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

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

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

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

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

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

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Tippit Middle School	Wes Vanicek, Chief Strategist for Assessment and Feedback
Campus Number:	Superintendent Name:

246904041	Dr. Fred Brent
Date:	
Wednesday, September 16, 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	Tippit Middle School	Superintendent	Dr. Fred Brent	Principal	Alfonso R. Longoria
District Number	246904	Campus Number	000000041	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?	n/a	Was TAP Implementation Ordered or Voluntary?		ESC Support	Kendra Monk

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Wes Vanicek 9/15/2020
Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	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.	Alfonso Longoria 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.	Domain 1: 15% gain at approaches, 5% gain at meets and 5% gain at masters would result in a 72 overall Domain 1 score or C Rationale: By focusing on data-driven instruction and objective-driven daily lesson plans, student performance will increase resulting in gains in Domain 1.
		Domain 2B: Increase in percent at approaches (15%), meets (5%) and masters (5%) will result in a 72 overall Domain 1 score. Rationale: As the campus makes data-driven instructional decisions, performance on STAAR will increase resulting in gains in Domain 2.
		Domain 3: Increase performance of all student groups, resulting in an increase in the Domain 3 score from a 30 F to a 74 C. Rationale: Data-driven Professional Learning Communities (PLC) will focus on formative assessment results which will guide instruction and
	What changes in student group and subject performance are included in these goals?	Tippit MS did not meet any targets, across subject areas and domains. Student group performance was low across the board. If the campus focuses on a 15% gain at meets and above for all student groups, the result would be a Domain 3 score of 74.
	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.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Rationale	We have established Professional Learning Communities (PLC's) based on content and grade level that meet every day. We have designed our master schedule to reflect the priority of PLC's by providing intentional meeting times. Our PLC's use the 4 Guiding Questions Framework: 1)What are students expected to learn and how will they learn it? 2)How will we know if they learned it or not? 3) What will we do if they do not learn it? 4) What will we do if they do? In the winter of 2020, we began professional learning around creating assessments that are aligned to the standards being taught. Work began with understanding of Depth of Knowledge and aligning appropriate DOK levels from assessment to standard. We recognize that still more needs to be done in regards to collecting learning assessment data and structuring opportunities to analyze this data and make appropriate instructional decisions. A system is needed to design common assessments in PLC and to have a tool to discuss student data.	We have established Professional Learning Communities (PLC's) based on content and grade level that meet every day. We have designed our master schedule to reflect the priority of PLC's by providing intentional meeting times. Our PLC's use the 4 Guiding Questions Framework: 1)What are students expected to learn and how will they learn it? 2)How will we know if they learned it or not? 3) What will we do if they do not learn it? 4) What will we do if they do? In the 19-20 school year we began using this 4 Guiding Question Framework. We recognize that still more needs to be done in regards to having a systemic way to design lesson plans, ensure they are aligned to standards and assess learning, and that they are used to provide feedback from campus instructional leadership.	

Tippit MS

How will the campus build capacity in this area? Who will you partner with?	We have created a Professional Learning Community Support Team that supports content PLC's using the 4 Guiding Questions of the PLC. This team consists of our Learning Design Coach, Digital Learning Coach, Interventionist and Librarian. Each of these people support the PLC meeting using the 4 Guiding Question Framework and will have areas of expertise. We aim to build capacity with teachers over time by designing appropriate DOK level assessments, collecting assessment data and using data to make instructional decisions.	We have created a Professional Learning Community Support Team that supports content PLC's using the 4 Guiding Questions of the PLC. This team consists of our Learning Design Coach, Digital Learning Coach, Interventionist and Librarian. Each of these people support the PLC meeting using the 4 Guiding Question Framework and will have areas of expertise. We aim to build capacity with teachers over time by having them design lesson plans using a lesson plan template. We will partner with district learning team.	
Barriers to Address throughout this year	It will take time to develop proficiency in building common assessments at appropriate DOK levels and using assessment data to make instructional decisions. We currently lack a sufficient and efficient data tracking technology.	It will take time to develop consistency in using the lesson plan design template. We have varying degrees of understanding around unpacking standards and creating assessments at the appropriate DOK level.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	We have had professional learning discussions about how assessment for learning is critical to the learning process. Assessment is also part of our PLC framework and all of this aligns to our district/campus mission, vision, and beliefs.	We have had professional learning discussions about campus expectations for teaching standards and lesson planning.	
Desired Annual Outcome	At the end of the the 2020-2021 school year, our teachers will be able to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment).	At the end of the 2020-2021 school year, our teachers will have completed/submitted lesson plans using our lesson plan template for 70% of their units.	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.		

Tippit MS

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 (El/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.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63%		NWEA Map	68%								
		All	All	Reading	Meets	STAAR	32%		NWEA Map	40%								
		All	All	Reading	Masters	STAAR	14%		NWEA Map	20%								
		All	All	Mathematics	Approaches	STAAR	62%		NWEA Map	66%								
		All	All	Mathematics	Meets	STAAR	25%		NWEA Map	30%								
		All	All	Mathematics	Masters	STAAR	5%		NWEA Map	10%								
		All	All	Science	Approaches	STAAR	58%											
		All	All	Science	Meets	STAAR	32%											
		All	All	Science	Masters	STAAR	12%											
		All	All	Social Studies	Approaches	STAAR	48%											
		All	All	Social Studies	Meets	STAAR	17%											
		All	All	Social Studies	Masters	STAAR	6%											
		All	All	Writing	Approaches	STAAR	47%											
		All	All	Writing	Meets	STAAR	19%											
		All	All	Writing	Masters	STAAR	7%											
2. Domain 3 Focus 1	Academic Achievement	All	SpEd	Mathematics	All	STAAR	27%		NWEA Map	32%								
		All				STAAR												
3. Domain 3 Focus 2	Academic Achievement	All	ELL	Math	All	STAAR	38%		NWEA Map	43%								
		All				STAAR												
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	17%											

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	5.3	5.1	
Desired Annual Outcome	At the end of the the 2020-2021 school year, our teachers will be able to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment).	At the end of the 2020-2021 school year, our teachers will have completed/submitted lesson plans using our lesson plan template for 70% of their units.	
Desired 90-day Outcome	Teachers are creating 1 pre-assessment, at least 3 formative assessments, and 1 summative assessment per unit. These assessments will be aligned to the depth of knowledge for each high priority learning standard being taught in each unit.	Teachers will have submitted at least 2 lesson plan units using our lesson plan template agenda.	
Barriers to Address During this Cycle	Time to collaborate and devote to creating assessments in the beginning of school year due to heavy focus on blended instruction due to Covid 19. Shifting beliefs around the importance of using data to drive learning. Finally, currently there is not an effective common learning management system that manages data and is user friendly.	More experience needed in using the 4 guiding questions of the professional learning community.	
District Actions for this Cycle	The district will provide assessment tools for teachers to use. The district will also provide campus principal with campus level growth reports and data.	The district will provide professional learning around lesson design, unpacking standards, and aligning standards. The district will also provide a curriculum with a scope and sequence and identified high priority learning standards.	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.		

Tippit MS

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

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop protocol with PLC support team for collecting learning data and utilizing it to make instructional decisions.	5.3	8/12 - 8/20	Written expectations, data tool, professional learning	Principal, AP's, PLC support team	Submitted data per unit (pre-assessment, formative	October 31	Significant Progress	
Professional learning on assessment. (Purpose of assessment, types of assessment, how to create an appropriate assessment)	5.3	9/28 - 10/2	Time	Principal, PLC Support Team	Teachers create and submit aligned assessments.	October 31	Significant Progress	
Create a Unit lesson design template using the 4 guiding questions of PLC.	5.1	8/12 - 8/20	Time	Principal, PLC Support Team	Teachers submit Unit plans using the template.	October 31	Met	
Teachers submit Unit lesson design templates to administration	5.1	9/1 -10/31	Campus shared drive, template, professional learning	Principal, Assistant Principals, PLC Support Team	Teachers submit Unit plans using the template.	October 31	Significant Progress	
Designated time every week for professional learning focusing over curriculum, data, intervention and design using the PLC framework.	5.1, 5.3	8/15 - ongoing	Time, place, guiding documents	Principal, Assistant Principals, PLC Support Team	Teachers participating in professional learning weekly	October 31	Met	
Grade level progress tracking artifact	5.3	10/15 - 10/31	materials, data	Intervention/data coach	Tracking artifact is displayed in hall	October 24	Met	
Professional learning on assessment tools	5.3, 5.1	10/1-10/15	Assessment tool	PLC Support Team	Teachers using assessment tool to collect and analyze	October 15	Met	

Tippit MS

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?		
	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 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	5.3	5.1	
Desired Annual Outcome	At the end of the the 2020-2021 school year, our teachers will be able to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment).	At the end of the 2020-2021 school year, our teachers will have completed/submitted lesson plans using our lesson plan template for 70% of their units.	
Desired 90-day Outcome	Campus leaders and teachers are having discussions over disaggregated student data using a common protocol. Teachers are using data to form intervention groups and make instructional decisions. Teachers are creating action plans in thier PLC Unit Lesson plan to provide for intervetion for students based on data. This plan will include re-teach stratagies, small groups, and instructional adjustments.	Campus instructional leadership reviews lessons and PLC agenda each week to check for alignment to curriculum. Teachers recieve coaching on thier unit agendas weekly from PLC Support team.	
Barriers to Address During this Cycle	Lack of a protocol to guide data analysis. Shifting beliefs about using data to provide tier 1 intervention.	Shifting culture to one of feedback and coaching. Building in time during PLC meetings without adding more work load. Stress of covid 19.	
District Actions for this Cycle	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.	Campus support with unpacking standards and rich instructional activities that align to them. District will provide professional learning and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.	

Tippit MS

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop a protocol for data discussion and analysis	5.3,5.1	December 1 - December 15	Established Data protocols, Time to meet and design	Principal, Interventionist	Campus Data Protocol	December 15		
Consistent Data discussions in PLC using data protocol	5.3, 5.1	January 4	PLC Time, protocol	Principal, PLC Support Team	Data discussions in PLC that drive instructional	January 29		
Teachers consistently create action plan for intervention in the PLC Unit Agenda.	5.3, 5.1	February 1	Unit Agenda, Time	PLC Support Team	Created action plans on all unit agendas	February 28		
Unit Agendas are checked weekly by Principal and Instructional Leadership and given feedback.	5.1	February 1	Unit Agenda, Time	Principal , Ap's, PLC Support	Unit Agendas are submitted to campus drive	February 28		
Assessment Tool consistently used to collect formative and assessment data.	5.3	Nov 2 - ongoing	Assessment tool	Principal, PLC Support	Sample Data Reports from Formative	Feb 19		

Tippit MS

<table>
<tr><td colspan="3" align="center">REFLECTION and PLANNING for NEXT 90-DAY CYCLE</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</td><td colspan="2"></td></tr>
<tr><td>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</td><td colspan="2"></td></tr>
<tr><td rowspan="2">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?</td><td align="center">Carryover Action Steps</td><td align="center">New Action Steps</td></tr>
<tr><td></td><td></td></tr>
</table>

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 <u>during this cycle</u>.

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Desired Annual Outcome	At the end of the the 2020-2021 school year, our teachers will be able to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment).	At the end of the 2020-2021 school year, our teachers will have completed/submitted lesson plans using our lesson plan template for 70% of their units.	
Desired 90-day Outcome	Campus leaders and teachers are having discussions over disaggregated student data using a common protocol. Teachers are using data to form intervention groups and make instructional decisions. Teachers are creating action plans in thier PLC Unit Lesson plan to provide for intervention for students based on data. This plan will include re-teach stratagies, small groups, and instructional adjustments.	Campus instructional leadership reviews lessons and PLC agenda each week to check for alignment to curriculum. Teachers recieve coaching on thier unit agendas weekly from PLC Support team.	
Barriers to Address During this Cycle	Lack of a protocol to guide data analysis. Shifting beliefs about using data to provide tier 1 intervention.	Shifting culture to one of feedback and coaching. Building in time during PLC meetings without adding more work load. Stress of covid 19.	
District Actions for this Cycle	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.	Campus support with unpacking standards and rich instructional activities that align to them. District will provide professional learning and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.	

| District Commitment Theory of Action | If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners. | |

ACTION PLAN

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

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers regularly receive feedback on their instruction through a variety of feedback loops.	5.1	March 1	Instructional Feedback form	Principal, Ap's, Design Coach	Instructional Feedback Responses	May 18		
Professional Learning focuses on importance of and methods for student goal setting and student ownership of data.	5.3	March 1	Professional Learning, Time	Principal, PLC Support Team	Student Goal Setting Forms	May 18		
Unit plans consistently demonstrate a clear alignment of standards, learning objectives, and assessments.	5.1	ongoing	PLC Unit Agenda Plan, Campus Drive	Principal, Ap's, PLC Support Team	PLC Unit Agenda	May 7		
Teachers regularly engage in data conversations and utilize student data to inform instructional decisions to meet student needs.	5.3, 5.1	ongoing	Calendared Data Conversations on Unit Plans, Data	Principal, Ap's, PLC Support Team	Calendared Data Conversations on Unit Plans, Data	May 7		

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?	

	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?		

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			

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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			

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

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

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

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

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

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