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:
Bowie Middle School	Alicia Press, DCSI/Principal Supervisor

Campus Number:	Superintendent Name:
068901043	Dr. Scott Muri

Date:
10.3.20

TEA
Texas Education Agency

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	ECISD	**Campus Name**	Bowie Middle School	**Superintendent**	Dr. Scott Muri	**Principal**	Paul R Fulce
District Number	68901043	**Campus Number**	000000043	**District Coordinator of School Improvement (DCSI)**	Annette Macias	**ESC Number**	18
Is this a Turnaround Implementation Plan?	No	**What Year was the TAP first implemented?**	2021-2022	**Was TAP Implementation Ordered or Voluntary?**	Voluntary	**ESC Support**	Shea Burdsal

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.	Alicia Press, 10.3.20
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.	<Enter Name and Date>
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.	Paul R. Fulce, 10.3.20
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: Bowie Middle School will improve from a 30 (component score) to a score of 38. This will move Bowie's overall scaled score from a 58 to a 70. Raw score for Approaches will improve from 56-64, Meets will move from 25-35, and Masters will increase from 9-15. Rationale: The rationale for this move is a new leadership team that has a renewed focus on instructional best practices in the core content areas including planning, PLCs, analysis of data, and regular real-time coaching of student engagement in the classroom. BMS has partnered with Big Rock Education Services (BRES) in order to support our leadership team in engagement coaching, ILT calendaring, DDI, and observation feedback. Domain 2B: Our focus will remain in Domain 1. If we reach our Domain 1 goal of a component score of 38 and pair this with our ED rate of 60%, it will give us a 66 (D) overall target. This will be a big improvement for our campus because meeting our Domain 1 goal improves this goal as well. Rationale: We are putting our attention into Domain 1 this year, which will also have a positive impact on Domain 2B. Domain 3: We will increase our Domain 3 score of 0 to a score of 28, which will give us a scaled score of 70 in this area. Rationale: In additional to improving the educational experience for all students in all subjects (Domain 1,) Bowie MS will have to be very strategic in order to meet the Domain 3 target. We will move our AA and SpEd sub populations in both Reading and Math. In addition, we will focus on our LEP students in Reading achievement and TELPAS preparation.

| What changes in student group and subject performance are included in these goals? | Domain 1: An overall improvement in tier-one instruction among all students in all tested areas.
Domain 2B: Defaulted to Domain 1, this represents an overall improvement in tier-one instruction among all students in all tested areas.
Domain 3: We will move our AA and SpEd populations in both Reading and Math. In addition, we will focus on our LEP students in the areas of Reading and TELPAS preparation. |
| If applicable, what goals has your campus set for CCMR and Graduation Rate? | N/A |

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for 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.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3

Rationale	50% of Bowie's ILT will be new in 2020-2021. It will be imperative for the team to establish clear operational norms and responsibilities.	ECISD has a robust curricular program complete with assessments, unit planning documents, and the curricular resources to ensure consistent and quality instruction in the classroom. However, Bowie's adequate use of these resources to connect what happens in the classroom to what is assessed has been inconsistent across almost all areas of instruction.	The campus has made strides in DDI practices but it has not become the norm. The campus needs to continue these practices until they are perfected and a data-driven culture is established at Bowie.
How will the campus build capacity in this area? Who will you partner with?	The campus will partner with Big Rock Educational Services to build capacity in this area. BRES will provide weekly virtual and on-site support in this prioritized focus area.	The Bowie leadership team is partnering with the instructional specialists on campus to align our observations, feedback, and lesson planning practices. By partnering with BRES, the campus plans to add an additional layer of capacity-building in this critical area.	The campus will partner with Big Rock Educational Services to build capacity in this area. BRES will provide weekly virtual and on-site support in this prioritized focus area.
Barriers to Address throughout this year	Bowie will have a new administrative team. This has the potential to slow progress as the team will have to identify campus needs and assess school culture before making radical changes.	Time is our concern. The addition of virtual planning/teaching has increased the time required to produce good plans and to ensure those plans are connected appropriately to the assessments/students outcomes expected. Additionally, resistance from staff around the increased expectations and documentation is being addressed by the leadership	100% of Bowie students will be testing online, 50% of them being remote. Using an online platform will make it difficult to analyze student gaps and ensure proper annotating. In addition, PLCs for core subjects will run daily. While this is an overall "win," time will be a barrier for the ILT as significant daily preparation will be required.
How will you communicate these priorities to your stakeholders? How will create buy-in?	The campus will leverage PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs) to communicate and create buy-in.	By managing this process through the already in-progress BRES real time coaching and T-TESS observations, the ILT had adjusted their vocabulary and focus to connect how these changes will improve student and teacher outcomes. Additionally, BMS is leveraging teacher expertise in this area to support new or struggling teachers. This helps with buy-in with both	The campus will leverage PLCs, grade level meetings, faculty meetings, T-TESS (walkthroughs) to communicate and create buy-in.
Desired Annual Outcome	The ILT will function using clear, written protocols for meeting structures including ILT meetings, leadership meetings, coaching conversations, and PLCs. All members will have clearly identified roles, responsibilities, and weekly objectives.	T-TESS Standard 1.1 will reflect that 80% of our staff is proficient or above in the area of lesson planning and preparation.	60% of Bowie students will meet or exceed their growth targets in all academic content areas as measured by the EOY MAP. The PLC schedule will be structured to allow ample time for pre-planning, data analysis, and to plan for re-teach/re-assessment.
District Commitment Theory of Action	IF we hire a strong, capable, and proven instructional leader for Bowie, AND he and his team builds a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND he and the team maintains	IF every lesson is aligned to the standards and students need, AND, is executed by effective and prepared instructors, THEN, our overall lesson planning and assessment outcomes will improve.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to

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	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	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	6th-8th	All	Reading	Approaches	STAAR	58		Cumulative Short Cycle Assessments	58		Cumulative Short Cycle Assessments	61		Released Test	64		64
		6th-8th	All	Reading	Meets	STAAR	28		Cumulative Short Cycle Assessments	28		Cumulative Short Cycle Assessments	31		Released Test	34		35
		6th-8th	All	Reading	Masters	STAAR	11		Cumulative Short Cycle Assessments	11		Cumulative Short Cycle Assessments	12		Released Test	14		15
		6th-8th	All	Mathematics	Approaches	STAAR	61		Cumulative Short Cycle Assessments	61		Cumulative Short Cycle Assessments	62		Released Test	63		64
		6th-8th	All	Mathematics	Meets	STAAR	26		Cumulative Short Cycle Assessments	26		Cumulative Short Cycle Assessments	32		Released Test	34		35
		6th-8th	All	Mathematics	Masters	STAAR	9		Cumulative Short Cycle Assessments	9		Cumulative Short Cycle Assessments	11		Released Test	14		15
		6th-8th	All	Science	Approaches	STAAR	65		Cumulative Short Cycle Assessments	65		Cumulative Short Cycle Assessments	70		Released Test	74		75
		6th-8th	All	Science	Meets	STAAR	26		Cumulative Short Cycle Assessments	26		Cumulative Short Cycle Assessments	29		Released Test	34		35
		6th-8th	All	Science	Masters	STAAR	9		Cumulative Short Cycle Assessments	9		Cumulative Short Cycle Assessments	11		Released Test	14		15
		6th-8th	All	Social Studies	Approaches	STAAR	38		Cumulative Short Cycle Assessments	38		Cumulative Short Cycle Assessments	45		Released Test	53		54
		6th-8th	All	Social Studies	Meets	STAAR	12		Cumulative Short Cycle Assessments	12		Cumulative Short Cycle Assessments	20		Released Test	34		35
		6th-8th	All	Social Studies	Masters	STAAR	6		Cumulative Short Cycle Assessments	6		Cumulative Short Cycle Assessments	9		Released Test	14		15
		6th-8th	All	Writing	Approaches	STAAR	46		Cumulative Short Cycle Assessments	46		Cumulative Short Cycle Assessments	52		Released Test	63		64
		6th-8th	All	Writing	Meets	STAAR	23		Cumulative Short Cycle Assessments	23		Cumulative Short Cycle Assessments	27		Released Test	34		35
		6th-8th	All	Writing	Masters	STAAR	5		Cumulative Short Cycle Assessments	5		Cumulative Short Cycle Assessments	8		Released Test	14		15
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement Indicators)	6th-8th	AA	Reading	Meets	STAAR	26		Cumulative Short Cycle Assessments	26		Cumulative Short Cycle Assessments	29		Released Test	31		32
		6th-8th	AA	Math	Meets	STAAR	17		Cumulative Short Cycle Assessments	17		Cumulative Short Cycle Assessments	23		Released Test	30		31
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement indicators)	6th-8th	SPED	Reading	Meets	STAAR	14		Cumulative Short Cycle Assessments	14		Cumulative Short Cycle Assessments	15		Released Test	18		19
		6th-8th	SPED	Math	Meets	STAAR	16		Cumulative Short Cycle Assessments	16		Cumulative Short Cycle Assessments	18		Released Test	22		23
4. Domain 3 Focus 3	ELP Component	6th-8th	English Learners (ELs)	TELPAS	All	TELPAS	25		Summit K12	25		Summit K12	29		Summit K12	35		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	1.1	5.1	5.3
Desired Annual Outcome	The ILT will function using clear, written protocols for meeting structures including ILT meetings, leadership meetings, coaching conversations, and PLCs. All members will have clearly identified roles, responsibilities, and weekly objectives.	T-TESS Standard 1.1 will reflect that 80% of our staff is proficient or above in the area of lesson planning and preparation.	60% of Bowie students will meet or exceed their growth targets in all academic content areas as measured by the EOY MAP. The PLC schedule will be structured to allow ample time for pre-planning, data analysis, and to plan for re-teach/re-assessment.
Desired 90-day Outcome	ILT is organized and clear on responsibilities. Begin implementation of coaching, observations, regular meetings, and regular reflection of data.	Ensuring that structures are in place to promote quality lesson planning, practice, and consistent feedback.	Ensure structures are in place to allow for effective instruction, data analysis, and coaching.
Barriers to Address During this Cycle	Unanticipated hijackers of time, including cultural shifts and reactions to changing expectations.	Staff resistance to changes in and review of the documentation of lesson plans and their alignment to student assessments and outcomes.	Unanticipated hijackers of time, including cultural shifts and reactions to chan
District Actions for this Cycle	DCSI will coach/monitor weekly calendars to ensure a consistent prioritization of instructional levers of all ILT members.	C & I will provide weekly unit planning guides in all core content areas to help simplify the IFD into daily targets.	DCSI will work with BRES and ILT to create a RTC plan for all instructional team members.
District Commitment Theory of Action	IF we hire a strong, capable, and proven instructional leader for Bowie, AND he and his team builds a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND he and the team maintains accountability and follow-up with the support of the campus EDL, THEN the campus will have put in place the enabling	IF every lesson is aligned to the standards and students need, AND, is executed by effective and prepared instructors, THEN, our overall lesson planning and assessment outcomes will improve.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.

ACTION PLAN

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

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Create annual, written, transparent roles and responsibilities for all members of the ILT.	1.1	Sept-Nov	Time/district resources to compare to	ILT	Job descriptions, team descriptions, and group evidence.	11/30/2020		
Create and identify structures for all ILT meetings that include weekly ILT targets for individual members.	1.1	Sept-Nov	Time/district resources to compare to	Principal	Agendas	11/30/2020		
Conduct regular meetings among ILT and Department Chairs to address issues and calibrate.	1.1	Sept-Nov	Scheduled time/possible coverage for DCs	Principal	Agendas	11/30/2020		
Partner with BRES for weekly calendar reflection, alignment, and adjustments.	5.1	Sept-Nov	Scheduled time and admin coverage for duties	ILT	Agendas, emails, and documentation	11/30/2020		
Ensure regular, high quality feedback is given on weekly lesson plans. Principal will calibrate lesson planning feedback with ILT.	5.1	Sept-Nov	Time/district resources to compare to	ILT	Eduphoria documentation of feedback	11/30/2020		
Create a campus aligned planning process to yield consistent planning that is connected directly to the unit plans and assessments at the district level	5.1	Sept-Nov	Support for IC team to plan and collaborate with teachers.	ILT	PLC agendas, Eduphoria Documentation	11/30/2020		
Review and adjust the master schedule to ensure daily PLCs are occurring in Reading and Math daily so that lesson plans are supported by the ICs.	5.1 and 5.3	Sept-Nov	Time/district resources to compare to	ILT	Completed Schedule for 2021-22	11/30/2020		
Using MAP data, ILT and teacher teams will organize whole group, small group, and individual student data to adjust both in-class instruction and individual reinforcement/HW.	5.3	Sept-Nov	PD and time to organize and analyze data in PLC groups	ILT	MAP reporting data	11/30/2020		

Use DDI protocol in PLCs to ensure that See it, Name it, and Do it are happening consistently.	5.3	Sept-Nov	PD on Protocol for ILT	Principal	BRES documentation	11/30/2020		
ILT and IC team will have regular Data disaggregation meetings to disseminate trends in PLC discussions.	5.3	Sept-Nov	MAP PD for ILT	Principal	Eduphoria documentation of feedback	11/30/2020		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	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	1.1	5.1	5.3
Desired Annual Outcome	The ILT will function using clear, written protocols for meeting structures including ILT meetings, leadership meetings, coaching conversations, and PLCs. All members will have clearly identified roles, responsibilities, and weekly objectives.	T-TESS Standard 1.1 will reflect that 80% of our staff is proficient or above in the area of lesson planning and preparation.	60% of Bowie students will meet or exceed their growth targets in all academic content areas as measured by the EOY MAP. The PLC schedule will be structured to allow ample time for pre-planning, data analysis, and to plan for re-teach/re-assessment.
Desired 90-day Outcome	BRES process is effectively incorporated into the routine of the ILT. (75% of ILT is committed to high-leverage instructional practices strategically divided up among all team members.)	Ensuring that the ILT and staff are consistent in planning and documentation, along with significant improvement in alignment of planning to outcomes.	Implementation of a daily re-teach and re-assessment of unmastered learning targets.
Barriers to Address During this Cycle	Unanticipated hijackers of time, including cultural shifts and reactions to changing expectations.	Staff resistance to changes in and review of the documentation of lesson plans and their alignment to student assessments and outcomes.	Unanticipated hijackers of time, including cultural shifts and reactions to changing expectations. Staff resistance to changes in and review of the documentation of lesson plans and their alignment to student assessments and outcomes. Movement from management to rigor among staff.
District Actions for this Cycle	DCSI will calibrate both calendar and weekly roles and responsibilities with the ILT. Team will monitor/adjust as appropriate.	C&I and instructional coaches will conduct a rigor audit to help campus teams measure/adjust effectiveness of instructional materials and their alignment to standards.	DCSI will coach ILT in DDI practices during WDM as part of the continuous improvement cycle.

District Commitment Theory of Action	IF we hire a strong, capable, and proven instructional leader for Bowie, AND he and his team builds a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND he and the team maintains accountability and follow-up with the support of the campus EDI, THEN the campus	IF every lesson is aligned to the standards and students need, AND, is executed by effective and prepared instructors, THEN, our overall lesson planning and assessment outcomes will improve.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.

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
Regular and consistent observations, coaching, and reflections cycles will occur and be documented in appropriate trackers.	1.1	Dec-Feb	Time/district resources to compare to	ILT	Eduphoria and BRES documentation	2/28/2021		
realignment of ILT goals, adjusted for growth and changes in cycle one.	1.1	Dec-Feb	Time/district resources to compare to	ILT	Campus TIP reflection data	2/28/2021		
Weekly formative reviews of student progress.	5.1	Dec-Feb	Scheduled planning time	ILT	PLC Agendas/Testing documentation	2/28/2021		
Continue to refine ILT schedules, based upon BRES feedback and changing needs.	1.1	Dec-Feb	Scheduled planning time	ILT	Weekly BRES agendas/communication	2/28/2021		
Regular and consistent coaching done by the ILT with all teachers to ensure lesson planning is effective and aligned to expectations.	5.1	Dec-Feb	alignment and collaborative planning in the	ILT	Weekly BRES agendas/documentation	2/28/2021		
Recalibrating the ILT to ensure consistent review of documented lesson plans	5.1	Dec-Feb	alignment and collaborative planning in the	ILT	PLC Agendas/Testing documentation	2/28/2021		
Using MAP data, ILT and teacher teams will organize whole group, small group, and individual student data to adjust both in-class instruction and individual reinforcement/HW.	5.3	Dec-Feb	MAP PD/Time to implement	ILT	PLC Agendas/Testing documentation	2/28/2021		
Implementation of the reteach plan and beginning of the reassessment process occurs in every classroom.	5.3	Dec-Feb	Time/district resources to compare to	ILT	Eduphoria and BRES documentation	2/28/2021		

Principal coaching of ILT to improve/align the SND protocol	5.3	Dec-Feb	Scheduled time and admin coverage for duties	Principal	Eduphoria and BRES documentation	2/28/2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	The ILT will function using clear, written protocols for meeting structures including ILT meetings, leadership meetings, coaching conversations, and PLCs. All members will have clearly identified roles, responsibilities, and weekly objectives.	T-TESS Standard 1.1 will reflect that 80% of our staff is proficient or above in the area of lesson planning and preparation.	60% of Bowie students will meet or exceed their growth targets in all academic content areas as measured by the EOY MAP. The PLC schedule will be structured to allow ample time for pre-planning, data analysis, and to plan for re-teach/re-assessment.
Desired 90-day Outcome	Principal improves campus leaders through regular coaching and PD.	Lesson planning process is refined to ensure that all students' needs are guaranteed and documented.	Progress monitor and achieve targeted goals.
Barriers to Address During this Cycle	Unanticipated hijackers of time, including cultural shifts and reactions to changing expectations.	Staff resistance to changes in and review of the documentation of lesson plans and their alignment to student assessments and outcomes.	Unanticipated hijackers of time, including cultural shifts and reactions to
District Actions for this Cycle	Ongoing/job-embedded principal coaching from the DCSI.	The DCSI and campus principal will work collaboratively with the ILT to create data-informed tutoring and reteach plans for the school-wide review cycle.	DCSI attends PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation.

District Commitment Theory of Action	IF we hire a strong, capable, and proven instructional leader for Bowie, AND he and his team builds a healthy, collaborative culture, AND clearly defines roles, responsibilities, and expectations that are executed through structured, consistent protocols, AND he and the team maintains accountability and follow-up with the support of the campus EDL, THEN the campus	IF every lesson is aligned to the standards and students need, AND, is executed by effective and prepared instructors, THEN, our overall lesson planning and assessment outcomes will improve.	IF we use multiple measures of effectiveness/data to guide our instructional decision making, AND if collaborative, high-quality job-embedded professional development is provided for educators via PLC's, AND we make strategic staffing decisions to ensure equitable access to the most effective educators THEN student achievement will improve.

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
All members of the ILT are all proficient in the BRES process, with completed documentation and analysis happening weekly	1.1	Mar-May	PD and BRES feedback on process, Time	ILT	BRES feedback and agenda documentation	5/25/2021		
Principal actively coaching and documenting RTC in of the BRES and T-TESS frameworks with the ILT team.	1.1	Mar-May	Admin support of Principal to keep time guaranteed	Principal	BRES feedback and agenda documentation	5/25/2021		
Regular reflection meetings on data analysis and coaching of the ILT	5.1	Mar-May	Time/district resources to compare to	ILT	Eduphoria and BRES documentation	5/25/2021		

ILT refocuses on the individualized and group learning pathways to ensure that lesson planning is meeting the needs of all students.	5.1	Mar-May	ILT time and admin support to accomplish	ILT	Eduphoria and BRES documentation	5/25/2021		
Structural components of the lesson get revamped to ensure that all students are being served by adding additional details, resources, and tools for differentiation.	5.1	Mar-May	Time/district resources to compare to	ILT	Unit/Lesson Planning docs and PLC documentation	5/25/2021		
Using MAP data, ILT and teacher teams will continue to organize whole group, small group, and individual student data to adjust both in-class instruction and individual reinforcement/HW.	5.3	Mar-May	Time/district resources to compare to	ILT	MAP data tracking and documentation	5/25/2021		
Ensure all stakeholders are aware of and are tracking student growth targets	5.3	Mar-May	PD for community and Time for training/collaboration	ILT	Presentation materials and documentation	5/25/2021		
Measured progress is evident, analyzed and instruction adjusted to meet target goals.	5.3	Mar-May	Time/district resources to compare to	ILT	assessment data	5/25/2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

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

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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