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:
Magnolia Intermediate School	Sarah Wright, Executive Director of Teaching and Learning

Campus Number:	Superintendent Name:
170906061	Dr. Todd Stephens

Date:

Wednesday, August 19, 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	Magnolia ISD	Campus Name	Magnolia Intermediate	Superintendent	Dr. Todd Stephens	Principal	Lisa Bertrand
District Number	170906	Campus Number	170906061	District Coordinator of School Improvement (DCSI)	Sarah Wright	ESC Number	6
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

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, Sarah Wright, 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.	Sarah Wright 8/26/2020
Principal Supervisor ** Only necessary if the DCSI is NOT the Principal supervisor.*	I, Dr. Todd Stephens, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Todd Stephens 8/26/20
Principal	I, Lisa Bertrand, 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.	Lisa Bertrand 8/26/2020
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: Rationale: Domain 2B: Rationale: Domain 3: In our identified area of need, Domain 3, we have set a goal of 73 Scale Score. Rationale: A 73 scale score will increase our grade to a "C" in Domain 3
	What changes in student group and subject performance are included in these goals?	Domain 1: Domain 2B: Domain 3: We will increase our growth value by 4 and EL proficiency by 1.
	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.	3 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Planning for 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	5.1	5.3	5.3
Rationale	Our teams did not have common formative assessments that aligned with essential standards for their content in previous years.	Our teams have not used common formative data to inform their teaching to improve student performance on summative assessments.	The student growth on TELPAS was not sufficient.
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity in this area using the PLC process and 15 Day Challenge activities from Solution Tree. We are partnered with district personnel and Solution Tree.	Teacher teams will develop intervention/extension activities while working on developing the Tier 1 instructions. The admin team will partenr with the teacher teams to focus data meetings around next steps for intervention/enrichment.	D. Garcia and Harless will walk classrooms once a week to look for EL strategies. D. Garcia and Harless will develop and present bi-weekly PD that focuses on implementation of highly effective EL strategies in all classes.

Barriers to Address throughout this year	Lessons are based off of old standards/rigor and do not include the essential componenets needed to meet the needs of all students.	PLC Agenda, ELA adoption, lack of rigorous formative and summative assessements for ELA, lack of rigorous materials/assessments for Science.	Data not viewed at the student level and not focused on growing students based on data. Lack of intervention resources.	Thinking from a teaching perspective, not a learning perspective.	Preparing students for an AI evaluated assessment.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Spotlight campus implementation in the monthly community newsletter.		Provide a student progress measure report to parents once a nine weeks based off of screener data and/or district assessments.		Ensure parents of EL students are informed about the importance of TELPAS through a letter in thier native language.
Desired Annual Outcome	We will ensure that 100% of core content teams use the campus established objective-driven daily lesson plans with formative assessments..		We will ensure the use of data driven instruction so that 20 sub-groups will meet the Academic Achievement target.		We will ensure the use of data driven instruction so that 36% of our LEP population r
District Commitment Theory of Action	If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.		If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.		If the district provides a TELPAS driven progress measure, then the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.

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 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	74											
		All	All	Reading	Meets	STAAR	41											
		All	All	Reading	Masters	STAAR	18											
		All	All	Mathematics	Approaches	STAAR	83											
		All	All	Mathematics	Meets	STAAR	46											
		All	All	Mathematics	Masters	STAAR	22											
		All	All	Science	Approaches	STAAR	75											
		All	All	Science	Meets	STAAR	51											
		All	All	Science	Masters	STAAR	24											
		All	All	Social Studies	Approaches	STAAR	NA											
		All	All	Social Studies	Meets	STAAR	NA											
		All	All	Social Studies	Masters	STAAR	NA											
		All	All	Writing	Approaches	STAAR	NA											
		All	All	Writing	Meets	STAAR	NA											
		All	All	Writing	Masters	STAAR	NA											
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All Students	Reading	Meets	STAAR	41%		DCA	41		Interim	42		Realease Test	43		44
		All	Eco Dis	Reading	Meets	STAAR	30%		DCA	30		Inteim	31		Realease Test	32		33
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Non-Continuously Enrolled	Reading	Meets	STAAR	41%		DCA	41		Inteim	41		Release Test	42		42
		All	Non-Continuously Enrolled	Mathematics	Meets	STAAR	42%		DCA	42		Inteim	43		Interim	44		45
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	0		TELPAS BENCHMARK									

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 <u>during this cycle</u>.

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	5.3 Data-driven instruction.
Desired Annual Outcome	We will ensure that 100% of core content teams use the campus established objective-driven daily lesson plans with formative assessments..	We will ensure the use of data driven instruction so that 20 sub-groups will meet the Academic Achievement target.	We will ensure the use of data driven instruction so that 36% of our LEP population meets the TELPAS progress measure.
Desired 90-day Outcome	Lesson plans will include essential components to ensure student centered scaffolds, interventions, and extensions.	16 sub-groups will meet the Academic Achievement target on the 1st nine weeks DCAs.	Establish intervention groups.
Barriers to Address During this Cycle	Lessons are based off of old standards/rigor and do not include the essential componenets needed to meet the needs of all students.	Data not viewed at the student level. Conversation not focused on growing students based on data. Lack of intervention resources.	Creating a schedule that allows small enough groups to be affective.
District Actions for this Cycle	Support teacher in planning lessons and appropriate formative assessments. Invest in an item bank that is readily accessible to teachers.	Training for teachers on viewing and interpreting data at the student level. Provide intervention resources as requested.	Develop a progress measure.
District Commitment Theory of Action	If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.	If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.	If the district provides a TELPAS driven progress measure, then the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.

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
Establish groups for the EL Intervention Plan	3	8/5-9/11	PE lists for 6th grade	A. Pineda, A. Kempf	Rosters	9/10		
Monitor EL Intervention Pull-Out program	3	9/14-11/20	intervention lessons developed by A. Pineda, Wordly Wise	A. Pineda, A. Kempf	Lesson Plans	Weekly		
Develop and Implement ELA FIT time schedule	2	9/8-11/20	FIT time schedule, Imagine Learning Language and Literacy, Canvas Independent Reading analysis, teacher training for the plan	Harless, ELA teachers	FIT schedule, Reading Analysis assignment for Canvas	Weekly		
Set Student Goals from the 2019 STAAR scores	2	8/31-9/4	Goal sheet, Student data from 2019 STAAR	Harless, teachers	Completed student goal sheets	9/4		
Monitor department meetings to ensure a PLC focus	1	8/5-11/20	PLC schedule for admin	Bertrand, Harless	Admin observations, Sibme videos from PLCs	Weekly		
Identify Essential Standards for each content area	1	8/5-11/21	Identify Essential Standards, Develop Common Formative Assessments for ES with data meetings	Harless, teachers	CFAs, Summatives	beginning of each unit		
Biweekly Facilitator meeting	1	8/31-11/20	conference room, agenda, schedule	Bertrand, Harless	sign in sheet	beweekly		
Teachers utilize CFA and Summative Data Meetings to guide instruction	2	8/12-11/20	CFAs, Common Summatives, data	Facilitators, Harless, Bertrand	data meeting sheets including	after each data meeting		
Biweekly EL strategy PD	3	8/31-11/20	campus observations to establish needs, list of strategies, student work	D. Garcia, J. Harless, Admin	sign in sheets, presentations	biweekly		

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 <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	5.1	5.3	5.3
Desired Annual Outcome	We will ensure that 100% of core content teams use the campus established objective-driven daily lesson plans with formative assessments..	We will ensure the use of data driven instruction so that 20 sub-groups will meet the Academic Achievement target.	We will ensure the use of data driven instruction so that 36% of our LEP population meets the TELPAS progress measure.
Desired 90-day Outcome	Lesson plans will include essential components to ensure student centered scaffolds, interventions, and extensions.	17 sub-groups will meet the Academic Achievement target on the 1st nine weeks DCAs.	30% of students will show growth on the district developed TELPAS assessment.
Barriers to Address During this Cycle	Teachers resort back to old lessons, lessons do not include scaffolds or extensions for all students.	Students not performing at the MEETS level on assessments.	Students not comfortable speaking into the microphone.
District Actions for this Cycle	Directors and district staff support the PLC process. Content directors walk classrooms with instructional leaders to provide lesson/learning feedback.	Data meetings that include specific strategies to help increase MEETS by sub-groups.	Provide a district developed TELPAS benchmark.
District Commitment Theory of Action	If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.	If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.	If the district provides a TELPAS driven progress measure, then the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.

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
Monitor/Refine EL Intervention Pull-Out program	3	12/1-2/26	Wordly Wise data	A. Pineda, A. Kempf	Wordly Wise data	monthly		
Monitor/Refine ELA 30/30/30 structure	2	12/1-2/26	Imagine Learning data, Summative data to make sure students are in the right groups	teachers, Harless	Imagine Learning data, Summative data to make sure students are in the right groups	end of each unit or benchmark		
Monitor Student Goals	2	12/1-2/26	Updated summative data trackers	teachers, Harless	data trackers	end of each unit or benchmark		
Continue to monitor teacher's PLC Meetings focus on the 4 essential questions	1	12/1-2/26	Agendas, PLC binders	Bertrand, Harless	Agendas, PLC binders	weekly		
Continue to identify Essential Standards for each content area	1	12/1-2/26	Identify Essential Standards, Develop Common Formative Assessments for ES with data meetings	Harless	CFAs	beginning of each unit		
Teachers will continue to utilize CFA and Summative Data Meetings to guide instruction	2	12/1-2/26	CFAs, Common Summatives, data	Facilitators, Harless, Bertrand	data meeting sheet	after each data meeting		
Develop a plan to support struggling teachers based off summative data	2	12/1-2/26	Coaching Plan, Sibme, data sheets	Harless	Coaching Plan, Sibme, data sheets	end of unit or benchmark if needed		
Biweekly Facilitator meeting	1	12/1-2/26	conference room, agenda, schedule	Bertrand, Harless	sign in sheet	biweekly		
Biweekly EL strategy PD	3	12/1-2/26	campus observations to establish needs, list of strategies, student work	D. Garcia, Harless	sign in sheet, presentation	biweekly		

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 <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	5.1	5.3	5.3
Desired Annual Outcome	We will ensure that 100% of core content teams use the campus established objective-driven daily lesson plans with formative assessments..	We will ensure the use of data driven instruction so that 20 sub-groups will meet the Academic Achievement target.	We will ensure the use of data driven instruction so that 36% of our LEP population meets the TELPAS progress measure.
Desired 90-day Outcome	80% of observed lessons focus on student learning and include essential components to ensure student centered scaffolds, interventions, and extensions.	20 sub-groups will meet the Academic Achievement target on the 1st nine weeks DCAs.	36% of students will show growth on TELPAS assessment.
Barriers to Address During this Cycle	Students have not learned all of the state standards.	Teachers not differentiating based on data, students not reaching the MEETS category	Students not elaborating when asked to speak or write in English.
District Actions for this Cycle	Intervention/Review plan for STAAR for each tested subject	Intervention/Review plan for STAAR for each tested subject	Support for TELPAS testing.
District Commitment Theory of Action	If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.	If the district provides training and support in effective lesson planning and feedback and supports the PLC process for data-driven protocols, the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.	If the district provides a TELPAS driven progress measure, then the campus will be more focused and effective in instructional delivery and targeted in planning for student needs which will result in students being prepared for strong achievement.

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
Align EL Intervention Pull-Out program to focus on STAAR standards	3	3/1-3/10	Measure Up	A. Kempf, A. Pineda	End of the unit assessment from Measure Up	End of unit		
Align ELA FIT time schedule to focus on STAAR standards	2	3/1-3/10	Standards based data per student, individualized student plan based on needs	J. Harless	Standard's based data to make sure students are in the right groups	After ELA Release test		
Align Math FIT time schedule to focus on STAAR standards	2	3/1-3/10	Standards based data per student, individualized student plan based on needs	J. Harless	Standard's based data to make sure students are in the right groups	After Interim Assessment		
Monitor Student Goals	2	3/1-STAAR	Updated summative data trackers	Teachers, J. Harless	Summative data tracker showing students are meeting their growth goals.	End of each unit		
Teacher's PLC Meetings focus on the 4 essential questions	1	3/1-5/7	Agendas	J. Harless, Facilitators	Well developed PLC Agendas that include intervention and extension plans based on CFA data.	Beginning of each unit		
Teachers will continue to utilize CFA and Summative Data Meetings to guide instruction	2	3/1-5/7	CFAs, Common Summatives, data	J. Harless, Bertrand, teachers	dates, data sheets, intervention/ reteach plan, extension plan	After each data meeting		
Biweekly Facilitator meeting	1	3/1-5/7	Conference room, agenda, schedule	Bertrand, Harless	Sign in sheets	biweekly		

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