# 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: |
|---|---|
| Jim Barnes Middle School | Mark Cantu, Chief Academic Officer |
| **Campus Number:** | **Superintendent Name:** |
| 094901041 | Dr. Matthew Gutierrez |
| **Date:** | |
| Wednesday, October 21, 2020 | |



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 | Seguin ISD | Campus Name | Jim Barnes Middle School | Superintendent | Dr. Matthew Gutierrez | Principal | Jason Schmidt |
|---|---|---|---|---|---|---|---|
| District Number | 094901 | Campus Number | 000000041 | District Coordinator of School Improvement (DCSI) | Mark Cantu | ESC Number | 20 |
| Is this a Turnaround Implementation Plan? | No | What Year was the TAP first implemented? | | Was TAP Implementation Ordered or Voluntary? | | ESC Support | Jamie Goodwin |

## 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. | Mark Cantu, October 21, 2020 |
|---|---|---|
| Principal Supervisor<br>*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. | Jason Schmidt, October 21, 2020 |
| Board Approval Date | 27-10-2020 | |

## 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

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| 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: Approaches 72  Meets: 43 Masters: 17<br>Rationale: The district data analysist reviewed data from prior years and determined that these goals will lead our campus to a B rating.<br><br>Domain 2B: Approaches 72, Meets 43, Masters 17<br>Rationale: The district data analysist reviewed data from prior years and determined that these goals will lead our campus to a B rating.<br><br>Domain 3: We will reach 32 out of 48 evaluated targets in Academic Achievement.<br>Rationale: The district data analysist reviewed data from prior years and determined that these goals will lead our campus to a B rating. |
|---|---|---|
| | What changes in student group and subject performance are included in these goals? | Domain 1: Reading will move from 67% to 74% in approaches,  36% to 44% in meets and 16% to 19% in masters.   Math will move from 68% to 75% in approaches,  38% to 46% in meets and 12% to 15% in masters.  Science will move from 69% to 76% in approaches,  44% to 50% in meets and 20% to 23% in masters. Social studies will move from 56% to 63% in approaches, 29% to 35% in meets, and 16% to 19% in masters. Writing will move from 51% to 88% in approaches, 24% to 29% in meets, and 8% to 11% in masters.<br>Domain 2B: Reading will move from 67% to 74% in approaches,  36% to 44% in meets and 16% to 19% in masters.  Math will move from 68% to 75% in approaches,  38% to 46% in meets and 12% to 15% in masters.  Science will move from 69% to 76% in approaches,  44% to 50% in meets and 20% to 23% in masters. Social studies will move from 56% to 63% in approaches, 29% to 35% in meets, and 16% to 19% in masters. Writing will move from 51% to 88% in approaches, 24% to 29% in meets, and 8% to 11% in masters.<br>Domain 3: We will meet 32 targets this year compared to 1 last year. |
| | 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. | 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. | 2 - Planning for 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. | 3 - Beginning Implementation |
| **5.3** Data-driven instruction. | 2 - Planning for Implementation |

## PRIORITIZED FOCUS AREAS

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| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| Essential Action | 5.1 | 5.3 | |
| Rationale | Quality (rigorous and aligned) written lesson plans are crucial to the implementation of quality instruction.  Lesson plans will be written and intentionally planned for meeting the needs of every student.  There must also be frequent opportunities to ensure students are able to demonstrate mastery.  Historically, planning had a daily focus without regard for connection to the bigger picture.  Assessment was summative in nature and often end of unit with little to no timely feedback.   Formative data was not common, planned or tracked. | Data driven instruction is crucial to instructional planning and student growth.  Historically at JBMS, students are assessed frequently with some common assessment structures, and data is discussed holistically; however, strategic and intentionally planned reteach and reassessment as a result of the data has not happened consistently. | |
| How will the campus  build capacity in this area? Who will you partner with? | Jim Barnes Middle School (JBMS) will establish and maintain a monitored school wide system of collaboratively creating lesson plans that are TEKS aligned and close with a daily aligned common formative assessment (exit ticket).  Teachers will collaboratively create the lesson plans through campus grade level/department PLC.  Feedback cycles will include department teams revisiting, refining and vetting lessons partnered with ICLE.   Common formative assessments (exit tickets) are collaboratively created through campus and district level PLCs partnering with district level content coordinators and ESC resources.  Campus administrators are working with RELAY to refine and implement clear and targeted feedback on lesson plans, assessment and instruction. | By the end of the school year, JBMS will be able to create reliable and accurate assessments that are aligned to the standards. Teacher teams will analyze common assessments using a common protocol and will develop a teacher action plan for reteach.  Reteach plans will be documented in lesson plans. | |

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|---|---|---|---|
| **Barriers to Address throughout this year** | A barrier to address during the first 90-day cycle is COVID and the need for planning for virtual and face to face instruction including synchronous and asynchronous instruction. Overwhelmed teachers are finding it challenging to organize time and the work associated with remote and face to face instruction.  PLCs need to consistent expectations across departments.  Administrators prioritizing instructional feedback, PLC participation and lesson planning support and ensure that lesson plans are being fully implemented and utilized as planned in PLCs.   Inexperienced teachers and new to Seguin teachers need additional support in learning and following the JBMS lesson plan, board expectations and key teacher moves. | Analysis of assessment data is superficial and unstructured. Teacher teams establish groups of students based on performance rather than skill need. Such grouping results in un-meaningful activities and interventions, while marginalizing students without academic struggles and prevents potential growth. Student voice is not included in data-analysis procedures, nor are students taught how to manage their own learning data. | |
| **How will you communicate these priorities to your stakeholders? How will you create buy-in?** | We will communicate our priorities to stakeholders through social media outlets, parent engagement opportunities, our campus website, campus design teams, weekly newsletter, and staff meetings, and PLCs. Buy-in will come from success.  We will support teachers by explicitly teaching and modeling expectations, monitoring and capturing data on implementation and celebration of success and met and exceeded expectation.  We will celebrate implementation until our practices become our culture.  We will intentionally over communicate our goals, priorities, and successes during PLCs, ILT and SBDM meetings. | Campus PL and PLCs will focus on creating common protocols.  These processes will be continually practiced and perfected until they become the norm.  Unit assessments will be analyzed using the district protocol.  Campus Leads will be instrumental in communicating the message.  Campus Leads will model and facilitate the DDI protocols. | |
| **Desired Annual Outcome** | Our teachers will engage in designing  TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction.  Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket).  We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments. | Cycles of planning, assessment and reteach will become the norm.  Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning. | |
| **District Commitment Theory of Action** | If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments. | If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data. | |

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| | | | | | STUDENT DATA | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . 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 | All | All | Reading | Approaches | STAAR | 67% | | ELAR UA 2A (Grades 6-8) | 70 | | ELAR UA 3 (Grades 6-8) | 74% | | Interim/Benchmark | | | 74% |
| | | All | All | Reading | Meets | STAAR | 36% | | ELAR UA 2A (Grades 6-8) | 40 | | ELAR UA 3 (Grades 6-8) | 44% | | | | | 44% |
| | | All | All | Reading | Masters | STAAR | 16% | | ELAR UA 2A (Grades 6-8) | 18 | | ELAR UA 3 (Grades 6-8) | 19% | | | | | 19% |
| | | All | All | Mathematics | Approaches | STAAR | 68% | | Math UA 3 (Grade 6), Math UA 2 (Grade 7), Math UA 3/Algebra I (Grade 8) | 72 | | Math UA 7 (Grade 6), Math UA 6 (Grade 7), Math UA 7/Algebra I (Grade 8) | 75% | | | | | 75% |
| | | All | All | Mathematics | Meets | STAAR | 38% | | Math UA 3 (Grade 6), Math UA 2 (Grade 7), Math UA 3/Algebra I (Grade 8) | 42 | | Math UA 7 (Grade 6), Math UA 6 (Grade 7), Math UA 7/Algebra I (Grade 8) | 46% | | | | | 46% |
| | | All | All | Mathematics | Masters | STAAR | 12% | | Math UA 3 (Grade 6), Math UA 2 (Grade 7), Math UA 3/Algebra I (Grade 8) | 14 | | Math UA 7 (Grade 6), Math UA 6 (Grade 7), Math UA 7/Algebra I (Grade 8) | 15% | | | | | 15% |
| | | All | All | Science | Approaches | STAAR | 69% | | Science UA 2 (Grade 8) | 73 | | Science UA 6 (Grade 8) | 76% | | | | | 76% |
| | | All | All | Science | Meets | STAAR | 44% | | Science UA 2 (Grade 8) | 47 | | Science UA 6 (Grade 8) | 50% | | | | | 50% |
| | | All | All | Science | Masters | STAAR | 20% | | Science UA 2 (Grade 8) | 22 | | Science UA 6 (Grade 8) | 23% | | | | | 23% |
| | | All | All | Social Studies | Approaches | STAAR | 56% | | Social Studies UA (Grade 8) | 60 | | Social Studies UA 4 (Grade 8) | 63% | | | | | 63% |
| | | All | All | Social Studies | Meets | STAAR | 29% | | Social Studies UA (Grade 8) | 32 | | Social Studies UA 4 (Grade 8) | 35% | | | | | 35% |
| | | All | All | Social Studies | Masters | STAAR | 16% | | Social Studies UA (Grade 8) | 18 | | Social Studies UA 4 (Grade 8) | 19% | | | | | 19% |
| | | All | All | Writing | Approaches | STAAR | 51% | | UA 1 (Grade 7) | 55 | | | 58% | | | | | 58% |
| | | All | All | Writing | Meets | STAAR | 24% | | UA 1 (Grade 7) | 27 | | | 29% | | | | | 29% |
| | | All | All | Writing | Masters | STAAR | 8% | | UA 1 (Grade 7) | 10 | | | 11% | | | | | 11% |
| 2. Domain 3 Focus 1 | Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators) | All | | | | STAAR | | | | | | | | | | | | |
| | | All | | | | STAAR | | | | | | | | | | | | |
| 3. Domain 3 Focus 2 | Focus 2 Components (Choose two targets in the Academic | All | | | | STAAR | | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3. Domain 3 Focus 2 | (Choose two targets in the Academic Achievement or Student Success indicators) | All | | | | STAAR | | | | | | | | | | | |
| 4. Domain 3 Focus 3 | ELP Component | All | English Learners (ELs) | TELPAS | All | TELPAS | 34% | | | | | | 36% | | | | | 36% |

## CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 5.1 | 5.3 | |
| **Desired Annual Outcome** | Our teachers will engage in designing  TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction.  Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket).  We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments. | Cycles of planning, assessment and reteach will become the norm. Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning. | |
| **Desired 90-day Outcome** | In the first 90 days, teachers will create daily lesson plans that include a clear learning target  and aligned exit ticket.  These plans will be aligned to the unit plan and remain on track with the district pacing calendar.  Daily Exit ticket data will be tracked and posted on the board by class period.  Teachers will meet the board expectations which include the daily learning target, exit ticket, agenda and exit ticket data.  Compliance to the board expectations will be the first 30 day goal.  Day 30-90 will focus on teachers and students interacting and reading the daily learning target and exit ticket at the beginning of class and reviewing it in the middle of the lesson and before the end of class. | In the first 90 days, teachers will be introduced to data analysis protocols. Teachers and administrators will begin looking at assessment data consistently to design and deliver reteach opportunities.  Exit tickets will be tracked holistically by class and posted on the board.  Toreador time will begin to be used to intervene with students who need extra support in Math and Reading. | |

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| **Barriers to Address During this Cycle** | New teachers that have little to no experience with their TEKS or content.  Teacher management of stress and ability to prioritize the tasks required of them this year.  Increased level of accountability with the focus on student evidence of learning. | New teachers that have little to no experience with the Eduphoria platform and minimal training to access student data.  There is a need to explicitly teach the data protocols to our teachers.  Veteran teachers are struggling with embracing new protocols.  Remote learners are inconsistent and often hard to reach about completing assessments at home. |
| **District Actions for this Cycle** | District PLC are held bi weekly, these are mapped out and scheduled on the campus 6 weeks calendar.  District PL days are scheduled for October 16 and November 6 to support unit planning and the creation of daily lesson plans that include clear learning targets and exit tickets. | District PLCs are led by district content coordinators and data protocols are reviewed to identify district and campus trends.  Modeling of data processes through district PLCs. |
| **District Commitment Theory of Action** | If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments. | If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data. |

## 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.

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| 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 |
|---|---|---|---|---|---|---|---|---|
| Introduce the *board expectations* exemplar. | 5.1 | September 8 - September 11 | Exemplar on paper and exemplar on board. | Academic Dean, ELAR lead. | Communicated in the Toreador Time Newsletter, third week campus walk on Friday to highlight areas of success and areas of need. Copy of document given to each teacher with individual feedback and goal. | September - November | | |
| Developed and implemented an admin walkthrough schedule to monitor implementation of learning targets and exit alignment | 5.1 | September - November | walkthrough schedule | All Administrators | Google form responses for completed walkthroughs | September - November | | |
| Met with campus Instructional Leadership Team (ILT) to define the exemplar of the Key teacher moves | 5.1 | September | KTM doc | Principal/ Academic Dean, Dept. Leads | posters in room 305, pictures of posters | September 22 | | |
| Learning Walks with Department Leads to bolster ownership, transparency, and consistency. Gathered evidence and calibrate to refine Learning Targets, Exit Tickets and Key teacher moves. | 5.1 | September - November | ILT google form to collect data, key teacher moves doc and board expectation doc. | Academic Dean, Principal and ILT | Google form for Instructional Leadership Team (ILT) members | September - November | | |
| Hold individual conferences with department leads and teachers who are non-compliant or need additional support in meeting campus expectations and how to support. | 5.1 | October - November | calendar and meeting notes | Administrators, TTess Admin | calendar and meeting notes | October - November | | |
| Lesson plan feedback that focuses on completed and on time submission of plans with all the required components. | 5.1 | October - November | spreadsheet to track the feedback | All admin | lesson plans with comments and the tracker | October - November | | |
| Introduce data protocols to PLCs. | 5.3 | October - November | District protocol for unit assessments | All Admin, Department Leads, Content Coordinators | PLC agenda, data protocol document | October - November | | |

| Monitoring Exit Ticket data posted on board | 5.3 | October - November | Board expectations and walkthroughs | All Admin, Department Leads | Board Expectation exemplar, data tracker | October - November | | |
|---|---|---|---|---|---|---|---|---|
| Begin intervention in Toreador Time and in class reteach for identified students in Math and Reading | 5.3 | October - November | intervention spreadsheet for ELAR and Math, schedule Toreador Time | Academic Dean, Math and Reading Teachers | Schedule and istation and ALEKS data. | October - November | | |

| 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. |

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| 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 | |
| **Desired Annual Outcome** | Our teachers will engage in designing  TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction.  Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket).  We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments. | Cycles of planning, assessment and reteach will become the norm.  Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning. | |
| **Desired 90-day Outcome** | The second cycle will focus on shifting from the start and end of the lesson with a clear learning target and exit ticket, to an aligned language objective and differentiated instructional activities.  We will begin to focus on the Rigor and Relevance planning questions to refine and enhance the learning activities. | The second cycle will focus on identifying students and teachers that have performance gaps and are targeted for support.  Exit ticket trackers will be used to move beyond holistic tracking of classes by period to individual students.  This data will drive PLC conversations and reteach plans documented in lesson plans.  Data protocols will be refined and begin to drive targeted intervention groups and lessons in Toreador Time and after school/Saturday school times. | |

| | | | |
|---|---|---|---|
| **Barriers to Address During this Cycle** | New teachers that have little to no experience with their TEKS/content or how to develop a rich learning experience. Continued focus on teacher accountability and a tight focus on student evidence of learning.  Increased class size and increased number of students on campus as they return or change their learning preference. | New teachers that have little to no experience with the Eduphoria platform and minimal training to access student data.  There is a need to explicitly teach the data protocols to our teachers.  Veteran teachers are struggling with embracing new protocols.  Remote learners are inconsistent and often hard to reach about completing assessments at home. | |
| **District Actions for this Cycle** | District PLC are held bi weekly, these are mapped out and scheduled on the campus 6 weeks calendar.  District PL days are scheduled for January 5 and February 15 to support unit planning and the creation of daily lesson plans that include clear learning targets and exit tickets. | District PLCs are led by district content coordinators and data protocols are reviewed to identify district and campus trends.  Modeling of data processes through district PLCs. | |
| **District Commitment Theory of Action** | If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments. | If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data. | |

## ACTION PLAN

Jim Barnes 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 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 |
|---|---|---|---|---|---|---|---|---|
| Continue implementing admin walkthrough schedule to monitor implementation of learning targets and exit alignment | 5.1 | December - February | walkthrough schedule | All Administrators | Google form responses for completed walkthroughs | February 26 | | |
| Continue Learning Walks with Department Leads to bolster ownership, transparency, and consistency.  Gathered evidence and calibrated to refine Learning Targets, Exit Tickets and Key teacher moves. | 5.1 | December - February | ILT google form to collect data, key teacher moves document and board expectation document | Academic Dean, Principal and ILT | google form for ILT members | February 26 | | |
| Focused PLC reflective conversation to utilize the ICLE planning questions to refine lesson plans. | 5.1 | December - February | Planning questions document, ICLE rubrics, lesson plans | Admin, dept leads and PLC facilitators | updates and revisions noted in the lesson plan | February 26 | | |

| Targeted lesson plan feedback as a comment on lesson plans that focuses on alignment and differentiated instructional activities and planned HOT questions. | 5.1 | December - February | lesson plans, tracker with specific feedback | All Administrators | Lesson plans with comments and tracker with feedback | February 26 | | |
|---|---|---|---|---|---|---|---|---|
| Exit ticket trackers will be used to track individual students. PLCs will identify students for targeted intervention during Toreador Time lessons. | 5.3 | January - February | Exit Ticket Trackers by student | All Core teachers | Exit ticket tracker | February 26 | | |
| Targeted lesson plans will be created and implemented after school and Saturdays to meet the need of students identified thru data dialogues. | 5.3 | February | Data protocols, targeted lesson plans | Academic Dean, District Coordinators, Department Leads | lesson plans, sign in sheets | February 26 | | |
| Data (Unit Level) by TEKS will be displayed visually in the PLC room(s) and classrooms. | 5.3 | December | Data, posters | Academic Dean | Unit Data and posters | February 26 | | |
| Students will begin to identify strengths and areas of opportunity by tracking individual data with the student learning report (SLR). | 5.3 | January - February | SLR | All Core teachers | individual samples | February 26 | | |

## 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** | 5.1 | 5.3 | |
| **Desired Annual Outcome** | Our teachers will engage in designing  TEKS based lesson plans that are implemented with fidelity to ensure that every student receives quality, rigorous, and relevant instruction. Every lesson will include aligned differentiated instructional activities aligned to the daily formative assessment (exit ticket).  We will ensure all students grow and perform as evidenced by daily exit tickets and performance on summative assessments. | Cycles of planning, assessment and reteach will become the norm.  Through this focus on data driven instruction, students will have access to targeted intervention that closes gaps in learning. | |
| **Desired 90-day Outcome** | The third cycle will focus on full implementation of differentiated, rigorous and relevant instruction with aligned learning targets and formative assessments.  At this point in the year,  targeted interventions and reteaching should be integrated into the planning process.  Targeted STAAR reviews will be integrated into the planning as state assessments will occur at the end of the cycle. | The third cycle will focus on using the data to drive targeted STAAR intervention and prep that includes targeted subpopulations and groups.  Students will be strategically grouped to close learning gaps and ensure all students grow. | |

| | | |
|---|---|---|
| **Barriers to Address During this Cycle** | New teachers that have little to no experience with their TEKS/content or how to develop a rich learning experience. Continued focus on teacher accountability and a tight focus on student evidence of learning.  Increased variability caused by changed learning preferences will require concentrated planning and focus.  Returning virtual learners and learners who have continued with online learning will add additional layers of complexity.  We will address how to bring returning learners up to speed while also working to plan prescribed review sessions for virtual learners. | Schedules, spring events that compete for time.  Remote learning creates a challenge to targeted intervention.  New teachers that have limited high yield intervention strategies. |
| **District Actions for this Cycle** | District PLCs are held bi weekly, these are mapped out and scheduled on the campus 6 weeks calendar.  A district PL day is scheduled for March 12 to support targeted interventions in both face to face and virtual formats. | District PLCs are led by district content coordinators and data protocols are reviewed to identify district and campus trends.  Modeling of data processes through district PLCs. |
| **District Commitment Theory of Action** | If the districts invests in creating quality curriculum components that ensure evidence of student learning such as performance assessments, common formative assessments (CFAs), unit assessments and aligned daily formative assessments, and the commitment aligns our instruction, assessment and curriculum across the district; then, campuses can focus on creating strong lesson plans that all to vetted resources and assessments. | If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data. |

## ACTION PLAN

Jim Barnes 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 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 |
|---|---|---|---|---|---|---|---|---|
| Continued focused PLC reflective conversations that utilize the ICLE planning questions to refine lesson plans and to include targeted interventions. | 5.1 | March - May | ICLE rubrics, lesson plan templates, student data | All administrators, all teachers | Lesson plans, PLC agenda | May 28 | | |
| Toreador time lessons plans will be written to include targeted interventions for identified TEKS and identified students.  These lessons plan will include assessment to evaluate the intervention impact. | 5.1 | March - May | Lesson plans for Toreador Time in Google | All administrators and leads | Lesson plans housed in GC and intervention assessments | May 28 | | |
| Contract with outside resources to help teachers develop intervention lesson that relate to PLC questions three and four. | 5.1 | March - May | Lesson plans, Identified TEKS, PLC agendas. | Principal, Academic Dean, Learning & Leadership Services Department | Completed lesson plans | March | | |

| Teachers and students should be able identify areas for targeted intervention. | 5.3 | March - May | SLR, target intervention calendar | All administrators, all teachers | SLR | May 28 | | |
|---|---|---|---|---|---|---|---|---|
| Targeted lesson plans will be created and implemented after school and Saturdays to meet the need of students identified thru data dialogues. | 5.3 | March - May | Data protocols, targeted lesson plans | Academic Dean, District Coordinators, Department Leads | lesson plans, sign in sheets | February 26 | | |
| Data (Unit Level) by TEKS will be displayed visually in the PLC room(s) and classrooms. | 5.3 | March - May | Data, posters | Academic Dean | Unit Data and posters | February 26 | | |
| A schedule of interventions and area focus will be shared with families. | 5.3 | March - May | Letter to parents, schedule | Academic Dean, Core Teachers | Letter | February 26 | | |

## 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 |  |  |  |
| 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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