

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:	
Oralia Rodriguez Elementary School		Mark Cantu, Chief Academic Officer	
Campus Number:		Superintendent Name:	
094901104		Dr. Matthew Gutierrez	
Date:			
Wednesday, October 14, 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	Seguin Independent School District	Campus Name	Oralia Rodriguez Elementary School	Superintendent	Dr. Matthew Gutierrez	Principal	Yolanda Grijalva
District Number	094901	Campus Number	000000104	District Coordinator of School Improvement (DCSI)	Mark Cantu	ESC Number	20
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, 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 <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>		I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				<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.				Yolanda Grijalva, October 14, 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: Approaches 73 Meets: 43 Masters: 17 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating. Domain 2B: Approaches 73, Meets 43, Masters 17 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating. Domain 3: We will reach 33 out of 40 evaluated targets in Academic Achievement. Rationale: The district data analyst 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 63% to 75% in approaches, 28% to 44% in meets and 11% to 19% in masters. Math will move from 65% to 77% in approaches, 24% to 46% in meets and 9% to 17% in masters. Science will move from 57% to 70% in approaches, 29% to 38% in meets and 9% to 17% in masters. Domain 2B: Reading will move from 63% to 75% in approaches, 28% to 44% in meets and 11% to 19% in masters. Math will move
	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.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Prior to this year, lesson plans were submitted but inconsistent feedback was given and no protocol was set to provide teachers feedback. With the district lesson plan templates, we need to make sure teachers are addressing the four essential questions with thoughtful work, academic discussion, and high leveling questioning.	Last year at Rodriguez we implemented the Master data spreadsheet where all data points for student achievement were entered. This spreadsheet was used to track and monitor the progress of all students but no corrective instruction action processes were set in place to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
How will the campus build capacity in this area? Who will you partner with?	Administration team will support teachers in PLC's and during their planning time. Administration team will partner with the district Elementary Curriculum Team and with the ICLE Consultant.	Administration team will support teachers in PLC's and during their planning time. Administration team will provide support to teachers when planning intervention (Tier 2 / Tier 3) instruction.	
Barriers to Address throughout this year	Time / Consistent Planning Days / Administrator Attendance / Mindset	New teachers to new grade levels and or new teachers to new content areas. Building capacity in teachers who are unfamiliar with the RTI Process.	

How will you communicate these priorities to your stakeholders? How will you create buy-in?	Conversations during PLC's, Planning Time, SBDM Meetings, Faculty Meetings. The delivery of the message and the consistency in the support provided to all stakeholders.	Conversations during PLC's, Planning Time, SBDM Meetings, Faculty Meetings. The delivery of the message and the consistency in the support provided to all stakeholders.	
Desired Annual Outcome	The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.	Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.	
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans 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.	

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	% of Assessments										
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3		
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63%		Last Unit Assessment 1 in the cycle			Benchmark			Last Unit Assessment before STAAR		75%
		All	All	Reading	Meets	STAAR	28%										44%
		All	All	Reading	Masters	STAAR	11%										19%
		All	All	Mathematics	Approaches	STAAR	65%										77%
		All	All	Mathematics	Meets	STAAR	24%										46%
		All	All	Mathematics	Masters	STAAR	9%										17%
		All	All	Science	Approaches	STAAR	57%										70%
		All	All	Science	Meets	STAAR	29%										38%
		All	All	Science	Masters	STAAR	9%										17%
		All	All	Social Studies	Approaches	STAAR											
		All	All	Social Studies	Meets	STAAR											
		All	All	Social Studies	Masters	STAAR											
		All	All	Writing	Approaches	STAAR	45%										58%
		All	All	Writing	Meets	STAAR	24%										33%
		All	All	Writing	Masters	STAAR	6%										14%
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 Achievement or Student Success Indicators)	All				STAAR											

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)	TLPAS	All	TLPAS	38%										40%

CYCLE 1 90-DAY OUTCOMES (September - November)			
<p>Essential Action: Pre-populates from the 'Foundations' tab.</p> <p>Desired Annual Outcome: Pre-populates from the 'Foundations' tab.</p> <p>For each Prioritized Focus Area, please complete the following sections:</p> <p>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.</p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.</p> <p>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.</p> <p>District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.</p>			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	Essential Action 5.3: Data-Driven Instruction	
Desired Annual Outcome	The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.	Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.	
Desired 90-day Outcome	All teachers will be able to unpack the TEKS and utilize the lesson plan template to create rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans.	Teachers will use data from checkpoints, formative assessments, historical STAAR / TELPAS data trends, to monitor and adjust instruction.	

Barriers to Address During this Cycle	Teachers submitting their lesson plans in on time to ensure administrators have ample time to review them and give appropriate feedback prior to the start of the week.	There is not clear expectations for instructional team planning. Teachers do not have a clear understanding of how to use data to drive instructional planning.						
District Actions for this Cycle	The district will provide teachers with support time and planning time to develop rigorous lesson plans. The instructional coach, principal and assistant principal will facilitate planning days and be present to support teachers as needed.	Provide support to implement the PLC Essential Question #3 - How will we respond when they don't learn?						
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans 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								
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none">- 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. <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Establish a schedule for campus administrators to review lesson plans, provide feedback prior to instruction, observe the lesson plan being implemented in the classroom, and provide post-walkthrough feedback.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Calendar, Campus Lesson Plan Folder	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Calendar, Lesson Plans, Feedback from Walkthroughs	November 30		
Review and determine "Look For's" to use when reviewing lessons plans and instruction in the classroom.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Lesson Plans, Walkthrough feedback form	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Calendar, Lesson Plans, Feedback from Walkthroughs	November 30		
Establish PLC dates and times, agendas and meeting notes.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Master Schedule designating set PLC dates and times, creating a campus folder for shared weekly PLC agendas.	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Master Schedule, Grade level PLC agendas	November 30		
Establish agreed upon protocol that will guide data analysis during PLC's.	Essential Action 5.3: Data-driven Instruction	September 8 - October 23	Protocol	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Protocol	November 30		
Review and utilize Student Data Analysis Protocols during PLC's to help improve instruction.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Eduphoria reports, iStation data sheets, Monthly running records data tracking sheet, ESGI (Kinder)	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), All Teachers	PLC Notes, Data Protocol, Data Analysis and Plan of Action	November 30		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)			
<p>Essential Action: Pre-populates from the 'Foundations' tab.</p> <p>Desired Annual Outcome: Pre-populates from the 'Foundations' tab.</p> <p>For each Prioritized Focus Area, please complete the following sections:</p> <p>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.</p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.</p> <p>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.</p> <p>District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.</p>			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.	Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.	
Desired 90-day Outcome	All teachers will be able to utilize the lesson plan template to create rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. The lesson plans reflect adjustments being made based on data and student needs.	Teachers will use data from checkpoints, formative assessments, historical STAAR / TEPAS data trends, to monitor and adjust instruction.	

Barriers to Address During this Cycle	Staying focused, sense of urgency, and continuing a common goal.	Continue to build capacity in teachers who are unfamiliar with the RTI Process and who struggle to utilize data to identify areas of needed improvement.	
District Actions for this Cycle	The district will provide teachers with support time and planning time to develop rigorous lesson plans. The instructional coach, principal and assistant principal will facilitate planning days and be present to support teachers as needed.	Provide support to implement the PLC Essential Question #3 - How will we respond when they don't learn?	
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans 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			
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none">- 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. <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>			

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue schedule for campus administrators to review lesson plans, provide feedback prior to instruction, observe the lesson plan being implemented in the classroom, and provide post-walkthrough feedback.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Calendar, Campus Lesson Plan Folder	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Calendar, Lesson Plans, Feedback from Walkthroughs	February 26		
Continue to review and determine "Look For's" to use when reviewing lessons plans and instruction in the classroom.	Essential Action 5.1: Objective-driven daily lesson plans with formative assessments	September 8 - June 11	Lesson Plans, Walkthrough feedback form	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional)	Calendar, Lesson Plans, Feedback from Walkthroughs	February 26		
Continue to monitor the continuation and consistency of PLC dates and times, agendas and meeting notes.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Master Schedule designating set PLC dates and times, creating a campus folder for shared weekly PLC agendas.	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Master Schedule, Grade level PLC agendas	February 26		
Team Leads will continue protocol that will guide data analysis during PLC's and team planning. Administration Team will monitor use of data analysis protocol during PLCs.	Essential Action 5.3: Data-driven Instruction	September 8 - October 23	Protocol	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), Team Leads	Protocol	February 26		

Review and utilize Student Data Analysis Protocols during PLC's to help improve instruction.	Essential Action 5.3: Data-driven Instruction	September 8 - June 11	Eduphoria reports, iStation data sheets, Monthly running records data tracking sheet, ESGI (Kinder)	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach), All Teachers	PLC Notes, Data Protocol, Data Analysis and Plan of Action	February 26		
Individualized Coaching, Support and Feedback for Tier 3 teachers / grade levels.	Essential Action 5.3: Data-driven Instruction	December 1 - June 11	Establish criteria to Tier teachers / Tool	Yolanda Grijalva (Principal), LeeAnn Dunn (Assistant Principal), Maegen Medrano (Instructional Coach)	Feedback from Walkthroughs, tool utilized to Tier teachers	June 11		
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?		
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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	
Desired Annual Outcome	The following will be evident: Teachers will create and execute rigorous and relevant lesson plans that follow the district's scope and sequence. Formative assessments will be aligned to the instruction outlined in the lesson plans. Administrative teams will set weekly rotations to review and provide teachers feedback on lesson plans during planning time or during PLCs.	Teachers at Oralia Rodriguez Elementary will be able to utilize data to guide instruction in the classroom for Tier 2 / Tier 3 supports. The principal, assistant principal, instructional coach and teacher leaders will guide PLC's in reviewing data and student artifacts as a leading indicator to student mastery. Teachers will learn how to drive instructional planning with the use of data by responding to the PLC Four Essential Questions.	
Desired 90-day Outcome			

Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans 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			
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none">- 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. <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>			

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
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)			
<p>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:</p> <p>Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.</p> <p>Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.</p> <p>Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.</p> <p>Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.</p> <p>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.</p> <p>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/</p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.</p> <p>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 .</p> <p>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/</p>			
	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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps