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	Texas Preparatory School	Campus Name	Texas Preparatory School	Superintendent	Mark A. Terry	Principal	Daphne M. McDole
District Number	105802	Campus Number	000000041	District Coordinator of School Improvement (DCSI)	Dr. Donna Calzada	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Kendra Monk

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.	\<Enter Name and Date\>
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	\<Enter Name and Date\>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Daphne M. McDole, Septebmer 29, 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: We selected the Academic Achievement goals using the A-F Estimator Tool. Cycle 1 Goals are based on the percentages needed for a "C" rating; Cycle 2 Goals are based on the percentages needed for a "B" rating; and Cycle 3 Goals are based on the percentage needed for an "A" Rating. Rationale: We are confident that while these goals are lofty, that they are attainable based on past perfmane with Dr. Calzada's help. Domain 2B: We seleceted to focus on African American students in ELA and Math for our first target. Rationale: Based on the "Closing the Gaps" data, we fell this group will have the most impact on improving our STAAR in the domain. WE need to see a 14% improvement for these students.
	What changes in student group and subject performance are included in these goals?	Domain 1: We included all subject areas and grade levels for Domain 1. Domain 2B: We included African Americans (ELA & Math) in this group. Domain 3: We included Economically Disadvantaged (ELA & Math) in this group.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full 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.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	We made progress with implementing a new lesson plan format that is more objective-driven; however, we need to continue to plan for thorough, systematic written feedback.	We made progress with implementing a new lesson plan format that is more objective-driven; however, we need to continue to plan for thorough, systematic written feedback.	We began implementing data-driven instruction; however, we need to build on wh

How will the campus build capacity in this area? Who will you partner with?	Our campus wants to provide ample training to develop leaders--both directors and teacher leaders. Once we have written protocol in place, teachers and directors will be more equipped with knowing the expectations for being effective leaders. We will partner with Dr. Calzada to determine which professional development opportunities will help us build capacity and become effective leaders.	We want to ensure that teachers are planning for effective, high-quality instruction by providing frequent and systematic feedback to ensure that lesson plans are aligned to standards and the expected level of rigor. We will partner with Dr. Calzada to plan for a process for systematic feedback. We will also use the Learning Objectives Builder on the Arizona State University website she suggested to help teachers create lessons that are objective-driven.	We want to continue to provide professional development for data-driven instruc
Barriers to Address throughout this year	Mindset Barriers: We already know what is expected, so taking the time to write it down is a waste of time (director). It is easier just to do it myself rather than teach someone else to do it (director). I don't have time to take on other responsibilities becasue I already have too much to do (teachers).	Mindset Barriers: I don't have time to look through all of these lesson plans (director). Planning this throughly takes too much time especially when I already know what I want to do (teachers). Behavior Barriers: Director allowing teachers to turn lesson plans in late.	Behavior Barriers: Director allowing less important things interfere with regular data meetings. Teachers tracking data for their students instead of allowing them to take on the responsibility for their own learning. Teachers resisting individualized, TEKS-Based learning.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Administrators will communicate these priorities to parents through Class Dojo and our bi-monthly e-newsletter. Administrators will communicate these priorities to students at assembly times. Administrators will communicate these priorities to teachers during regularly scheduled faculty meetings.	Administrators will communicate these priorities through Class Dojo and our bi-monthly e-newsletter. Administrators will communicate these priorities to students at assembly times. Administrators will communicate these priorities to teachers during regularly scheduled faculty meetings.	Administrators will communicate these priorities through Class Dojo and our bi-monthly e-newsletter. Administrators will communicate these priorities to students at assembly times. Administrators will communicate these priorities to teachers during regularly scheduled faculty meetings. Administrators will create buy-in with our parents by hosting Saturday
Desired Annual Outcome	Campus instructional leaders have clear, written roles and responsibilities. Core leadership tasks and regular meetings are scheduled on weekly calendars.	Campus instructional leaders review lesson plans frequently for alignment to the standards and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Teachers use a corrective instruction action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.
District Commitment Theory of Action	If, the district commits to providing opportunities for ongoing support and coaching of campus leaders and to suppporting directors by protecting their time dedicated for school leadership, then instructional leaders will be developed with clear roles and responsibilites.	If the district commits to ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will have effective objective-driven, daily lesson plans with formative assessments.	If the districts commits to providing effective systems for identifying and supporting struggling learners, then data-driven instruction will improve student success.

Park Crest MS

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Planning for Implementation	Some Progress
	3		3.1	3 - Beginning Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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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:
Texas Preparatory School-San Marcos	Donna Calzada

Campus Number:	Superintendent Name:
105802	Mark A. Terry

Date:
Thursday, September 24, 2020

STUDENT DATA

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

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

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% 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	3rd Grade	All	Reading	Approaches	STAAR	64%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		3rd Grade	All	Reading	Meets	STAAR	27%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		3rd Grade	All	Reading	Masters	STAAR	9%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		4th Grade	All	Reading	Approaches	STAAR	44%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		4th Grade	All	Reading	Meets	STAAR	17%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		4th Grade	All	Reading	Masters	STAAR	6%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		5th Grade	All	Reading	Approaches	STAAR	30%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		5th Grade	All	Reading	Meets	STAAR	5th%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		5th Grade	All	Reading	Masters	STAAR	0%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		6th Grade	All	Reading	Approaches	STAAR	36%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		6th Grade	All	Reading	Meets	STAAR	0%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		6th Grade	All	Reading	Masters	STAAR	0%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		3rd Grade	All	Mathematics	Approaches	STAAR	55%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		3rd Grade	All	Mathematics	Meets	STAAR	18%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		3rd Grade	All	Mathematics	Masters	STAAR	18%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		4th Grade	All	Mathematics	Approaches	STAAR	47%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		4th Grade	All	Mathematics	Meets	STAAR	12%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		4th Grade	All	Mathematics	Masters	STAAR	0%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		5th Grade	All	Mathematics	Approaches	STAAR	25%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		5th Grade	All	Mathematics	Meets	STAAR	0%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		5th Grade	All	Mathematics	Masters	STAAR	0%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		6th Grade	All	Mathematics	Approaches	STAAR	36%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		6th Grade	All	Mathematics	Meets	STAAR	0%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		6th Grade	All	Mathematics	Masters	STAAR	0%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		5th Grade	All	Science	Approaches	STAAR	53%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		5th Grade	All	Science	Meets	STAAR	24%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		5th Grade	All	Science	Masters	STAAR	0%		DMAC	10%		DMAC	10%		DMAC	15%		20%
		4th Grade	All	Writing	Approaches	STAAR	11%		DMAC	65%		DMAC	75%		DMAC	95%		100%
		4th Grade	All	Writing	Meets	STAAR	0%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		4th Grade	All	Writing	Masters	STAAR	0%		DMAC	10%		DMAC	10%		DMAC	15%		20%

2. Domain 3 Focus 1	Academic Achievement	All	African American	Reading	Meets	STAAR	32%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		All	African American	Mathematics	Meets	STAAR	31%		DMAC	35%		DMAC	45%		DMAC	55%		70%
3. Domain 3 Focus 2	Academic Achievement	All	Economically Disadvantaged	Reading	Meets	STAAR	33%		DMAC	35%		DMAC	45%		DMAC	55%		70%
		All	Economically Disadvantaged	Mathematics	Meets	STAAR	36%		DMAC	35%		DMAC	45%		DMAC	55%		70%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS												

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Campus instructional leaders have clear, written roles and responsibilities. Core leadership tasks and regular meetings are scheduled on weekly calendars.	Campus instructional leaders review lesson plans frequently for alignment to the standards and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Teachers use a corrective instruction action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.
Desired 90-day Outcome	Campus instructional leaders assign teacher leadership roles and schedule weekly Google calendars with leadership tasks.	Campus instructional leaders will create lesson plan feedback protocol to improve consistency and increase quality of instruction.	Campus instructional leaders will provide professional development that will teach them to use the tools and processes for using a corrective instruction action planning process.
Barriers to Address During this Cycle	Mindset Barriers: We already know what is expected, so taking the time to wr	Mindset Barriers: I don't have time to look through all of these lesson plans (director). Planning this thoroughly takes too much time especially when I already know what I want to do (teachers). Behavior Barriers: Director allowing teachers to turn lesson plans in late. Director not scheduling time for written feedback. Director not	Resource Barriers: Lack of quality subs to allow for scheduled training d
District Actions for this Cycle	The district will assist with providing support staff to allow campus leaders to meet regularly.	The district will provide the time and resources to train instructional leaders to develop a feedback protocol.	The district will provide traning to instructional leaders developing the feedback protocol and to teachers for using a corrective action planning process.
District Commitment Theory of Action	If, the district commits to providing opportunities for ongoing support and coaching of campus leaders and to suppporting directors by protecting their time dedicated for school leadership, then instructional leaders will be developed with clear roles and responsibilites.	If the district commits to ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will have effective objective-driven, daily lesson plans with formative assessments.	If the districts commits to providing effective systems for identifying and supporting struggling learners, then data-driven instruction will improve student success.

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
Determine leadership roles and tasks to be scheduled.	1.1	9/1/2020-9/25/2020	Job Descriptions	Campus Director	Job Descriptions	9/30/2020		
Create Google Calendar with regular meetings.	1.1	9/14/2020-9/18/2020	Schedules & Google Calendar	Campus Director	Google Calendar	9/30/2020		
Assign teacher leadership roles	1.1	9/24/2020-9/30/2020	Written Roles & Responsibilites	Campus Director	Written Roles & Responsibilites	10/15/2020		
Set lesson plan due dates.	5.1	9/14/2020-9/18/2020	Schedules & Google Calendar	Campus Director	Google Calendar	9/18/2020		
Develop Feedback Protocol	5.1 & 5.3	9/14/2020-9/18/2020	Best Practices for Feedback	DCSI	Feedback Protocol Form	9/21/2020		
Review Feedback Protocol	5.1 & 5.3	9/18/2020-9/22/2020	Feedback Protocol Draft	DCSI & Campus Director	Feedback Protocol Form & Meeting	9/25/2020		
Implement Feedback Protocol Cycle	51. & 5.3	9/30/2020	Feedback Protocol	Campus Director	Written Observation Notes	Ongoing		
Assign professional workshops for teachers.	5.3	8/17/2020-11/30/2020	Written Feedback and ESC 13 workshop list	Teachers	Unpacked standards forms from teachers	Ongoing		
Provide two-hour DMAC refresher course.	5.3	10/12/2020	ESC 13 DMAC Presenter	Campus Director	Meeting agenda and sign in sheet	10/12/2020		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	**New Action Steps**
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?		

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <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	1.1	5.1	5.3
Desired Annual Outcome	Campus instructional leaders have clear, written roles and responsibilities. Core leadership tasks and regular meetings are scheduled on weekly calendars.	Campus instructional leaders review lesson plans frequently for alignment to the standards and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Teachers use a corrective instruction action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.
Desired 90-day Outcome	Campus instructional leaders will evaluate effectivenness of leadership	al leaders will evaluate implementation of feedback protocol throu	Teachers will use the tools and feedback protocol to develop actio
Barriers to Address During this Cycle	Mindset Barriers: We already know what is expected, so taking the time	Behavior Barriers: Director allowing teachers to turn lesson plans in	Behavior Barriers: Director allowing less important things interfere
District Actions for this Cycle	District will provide resources to offer stipends to teacher leaders.	The district will consider feedback from teachers and will support th	The district will continue to provide on-going training and support
District Commitment Theory of Action	If, the district commits to providing opportunities for ongoing support and coaching of campus leaders and to suppporting directors by protecting their time dedicated for school leadership, then instructional leaders will be developed with clear roles and responsibilites.	If the district commits to ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will have effective objective-driven, daily lesson plans with formative assessments.	If the districts commits to providing effective systems for identifying and supporting struggling learners, then data-driven instruction will improve student success.

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
Evaluate teacher leaders.	1.1	12/1/2020	Written roles & responsibilities.	Campus Director	Written Feedback	Ongoing		
Observe teachers and provide written lesson plan feedb	5.1	12/1/2020	Feedback Protocol & Written Lesson Plan	Campus Director	Written lesson plan feedback	Ongoing		
Teachers will develop action plans for intervention and e	5.3	12/1/2020	DMAC Data & action p	Teachers	Action Plans & RtI Go	Ongoing		
Obtain feedback from teachers regarding feedback protocol via Google Form Survey.	5.1	1/21/2020	Feedback Protocol & Google Form Survey	Campus Director	Survey Results	2/10/2021		
Meet as an admin team to review survey results for feedback protocol.	5.1	2/11/2021	Survey Results	Campus Director	Written Report of Results	2/12/2021		
Provide Unpacking Standards refresher course.	5.3	2/15/2021	ESC 13 Presenter	Campus Director	Meeting Agenda & Sign-In Sheet	2/15/2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

	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 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Campus instructional leaders have clear, written roles and responsibilities. Core leadership tasks and regular meetings are scheduled on weekly calendars.	Campus instructional leaders review lesson plans frequently for alignment to the standards and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Teachers use a corrective instruction action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.
Desired 90-day Outcome	Campus instructional leaders will adjust the roles & responsibilites of teacher leaders based on evaluation of effectiveness.	Campus instructional leaders will adjust the feedback protocol based on teacher feedback and evaluation of the process.	Campus instructional leaders will evaluate teachers' use of available tools to create and effectively implement corrective instruction action plans.
Barriers to Address During this Cycle	Behavior Barriers: Directors & Teachers allowing the busyness of the end of the school year cause them to stray from the written responsibilities of the leadership roles.	Behavior Barriers: Directors allowing the busyness of the end of the school year cause them to abandon the established feedback protocol.	Mindset Barriers: We already know what our students need, so we don't need to continue the corrective instruction action planning process.
District Actions for this Cycle	The district will provide continued training and support to campus directors and teacher leaders.	The district will assist with upholding the priority of continuing with the feedback protocol.	The disctrict will monitor tools and feedback protocol process to ensure fidelity.
District Commitment Theory of Action	If, the district commits to providing opportunities for ongoing support and coaching of campus leaders and to suppporting directors by protecting their time dedicated for school leadership, then instructional leaders will be developed with clear roles and responsibilites.	If the district commits to ensuring access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then we will have effective objective-driven, daily lesson plans with formative assessments.	If the districts commits to providing effective systems for identifying and supporting struggling learners, then data-driven instruction will improve student success.

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
DCSI team meeting will focus on making necessary adjustments to roles & responsibilities of teacher	1.1	3/11/2021	Written roles & responsibilities;	DSCI & Campus Director	Re-written roles & responsibilities	3/12/2021		
DCSI team meeting will focus on making necessary adjustments to feedback protocol.	5.1	3/11/2021	Survey results	DCSI & Campus Director	Revised feedback protocol	3/12/2021		
DCSI team meeting will focus on evaluating teachers' ability to create and implement action	5.3	3/25/2021	Action plans & RtI goals	DCSI & Campus Director	Written Feedback for Action Plans	4/1/2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

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

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

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

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