

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:

Frost Elementary

District Coordinator of School Improvement (DCSI) Name, Role:

Wes Vanicek, Chief Strategist for Assessment and Feedback

Campus Number:

Superintendent Name:

246904103

Dr. Fred Brent

Date:

Friday, October 02, 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	Georgetown ISD	Campus Name	Frost Elementary	Superintendent	Fred Brent	Principal	Tamra Marbibi
District Number	246904	Campus Number	246904103	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		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.	Wes Vanicek 9/15/2020
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.	Lindsay Harris 9/15/2020
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.	Tamra Marbibi 9/15/2020
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.	<p>Domain 1: Increase student performance which will result in a Domain 1 increase from to 62D to 72C Rationale: In order to achieve this goal, Frost will need to increase the percent of students at approaches by 11% from 60 to 71, increase students at meets by 5% from 30 to 35, and increase students at masters by 5% from 17 to 22. Data-driven instructional decisions will increase student performance, resulting in overall growth in student performance.</p> <p>Domain 2B: Increase student performance which will result in a Domain 2B increase from to 58 to 72C. Rationale: If the campus focuses on increasing student performance by 11% at approaches, 5% at meets and 5% at masters, the resulting Domain 2B score will be a 72. By strengthening buy-in to the mission and vision of the campus, student expectations will increase resulting in an improvement in student relative performance.</p> <p>Domain 3: Increase performance in all student groups so more targets are met, resulting in a Domain 3 score of 77. Rationale: By making data-driven decisions around student learning, performance of all student groups will increase, resulting in more targets being met.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Our student outcomes are below where they need to be in all content areas and domains specifically in reading, math, and writing as well as all student groups.</p> <p>Domain 2B: Our student outcomes are below where they need to be in all content areas and domains specifically in reading, math, and writing as well as all student groups</p> <p>Domain 3: Our student outcomes are below where they need to be in all content areas and domains specifically in reading, math, and writing as well as all student groups</p>

	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A
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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.	2 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Beginning Implementation
5.3 Data-driven instruction.	2 - 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	3.1	5.3	1.1
Rationale	The campus has experienced a significant amount of change in a short period of time. Some of these changes include campus leadership, additional staffing positions, new hires, and disruption of instructional continuity due to Covid-19. Campus perception data obtained in feedback surveys from staff, students and families suggests that there is a lack of consistency in practices and policy implementation related to the mission, vision and beliefs. Meaningful work to align and articulate the vision, mission and beliefs of the campus is necessary.	The campus continues to be designated as a school in need of targeted improvement. Campus perception data indicates the campus staff desires more data-informed instructional practices. Formative and Common Assessments are a growing practice but need more refining. Many supports are in place to support campus growth in this essential action, but continued consistent practice is necessary.	The previous Frost principal retired and new principal has been appointed. In addition, there has been significant staff change. In the short time that the new team has been formed, alignment of operational language has begun. Conversation and entry surveys were conducted and reflect a need for clearly defined roles and responsibilities across the campus. Protocols and procedures on campus need refinement and consistent accountability. Parents will continue to be seen as instructional leaders as we continue remote instruction this year. Feedback protocols and expectations are also needed.

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>Campus leaders, district Chief Strategist, Capturing Kids' Hearts consultants, and Leader in Me coaches will serve to build capacity in implementing protocols, practices, and philosophies throughout the school year. These planned supports include campus visits with both internal and external capacity builders engaging in feedback cycles that measure level of practice implementation and impact.</p>	<p>The campus Design Team has participated in Overview sessions and collaborative discussion on Culture, Coaching in Action, and Data-Driven Instruction through Region XIII. The campus principal has attended DDI Overview training through Region XIII and is preparing for implementation of more data driven practices on campus. An area has been designated to provide data discussion, coaching, and tracking for ease of use during PLC and MTSS.</p> <p>The Principals and Learning Design Coach will lead the charge of collecting feedback, implementing and maintaining DDI practices on campus.</p> <p>LLI trainer will serve to build capacity in the processes and protocols surrounding these areas. Additional training opportunities (Achievement Teams, ST Math) will be utilized throughout the school year.</p> <p>Campus principals, Learning Design Coach, Classroom Teachers, GT teacher, Interventionists, district STEM Coordinator, Digital Learning Coach, Region XIII PLC Coach, District Data Analyst, Leader in Me Coach, and LLI trainer/coach will serve to build capacity in</p>	<p>There are plans in place during August professional learning to revisit vision, mission, beliefs with clear articulation of campus expectations in order to focus work. Basic foundation of expectations at Frost will be walked through. Conversation and entry surveys have been conducted to hear perspective of team members and plan for the future. Realignment of Action Teams has happened to align ILT work to the vision, mission, beliefs in a meaningful way that support growth at Frost Elementary. Design Team Meetings have begun and action teams will be formed at August PL, if not sooner, to help move the work forward. We have also added a Learning Design Coach to support staff in designing engaging curriculum and in instructional practices.</p> <p>The campus Design Team has participated in overview sessions and collaborative discussion on Culture. The team will be developing feedback protocols at all levels (leadership, staff level peer, student, family). This feedback protocol development will include success criteria and performance expectations for instruction, and may be included as a designated part of the weekly staff and/or family newsletter.</p>
<p>Barriers to Address throughout this year</p>	<p>Past permissions, consistency in implementation, unwritten rules/allowances, mindset: sharing kids, collective sense of responsibility, releasing control, habits of practice, updated campus handbook</p>	<p>Staff survey feedback suggests inconsistent routines, systems, and expectations across the campus. There is a need to meet people where they are with respect to their comfort/experience of collecting, analyzing and using data to drive instruction. The campus needs to develop a plan for what data is to be collected and how it is used to drive instruction. The campus needs to consider what content areas are areas of focus (Reading, Math, Both). The campus also needs to address the current thought that we might have "loved our kids to low expectations". Another barrier to address is that our most recent data point is from January 2020.</p>	<p>The Principals, Learning Design Coach and all campus staff will build</p> <p>There are currently some unspoken/unwritten rules and expectations across campus. There are limited and/or inconsistent systems in place for feedback. Campus culture continues to be an area that needs growth. Previous relationships may need to be repaired and/or reestablished. An agreement of what "assuming best intent" means for our campus culture is needed, with a focus on what is best for kids. Collective responsibility continues to be an area of need, with an understanding of our "lanes" and blurring the lines of those lanes to get the work accomplished. Clear expectations around staff responsibility for students who receive support from multiple adults are needed (ie: SpEd, Intervention, GT, paras, other support).</p>
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Weekly email newsletter, standing agenda item for faculty meeting, all staff have a role in realigning campus mission, vision, and beliefs, CKH Process Champions facilitate implementation during staff meetings, culture action team</p>	<p>These priorities will be communicated to all stakeholders (students, families and staff) by campus leadership and Academics Action Teams through regularly scheduled agenda items during PLC meetings and additional trainings (PLC, LLI, ST Math). Classroom teachers will hold frequent conferences with students to review progress, discuss goals, and regularly update visible data tracking artifacts at the individual, class, grade and campus level.</p>	<p>Campus leadership will facilitate development this priority through scheduled Professional Learning opportunities and PLC meetings, as scheduled on the Year-at-a-Glance Calendar. Transparency will be developed through regular communication in the campus staff newsletter.</p>
<p>Desired Annual Outcome</p>	<p>Staff members share a common understanding and implementation of the mission, vision, and values. Student and staff surveys will reflect a perspective of safety and equitable supports.</p>	<p>Staff will ensure the number of students not experiencing one year of growth based on MAPs Math and Reading assessments is decreasing by 30%. Staff will develop increased confidence in using data to drive instructional decisions as measured by a teacher survey. Teachers will demonstrate observable behaviors in using tools available, analysis of evidence and improvement in practice.</p>	<p>Frost Elementary will develop a culture of feedback through an increased and improved feedback culture. Staff will gain clarity around roles and responsibilities for all on campus in order to build more collective responsibility. PLC work will be more consistent and effective. Staff surveys will reflect an increased self-perception of skills.</p>
<p>District Commitment Theory of Action</p>	<p>If the district recognizes the unique needs of schools in need of support and provides the flexibility to address those needs, and protects the principal's time for instructional leadership while providing opportunities for ongoing support and coaching of the campus leader, barriers will be removed creating conditions for school success. In addition, if the district ensures access to high-quality resources that allow for engagement and communication with families to provide pertinent school culture data, connect with external student support services and promote positive school culture prioritizing safety, barriers to creating a positive school culture conducive to learning. Finally, if common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.</p>		

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	3.1	5.3	1.1
Desired Annual Outcome	Staff members share a common understanding and implementation of the mission, vision, and values. Student and staff surveys will reflect a perspective of safety and equitable supports.	Staff will ensure the number of students not experiencing one year of growth based on MAPs Math and Reading assessments is decreasing by 30%. Staff will develop increased confidence in using data to drive instructional decisions as measured by a teacher survey. Teachers will demonstrate observable behaviors in using tools available, analysis of evidence and improvement in practice.	Frost Elementary will develop a culture of feedback through an increased and improved feedback culture. Staff will gain clarity around roles and responsibilities for all on campus in order to build more collective responsibility. PLC work will be more consistent and effective. Staff surveys will reflect an increased self-perception of skills.
Desired 90-day Outcome	Review, refine and implement campus mission, vision, and values to promote an environment of progress and safety.	Identify student MAP progress from MOY 2019-2020 and post to data wall. Teachers will update data to reflect BOY 2020-2021 MAPs data, participate in data analysis protocol, and determine instruction and interventions needed to ensure student progress.	Identify and clarify staff roles and responsibilities as it pertains to instruction, intervention, campus initiatives, PLC, Special Education services and data collection. Campus Action Teams, LDC, and administration will provide training to support role clarity on campus.
Barriers to Address During this Cycle	Implementing and promoting to both in person and remote learners.	Authenticity of assessments given to remote learners at home.	Implementation of instructional roles as pertaining to remote learners.
District Actions for this Cycle	The District will support campus leadership by having well established and aligned beliefs, vision, mission and strategic framework to guide this work for this campus. The District will continue to support the development of campus leadership in growing and progressing in vision driven leadership through continual coaching and professional learning.	District Curriculum Coordinators to offer support during grade level PLC days in order to help problem solve and implement necessary instruction adjustments and intervention needs. The District will ensure that the campus has timely access to assessment data and professional learning supports to disaggregate and understand the data.	The District will continue to support the development of campus leaders through ongoing coaching for Principals, monthly team meetings for Assistant Principals and Instructional leaders on campus.
District Commitment Theory of Action	If the district recognizes the unique needs of schools in need of support and provides the flexibility to address those needs, and protects the principal's time for instructional leadership while providing opportunities for ongoing support and coaching of the campus leader, barriers will be removed creating conditions for school success. In addition, if the district ensures access to high-quality resources that allow for engagement and communication with families to provide pertinent school culture data, connect with external student support services and promote positive school culture prioritizing safety, barriers to creating a positive school culture conducive to learning. Finally, if common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

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?	Prioritized Focus Area #1 is still in the implementation phase. The mission, vision and values have been reviewed and refined, however we are still in the implementation phase with our staff and community. Prioritized Focus Area #2 has been achieved and is ready to move into a deeper analysis phase. Prioritized Focus Area #3 has seen considerable progress in each area and continues to be a focus for staff professional learning, PLC and collaboration.
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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

Teacher training on instructional tools,

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	3.1	5.3	1.1
Desired Annual Outcome	Staff members share a common understanding and implementation of the mission, vision, and values. Student and staff surveys will reflect a perspective of safety and equitable supports.	Staff will ensure the number of students not experiencing one year of growth based on MAPs Math and Reading assessments is decreasing by 30%. Staff will develop increased confidence in using data to drive instructional decisions as measured by a teacher survey. Teachers will demonstrate observable behaviors in using tools available, analysis of evidence and improvement in practice.	Frost Elementary will develop a culture of feedback through an increased and improved feedback culture. Staff will gain clarity around roles and responsibilities for all on campus in order to build more collective responsibility. PLC work will be more consistent and effective. Staff surveys will reflect an increased self-perception of skills.
Desired 90-day Outcome	Campus staff and teams have practices and processes as individuals and teams that reflect alignment and attention to campus mission, vision, and values to promote an environment of progress and safety. Clear expectations for participation in calendared events. Staff implementation of Frost Staff HUB to consolidate important information and resources in one location.	Utilize PLC time to design and implement instruction based on District YAG and Curriculum documents with consideration of BOY MAP data, DRA, and classroom assessments. Special PLC focus on formative assessment practices in the classroom. Conduct MAP assessments for MOY to analyze student progress from beginning of the year to middle of the year. Teams are identifying areas of strengths and areas of needs for student learning supports.	Continue to identify and clarify staff roles and responsibilities as it pertains to instruction, intervention, campus initiatives, PLC, Special Education services and data collection. Heavy focus on roles and responsibilities pertaining to students with Special Education services. Support instructional leadership team development and capacity to influence the work of Frost teachers and students. Campus Action Teams, LDC, District Coordinators and administration will provide training to support role clarity on campus.
Barriers to Address During this Cycle	Implementing and promoting to both in person and remote learners.	Obtaining accurate skills assessment of students not engaging consistently with remote learning.	Implementation of instructional roles as pertaining to remote learners. Supporting staff that are supporting both in-person and remote learners.
District Actions for this Cycle	The District will support campus leadership by having well established and aligned beliefs, vision, mission and strategic framework to guide this work for this campus. The District will continue to support the development of campus leadership in growing and progressing in vision driven leadership through continual coaching and professional learning.	District Curriculum Coordinators to offer support during grade level PLC days in order to help problem solve and implement necessary instruction adjustments and intervention needs. The District will ensure that the campus has timely access to assessment data and professional learning supports to disaggregate and understand the data.	The District will continue to support the development of campus leaders through ongoing coaching for Principals, monthly team meetings for Assistant Principals and Instructional leaders on campus.

District Commitment Theory of Action	If the district recognizes the unique needs of schools in need of support and provides the flexibility to address those needs, and protects the principal's time for instructional leadership while providing opportunities for ongoing support and coaching of the campus leader, barriers will be removed creating conditions for school success. In addition, if the district ensures access to high-quality resources that allow for engagement and communication with families to provide pertinent school culture data, connect with external student support services and promote positive school culture prioritizing safety, barriers to creating a positive school culture conducive to learning. Finally, if common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.
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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
LLI Training	5.3							
PLC Training with Region XIII	5.3							
ST Math Training	5.3							
Visual Supports created and implemented for Common Behavior Expectations	3.1	October/December		Culture Team				
Reinforcement and Implementation of Campus Beliefs Book	3.1	August/August		Design Team, Administrators				
Seesaw Training and Implementation	1.1	September/May		DLC, Admin	Training Sessions, Class set up with			Continue training and develop
Develop PLC Agendas and Protocols to use	5.3	September/May	Protocols, Data Tracking tools	LDC, Admin	Frost Staff HUB			
Continued implementation of Data Tracking Plan for Campus	5.3	August/May	Protocols, Data Tracking tools	LDC, Admin, Academics Action Team				
Data analysis and intervention training	5.3	August/May		Admin, District Support				

Special Education Roles and Responsibility Training	1.1	October/May		LDC, Admin, Resource/Inclusion Coordinator	Training and follow up sessions			Follow up meetings and implementation of
Master Schedule	1.1	August/May		Admin	20-21 Master Schedule	2nd 9 Weeks Updated Master		Master schedule may need
Action Team YAG	1.1	August/ May		Admin, Design Team Action	Frost Staff HUB			
Maintain and Update Campus YAG/Google Calendar	1.1	August/May		Admin, Secretary, Design Team LDC	Frost Staff HUB			
Staff Meeting Schedule and Agendas, including agenda items for CKH process team, Learner Profile Focus and Habit Focus	1.1	August/May		Admin, Culture Team and Leadership Team	20-21 Staff Meeting Focus document			

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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.3	1.1
Desired Annual Outcome	Staff members share a common understanding and implementation of the mission, vision, and values. Student and staff surveys will reflect a perspective of safety and equitable supports.	Staff will ensure the number of students not experiencing one year of growth based on MAPs Math and Reading assessments is decreasing by 30%. Staff will develop increased confidence in using data to drive instructional decisions as measured by a teacher survey. Teachers will demonstrate observable behaviors in using tools available, analysis of evidence and improvement in practice.	Frost Elementary will develop a culture of feedback through an increased and improved feedback culture. Staff will gain clarity around roles and responsibilities for all on campus in order to build more collective responsibility. PLC work will be more consistent and effective. Staff surveys will reflect an increased self-perception of skills.
Desired 90-day Outcome	Campus staff and teams have practices and processes as individuals and teams that reflect alignment and attention to campus mission, vision, and values to promote an environment of progress and safety. Clear expectations for participation in calendared events. Staff implementation of Frost Staff HUB to consolidate important information and resources in one location.	Utilize PLC time to design and implement instruction based on District YAG and Curriculum documents with consideration of MOY MAP data, DRA, and classroom assessments. Special PLC focus on formative assessment practices in the classroom. Conduct MAP assessments for EOY to analyze student progress from beginning of the year to middle of the year. Teams are identifying areas of strengths and areas of needs for student learning supports.	Continue to identify and clarify staff roles and responsibilities as it pertains to instruction, intervention, campus initiatives, PLC, Special Education services and data collection. Heavy focus on roles and responsibilities pertaining to students with Special Education services. Support instructional leadership team development and capacity to influence the work of Frost teachers and students. Campus Action Teams, LDC, District Coordinators and administration will provide training to support role clarity on campus.
Barriers to Address During this Cycle	Implementing and promoting to both in person and remote learners.	Obtaining accurate skills assessment of students not engaging consistently with remote learning.	Implementation of instructional roles as pertaining to remote learners. Supporting staff that are supporting both in-person and remote learners.

District Actions for this Cycle	The District will support campus leadership by having well established and aligned beliefs, vision, mission and strategic framework to guide this work for this campus. The District will continue to support the development of campus leadership in growing and progressing in vision driven leadership through continual coaching and professional learning.	District Curriculum Coordinators to offer support during grade level PLC days in order to help problem solve and implement necessary instruction adjustments and intervention needs. The District will ensure that the campus has timely access to assessment data and professional learning supports to disaggregate and understand the data.	The District will continue to support the development of campus leaders through ongoing coaching for Principals, monthly team meetings for Assistant Principals and Instructional leaders on campus.
District Commitment Theory of Action	If the district recognizes the unique needs of schools in need of support and provides the flexibility to address those needs, and protects the principal's time for instructional leadership while providing opportunities for ongoing support and coaching of the campus leader, barriers will be removed creating conditions for school success. In addition, if the district ensures access to high-quality resources that allow for engagement and communication with families to provide pertinent school culture data, connect with external student support services and promote positive school culture prioritizing safety, barriers to creating a positive school culture conducive to learning. Finally, if common formative assessment tools and reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

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
LLI Training	5.3							
PLC Training with Region XIII	5.3							
ST Math Training	5.3							
Visual Supports created and implemented for Common Behavior Expectations	3.1	October/December		Culture Team				
Reinforcement and Implementation of Campus Beliefs Book	3.1	August/August		Design Team, Administrators				
Seesaw Training and Implementation	1.1	September/May		DLC, Admin	Training Sessions, Class set up with Folders Created			Continue training and develop minimum usage

Develop PLC Agendas and Protocols to use	5.3	September/May	Protocols, Data Tracking tools	LDC, Admin	Frost Staff HUB			
Continued implementation of Data Tracking Plan for Campus	5.3	August/May	Protocols, Data Tracking tools	LDC, Admin, Academics Action Team				
Data analysis and intervention training	5.3	August/May		Admin, District Support				
Special Education Roles and Responsibility Training	1.1	October/May		LDC, Admin, Resource/Inclusion Coordinator	Training and follow up sessions			Follow up meetings and implementation of
Master Schedule	1.1	August/May		Admin	20-21 Master Schedule	2nd 9 Weeks Updated Master		Master schedule may need
Action Team YAG	1.1	August/ May		Admin, Design Team Action	Frost Staff HUB			
Maintain and Update Campus YAG/Google Calendar	1.1	August/May		Admin, Secretary, Design Team, LDC	Frost Staff HUB			
Staff Meeting Schedule and Agendas, including agenda items for CKH process team, Learner Profile Focus and Habit Focus	1.1	August/May		Admin, Culture Team and Leadership Team	20-21 Staff Meeting Focus document			

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://texasesf.org/vetted-programs/>

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

Frost ES

Early Literacy Board Outcome Goal (DRAFT)														
The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.														
Yearly Target Goals														
2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)								
33%	COVID	36%	39%	43%	47%	51%								
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)		50%	17%	47%	-	-	-	*	22%	23%	*	*	38%	11%
2020 (COVID)		-	-	-	-	-	-	-	-	-	-	-	-	-
2021		52%	22%	50%	-	-	-	*	27%	28%	*	*	42%	16%
2022		55%	29%	53%	-	-	-	*	34%	34%	*	*	47%	22%
2023		57%	37%	56%	-	-	-	*	41%	42%	*	*	51%	31%
2024		60%	48%	59%	-	-	-	*	51%	52%	*	*	57%	44%
2025		63%	63%	63%	-	-	-	*	63%	63%	*	*	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)														
The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 35% to 51% by August 2025.														
Yearly Target Goals														
2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)								
35%	COVID	38%	41%	44%	47%	51%								
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)		17%	26%	47%	-	-	-	*	33%	27%	*	*	38%	22%
2020 (COVID)		-	-	-	-	-	-	-	-	-	-	-	-	-
2021		22%	31%	50%	-	-	-	*	38%	32%	*	*	42%	27%
2022		29%	37%	53%	-	-	-	*	43%	38%	*	*	47%	34%
2023		37%	44%	56%	-	-	-	*	49%	45%	*	*	51%	41%
2024		48%	53%	59%	-	-	-	*	55%	53%	*	*	57%	51%
2025		63%	63%	63%	-	-	-	*	63%	63%	*	*	63%	63%