# 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: |
|---|---|
| Vogel Elementary | Mark Cantu, Chief Academic Officer |
| Campus Number: | Superintendent Name: |
| 094901110 | Dr. Matthew Gutierrez |
| Date: | |
| Wednesday, October 21, 2020 | |



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 | Vogel Elementary | Superintendent | Dr. Matthew Gutierrez | Principal | Rhonda Jubela |
|---|---|---|---|---|---|---|---|
| District Number | 094901 | Campus Number | 000000110 | 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. | |
| 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. | Rhonda Jubela, 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 |
|---|---|

| 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 80  Meets: 44 Masters: 22 <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 80, Meets 44, Masters 22 <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 25 out of 36 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 72% to 80% in approaches,  35% to 40% in meets and 18% - 20% in masters.   Math will move from 70% to 78% in approaches,  36% to 50% in meets and 23%  to 25% in masters.  Science will move from 65% to 73% in approaches,  35% to 49% in meets and 21% to 22% in masters. <br> Domain 2B: Reading will move from 72% to 80% in approaches,  35% to 40% in meets and 18% - 20% in masters.   Math will move from 70% to 78% in approaches,  36% to 50% in meets and 23%  to 25% in masters.  Science will move from 65% to 73% in approaches,  35% to 49% in meets and 21% to 22% in masters. <br> Domain 3: We will meet 25 targets this year compared to 2 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.  Roles and Responsibilities | 4 - Partial Implementation |
| **2.1** Recruit, select, assign, induct and retain a full staff of highly qualified educators. | 3 - Beginning Implementation |
| **3.1** Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations. | 4 - Partial Implementation |

| 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | 3 - Beginning Implementation |
|---|---|
| 5.1 Objective-driven daily lesson plans with formative assessments. | 3 - Beginning Implementation |
| 5.3 Data-driven instruction. | 3 - Beginning Implementation |

## PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 5.1 | 5.3 | |
| **Rationale** | Monitoring the submission of daily lesson plans by the campus instructional leaders will ensure that plans are aligned, support special populations, and meet the level of rigor needed for success on STAAR. | Reviewing and discussing disaggregated data to track and monitor the progress of all student groups is needed  to make decisions and adjustments to instructional delivery.  Teachers will be given a protected time built in to the master schedule to have  conversations about data.  Student progress is visible and monitored in every classroom. | |

| | | | |
|---|---|---|---|
| **How will the campus build capacity in this area? Who will you partner with?** | By utilizing the walkthrough cycle, the campus leadership team will build capacity within campus teachers to create meaningful and engaging lesson plans. In addition, teachers will participate in learning walks to support growth among teams. We will partner with Solution Tree for PLC and Denise White from ICLE. | By modeling through PLC, teachers will become proficient in data analysis. We will partner with the district Learning and Leadership team to support with data analysis. | |
| **Barriers to Address throughout this year** | Administrative responsibilities, such as behavior, duties, parent needs and other distractions are barriers to participating in PLCs on a daily basis. In addition, there is a lack of urgency in some classrooms. | Lack of professional development in best practices for teaching and learning. Creating urgency throughout the school. | |
| **How will you communicate these priorities to your stakeholders? How will you create buy-in?** | The admin team will communicate our priorities through the SBDM team meetings and feedback. Our buy-in is created by our message and communication. | The admin team will communicate our priorities through the SBDM team meetings and feedback. Our buy-in is created by our message, communication and protected time to evaluate data. | |
| **Desired Annual Outcome** | With this prioritized focus, daily instruction will become more engaging, rigorous, and targeted for student academic growth. The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices. | In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times. Teachers should use this time to develop intervention plans and formative assessments to check for understanding. | |
| **District Commitment Theory of Action** | District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. | For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. | |

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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) | % of Assessments | | | | | | | | | 2021 Accountability Goal |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | | | | Cycle 1 | | | Cycle 2 | | | Cycle 3 | | | |
| | | | | | | | | | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Assessment Type | Formative Goal | Actual Result | Summative Goal |
| 1. Domain 1 | % of Students at Approaches, Meets and Masters | All | All | Reading | Approaches | STAAR | 72% | | Last Unit Assessment 1 in the cycle | | | Benchmark | | | Last Unit Assessment before STAAR | | | 80% |
| | | All | All | Reading | Meets | STAAR | 35% | | | | | | | | | | | 49% |
| | | All | All | Reading | Masters | STAAR | 18% | | | | | | | | | | | 20% |
| | | All | All | Mathematics | Approaches | STAAR | 70% | | | | | | | | | | | 78% |
| | | All | All | Mathematics | Meets | STAAR | 36% | | | | | | | | | | | 50% |
| | | All | All | Mathematics | Masters | STAAR | 23% | | | | | | | | | | | 25% |
| | | All | All | Science | Approaches | STAAR | 65% | | | | | | | | | | | 73% |
| | | All | All | Science | Meets | STAAR | 35% | | | | | | | | | | | 49% |
| | | All | All | Science | Masters | STAAR | 21% | | | | | | | | | | | 22% |
| | | All | All | Social Studies | Approaches | STAAR | | | | | | | | | | | | |
| | | All | All | Social Studies | Meets | STAAR | | | | | | | | | | | | |
| | | All | All | Social Studies | Masters | STAAR | | | | | | | | | | | | |
| | | All | All | Writing | Approaches | STAAR | 40% | | | | | | | | | | | 49% |

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| | | All | All | Writing | Meets | STAAR | 9% | | | | | | | | | | | | 24% |
| | | All | All | Writing | Masters | STAAR | 0% | | | | | | | | | | | | 3% |
| 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 | | | | | | | | | | | | | |
| | | All | | | | STAAR | | | | | | | | | | | | | |
| 4. Domain 3 Focus 3 | ELP Component | All | English Learners (ELs) | TELPAS | All | TELPAS | 38% | | | | | | | | | | | | 40% |

## 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 Objective-driven daily lesson plans with formative assessments. | 5.3 Data-driven instruction. | |
| **Desired Annual Outcome** | With this prioritized focus, daily instruction will become more engaging,  rigorous, and targeted for student academic growth.  The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices. | In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times.   Teachers should use this time to develop intervention plans and formative assessments to check for understanding. | |
| **Desired 90-day Outcome** | By the end of November, the campus instructional team will meet weekly during PLC to discuss lesson plans, using a protocol, and comment on alignment to the standards.  Final lesson plans will be turned in by Friday. | By the end of November, all PLCs are held weekly with teachers K-5 to review data and make decisions utilizing the 4 essential questions.  PLCs utilize a protocol and utilize the data to create individual and group intervention plans. | |
| **Barriers to Address During this Cycle** | Assuring lesson planning meets the backwards design model. Teachers are not formally trained in the PLC process. | Schedule and plan PLCs with specific goals in mind while targeting our students included in special populations, as well as promoting growth in all students. | |

| | | | |
|---|---|---|---|
| **District Actions for this Cycle** | We are receiving monthly district support from the Learning and Leadership Team through classroom walkthroughs,  program walkthroughs, and Problem of practice support. | We are receiving monthly district support from the Learning and Leadership Team through classroom walkthroughs,  program walkthroughs, and Problem of practice support. | |
| **District Commitment Theory of Action** | District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. | For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. | |

## ACTION PLAN

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

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

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

| Action Step | Prioritized Essential Action | Start Date/End Date | Resources Needed | Person(s) Responsible | Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)* | Evidence Collection Date | Progress toward Action Step | Necessary Adjustments / Next Steps |
|---|---|---|---|---|---|---|---|---|
| Enhance district lesson plans to include student engagement by providing feedback during PLCs. | 5.1 | September 8 - June 11 | ICLE, Lead4ward, PLC protocols, AVID - WICOR, CIR rubrics | Principal,  Assistant Principal, Academic Dean, Lead teachers | Adjusted lesson plans. Walkthrough cycle | November 30 | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Walkthrough Cycle | 5.1 | September 8 - June 11 | Observation tracker Eduphoria. Schedule of walkthroughs | Principal, Assistant Principal, Academic Dean | Observation tracker Eduphoria. Schedule of walkthroughs. Data | November 30 | |
| Weekly Meetings on Fridays with Principal, Assistant Principal and Academic Dean | 5.1 | September 8 - June 11 | Observation tracker Eduphoria. Schedule of walkthroughs. Data | Principal, Assistant Principal, Academic Dean | Agenda and agenda notes | November 30 | |
| Scheduled weekly PLCs | 5.3 | September 8 - June 11 | PLC protocols, | Principal, Assistant Principal, Academic Dean | Master schedule, Agenda and notes | November 30 | |
| Create data squares | 5.3 | September 8 - June 11 | Data squares, assessment data | Principal, Assistant Principal,  Academic Dean, Teachers | Data folder | November 30 | |
| Plan for Intervention based on data | 5.3 | September 8 - June 11 | Data, Lesson Plans | Principal, Assistant Principal,  Academic Dean, Teachers | Adjusted lesson plans, data, walkthrough data/feedback | November 30 | |
| Post data in classroom and hallways after assessments | 5.3 | September 8 - June 11 | Data | Principal, Assistant Principal,  Academic Dean, Teachers | Boards | November 30 | |
| Student data Folders | 5.3 | September 8 - June 11 | Student data folder | Teachers, Students | Student data folder | 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? | |

| | Carryover Action Steps | New Action Steps |
|---|---|---|
| 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? | | |

## CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | 5.1 | 5.3 | |
| **Desired Annual Outcome** | With this prioritized focus, daily instruction will become more engaging, rigorous, and targeted for student academic growth. The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices. | In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times. Teachers should use this time to develop intervention plans and formative assessments to check for understanding. | |
| **Desired 90-day Outcome** | By the end of February, team leads will meet weekly during PLC to discuss lesson plans, using a protocol, and comment on alignment to the standards. Admin will facilitate for support. Final lesson plans will be turned in by Friday. | By the end of February, teachers will independently utilize data to make instructional decisions that will drive targeted intervention groups. | |

| | | | |
|---|---|---|---|
| **Barriers to Address During this Cycle** | Assuring lesson planning meets the backwards design model. Teachers are not formally trained in the PLC process. | Unit pacing is a barrier that impacts teachers time to create data squares. | |
| **District Actions for this Cycle** | We are receiving monthly district support from the Learning and Leadership Services Team through classroom walkthroughs,  program walkthroughs, and Problem of practice support. | We are receiving monthly district support from the Learning and Leadership Team through classroom walkthroughs, program walkthroughs, and Problem of practice support. | |
| **District Commitment Theory of Action** | District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. | For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. | |

## ACTION PLAN

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

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

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

| Action Step | Prioritized Focus Area | Start Date/End Date | Resources Needed | Person(s) Responsible | Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)* | Evidence Collection Date | Progress toward Action Step | Necessary Adjustments / Next Steps |
|---|---|---|---|---|---|---|---|---|
| Continue to enhance district lesson plans to include student engagement by providing feedback during PLCs. | 5.1 | December 1 - February 26 | ICLE, Lead4ward, PLC protocols, AVID - WICOR, CIR rubrics | Principal. Assistant Principal Academic Dean Lead teachers | Adjusted lesson plans. Walkthrough cycle | February 26 | | |
| Continue to implement the Walkthrough Cycle | 5.1 | December 1 - February 26 | Observation tracker Eduphoria. Schedule of walkthroughs | Principal. Assistant Principal Academic Dean | Observation tracker Eduphoria. Schedule of walkthroughs. Data | February 26 | | |
| Continue holding Weekly Meetings on Fridays with Principal, Assistant Principal and Academic Dean | 5.1 | December 1 - February 26 | Observation tracker Eduphoria. Schedule of walkthroughs. Data | Principal. Assistant Principal Academic Dean | Agenda and agenda notes | February 26 | | |
| PLC Institute | 5.1 | December 1 - February 26 | Title 1 funds | Principal. Assistant Principal Academic Dean | Registration | February 26 | | |
| Continue weekly Meetings on Fridays with Principal, Assistant Principal and Academic Dean | 5.3 | December 1 - February 26 | Observation tracker Eduphoria. Schedule of walkthroughs. Data | Principal. Assistant Principal Academic Dean | Agenda and agenda notes | February 26 | | |
| Continued scheduled weekly PLCs | 5.3 | December 1 - February 26 | PLC protocols, | Principal. Assistant Principal Academic Dean | Master schedule, Agenda and notes | February 26 | | |
| Continue to utilize data squares to track data | 5.3 | December 1 - February 26 | Data squares, assessment data | Principal. Assistant Principal Academic Dean Teachers | Data folder | February 26 | | |
| Continue to plan for Intervention based on data | 5.3 | December 1 - February 26 | Data, Lesson Plans | Principal. Assistant Principal Academic Dean Teachers | Adjusted lesson plans, data, walkthrough data/feedback | February 26 | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Continue to post data in classroom and hallways after assessments | 5.3 | December 1 - February 26 | Data | Principal. Assistant Principal Academic Dean Teachers | Boards | February 26 | | |
| Student data folders will continue to be used and students will be familiar with their data. | 5.3 | December 1 - February 26 | Student data folder | Teacher. Student | Student data folders | 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** | With this prioritized focus, daily instruction will become more engaging,  rigorous, and targeted for student academic growth.  The campus instructional leadership team will work towards making a bigger impact on student achievement with focused practices. | In weekly PLCs, we want to see teachers utilizing data to make instructional decisions and planning for lessons that can meet the needs of all learners and provide interventions during designated times.   Teachers should use this time to develop intervention plans and formative assessments to check for understanding. | |
| **Desired 90-day Outcome** | | | |

| | | | |
|---|---|---|---|
| **Barriers to Address During this Cycle** | | | |
| **District Actions for this Cycle** | | | |
| **District Commitment Theory of Action** | District policies and practices support effective instruction in schools. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. | For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. | |

## ACTION PLAN

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

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

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

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