughs completed
District Actions for this Cycle	Members of the Academics team will be available to assist in vetting exemplars created by teachers, as needed.	District staff will be available to help identify students in need of additional support by helping campus leaders better utilize data platforms, as needed.	Members of the Academics team will be available to assist in watching instructional videos and provide feedback to campus leaders, as needed.
District Commitment Theory of Action	If the district leadership protects the time of the campus leaders so they are able to focus on providing feedback to teachers on lesson plans in a timely and thorough manner, then student data will increase as a result.	If the district leadership commits staffing resources from the Academics team to support campus leadership with developing data disaggregation skills of campus leaders and teachers, then the student achievement will increase as a result.	If the district leadership understands the campus' roles and responsibilities and honors this work, then the campus leaders and staff will be better able to function as one unit and support student success.

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 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.

CYCLE 3 90-DAY OUTCOMES (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	1.1
Desired Annual Outcome	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by department chairs and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.	Members of the ILT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, all on a weekly basis. MT will focus on new teachers (2 years or less) and IC's will focus on teachers with 3 or more years of experience. Admin will focus on their T-TESS appraisees.
Desired 90-day Outcome	Aggressive monitoring of student understanding using exemplars created in PLC	Identified intervention groups, STAAR review, test-taking strategies	T-TESS goal reflection conference, successful summative conferences, 12 completed hours for spring with mentees, high attendance and survey satisfaction with MT socials
Barriers to Address During this Cycle	Techniques for aggressive monitoring during a virtual platform. Leaders so focused on STAAR that they don't have the time to consistently provide feedback.	Teachers needing to be selective with selections of intervention groups. Teachers struggling with how to pull intervention groups for students who are remote learners.	Fidelity and time management to ensure items are completed on time
District Actions for this Cycle	Distict leaders will be ready to assist with aggressive monitoring review and/or provide ideas that will help campus leaders adapt during a remote learning environment.	The Academics team members will be available to assist with providing student intervention strategies for campus leaders, as needed.	
District Commitment Theory of Action	If the district leadership protects the time of the campus leaders so they are able to focus on providing feedback to teachers on lesson plans in a timely and thorough manner, then student data will increase as a result.	If the district leadership commits staffing resources from the Acadmecis team to support campus leadership with developing data disaggregation skills of campus leaders and teachers, then the student achievement will increase as a result.	If the district leadership understands the campus' roles and responsibilities and honors this work, then the campus leaders and staff will be better able to function as one unit and support student success.

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
Teachers will revisit trainings on Aggressive monitoring with exemplars.	5.1	08/2020-05/2020	Step 5 of IPAC, exemplars	ILT & teachers	PLC notes, positive change in data for students, change in lesson plans, strive data, exemplars present and in use by teacher/aide, in PLC binder			
Identifying intervention groups for STAAR review	5.3	Mar-20	Assessment data from UA, Eduphoria, analyze data by grade level	ILT & teachers	interventions in place to support students			
STAAR review with intervention groups (target students based on meets & masters)	5.3	Mar-20	intervention curriculum, STAAR camps, student incentives, facility use with locations identified, communication (special invites)	ILT & teachers	student attendance, post assessment			

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			

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

ACTION PLAN

