

IRVING INDEPENDENT SCHOOL DISTRICT

Working - BOARD OF TRUSTEES
6:30 PM

Irving ISD Board Room
2621 West Airport Freeway
Irving, TX 75062
Monday, November 9, 2020

A G E N D A

I. CALL TO ORDER AND INVOCATION FOR 6:30 P.M. WORK SESSION

II. PUBLIC COMMENT

Individuals wishing to address the Board on agenda items or make comments regarding issues not on the agenda will be heard at this time.

Beginning on September 21, 2020, Irving ISD will accommodate those who wish to comment in person to the School Board during open Board Meeting Sessions. In order to do so and maintain safety guidelines Irving ISD will provide each commenter with a specific time during the meeting in which they will address the Board in person. If you wish to address the Board in person during the regular scheduled meeting, please call 972-600-5456 to receive your scheduled time.

A. Non-Agenda Related Topics

B. Agenda Related Topics

III. DISCUSSION ITEMS

A. Discuss Considerations for the Development of the 2021-2022 School Calendar (C. Mauricio) 2

B. Receive an Overview of 2020-2021 Campus Improvement Plans and Targeted Improvement Plan (J. Porter) 17

C. Discuss Items on November 16, 2020 Regular Board Meeting Agenda

IV. ADJOURNMENT

DISCUSS CONSIDERATIONS FOR THE DEVELOPMENT OF THE 2021-2022 SCHOOL CALENDAR

SUBMITTED BY: Curtis Mauricio, Assistant Chief of Secondary Schools

This presentation will highlight the calendar development parameters for the 2021-2022 school year.

The calendar highlights for the 2021-2022 school year will be reviewed and items discussed as needed.

Teacher and staff input will be sought before the preparation of draft 2021-2022 student and teacher calendars.

Curtis Maruicio, Assistant Chief of Secondary Schools

Attachment:

- Presentation with Calendar Considerations



2021-2022 Calendar Development Considerations

November 9, 2020

November 9, 2020

Exhibit III-A

2021-2022

Calendar Development Considerations

Calendar Considerations

- **First Day of School**
- **Semester Instructional Days**
- **Holidays**
- **Professional Development Hours**
- **Teacher Contract Days**
- **HB 2610 – Required Minutes of Instruction**

2021-2022 Calendar Review

- **First Day of School:** August 16, 2021 (District of Innovation)
- **Last Day of School:** May 26, 2021
- **Fall Semester Options:** August 16, 2021 – December 17, 2021
August 18, 2021 – January 7, 2022

- **Spring Semester Options:** January 5, 2022 – May 26, 2022
January 10, 2022 - May 31, 2022

- **Bad Weather Days** March 11, 2022
March 21, 2022

2021-2022 Calendar Review

Monthly Holidays :

- **Labor Day:** September 6, 2021
- **Columbus Day:** October 11, 2021
- **Thanksgiving Break :** November 22-26, 2021
- **Christmas Break:** December 20, 2021-December 31, 2021
- **Martin Luther King, Jr. Day:** January 17, 2022
- **President's Day:** February 21, 2022
- **Spring Break:** March 14-18, 2022 (3rd Week of March)
- **Good Friday:** April 15, 2022
- **District Student Holiday :** January 3, 2022
- **Memorial Day:** May 30, 2022

2021-2022 Calendar Review

- Number of Instructional Days :
 - Fall Semester: 86
 - Spring Semester: 86
 - Total Instructional Days: 172

- Consideration:
 - End first semester in December
 - Which would impact days each semester
 - Fall Semester 80
 - Spring Semester 92
 - Total Instructional Days: 7 172

2021-2022 Calendar Review

Professional Development (No Changes):

- Learn2Inspire Exchange : August 2021 Days 2
- Campus PD Days Days 4
- PD Credits (outside contract hours) Days 3
- District PD Day 1 Day
- Total Professional Development Days Days 10

2021-2022 Calendar Review

Other Workdays:

- Teacher Workdays: 3 Days (August, January & May)
- Parent Conference Day: 2 Day
- Total Other Workdays: 5 Days

2021-2022 Calendar Review

- Teacher Contract Summary
 - Instructional Days: 172
 - Professional Days: 15

- Total Contract Workdays: 187

2021-2022 Calendar Review

- Continue with no mandatory teacher trainings in July
- Continue 2 early dismissal/half -days at the end of both semesters for K-12 (PK on regular schedule)
- Continue with 3 teacher workdays
- Continue with parent conference day for PK-12
- Continue with at least one 3-day weekend each month
- Continue with Spring Break during the 3rd week of March
- Continue district holiday on Good Friday

2021-2022 Calendar Review

- Continue observing all federal holidays with district student/teacher holidays
- Continuing “banking” the equivalent of 2 instructional days for possible cancelled school days
- Continuing with school make-up days as the Friday before and Monday after Spring Break week
- Graduation will take place over 1 day
- Continue with 172 instructional days for students & teachers (168 full days & 4 half days)

2021-2022 Instructional Minutes

House Bill (HB) 2610, passed by the 84th Texas Legislature, amends Texas Education Code (TEC), §25.081, by striking language requiring 180 days of instruction and replacing this language with language requiring districts to provide at least **75,600 minutes** of instruction, including intermissions and recess.

2021-2022 Instructional Minutes

	Days	Minutes/Day	Total Minutes
Full Days	168	450	75,600
Half Days	4	225	900
Total	172		76,500

As a district, we “bank” 900 minutes (2 full days) that would count toward cancelled days, if needed. This means that we would NOT have to make up the first 2 missed days should we have to cancel school.

2021-2022 Bad Weather Days

168 Full/ 4 Half Days	Total Minutes	Make-Up Day
Cancelled School Day 1	75,600 (168 full days X 450 minutes & 4 half days X 225 minutes)	None Needed (450 available minutes remaining)
Cancelled School Day 2	75,600 (168 full days X 450 minutes & 4 half days X 225 minutes)	None Needed (no available remaining minutes)
Cancelled School Day 3	75,600 (168 full days X 450 minutes & 4 half days X 225 minutes)	Use March 11, 2022 as Make-Up Day
Cancelled School Day 4	75,600 (168 full days X 450 minutes & 4 half days X 225 minutes)	Use March 21, 2022 as Make-Up Day



Questions or Discussion Points

Receive an overview of 2020-2021 Campus Improvement Plans and Targeted Improvement Plan

SUBMITTED BY: Jeannine Porter, Ed.D. Deputy Superintendent of School Leadership

Administration will present 9 campus that fall into one of two categories for school improvement:

- Comprehensive Support and Improvement Identification
 - o John R. Good Elementary
- Targeted Support and Improvement Identification
 - o Britain Elementary School
 - o Brown Elementary School
 - o Johnston Elementary School
 - o Lively Elementary School
 - o Townsell Elementary School
 - o Austin Middle School
 - o Crockett Middle School
 - o Lady Bird Johnson Middle School

Attachment:

- Targeted Improvement Plan – John R. Good Elementary School
- Presentation: Campus Improvement Plans and Targeted Improvement

Plan Overview



IRVING

INDEPENDENT SCHOOL DISTRICT

November 9, 2020

Exhibit III-B

Identification of Schools for Improvement

Overview

To align identification of schools for improvement with the state's accountability system, TEA utilizes the Closing the Gaps (CTG) domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools.

Irving ISD has one campus identified as ***Comprehensive Support and Improvement*** and eight campuses identified as ***Targeted Support and Improvement***.

Identification of Schools for Improvement

Comprehensive Support and Improvement Identification

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group (s) is identified for comprehensive support and improvement the following school year.

November 9,2020

Targeted Support and Improvement Identification

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups.

A student group that misses the targets in at least the same three indicators, for three consecutive years, is “considered underperforming.”

Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for **targeted support** and improvement. Normally, campuses are evaluated annually for identification. This year, every campus kept their accountability rating from 2018-2019.

20

Exhibit III-B

Good Elementary School

Campus Rating: B

Distinction Earned: Comparative Academic Growth

Good Elementary School is a comprehensive support and improvement progress school in the following domain(s):

- Student Achievement: STAAR Performance**

This area is addressed with specific strategies for improvement in the Targeted Improvement Plan (TIP), required by TEA, and the Campus Improvement Plan. Must be approved by the Board of Trustees.

The TIP plan is located in the Board information packet.

The CIP is posted on the campus website.

November 9, 2020



	Bottom 5% CTG Score Cut Point	CTG Score	CTG Grade	Identification
2018	47	43	I*	CS
2019	42	77	C	CS
		*CTG grade "I" in 2018 is equivalent to grade "F".		

To exit comprehensive support and improvement, a campus must not rank in the bottom five percent and improve the Closing the Gaps domain letter grade for two consecutive years.

Good Elementary School

Campus Rating: B

Distinction Earned: Comparative Academic Growth

Good elementary school is a comprehensive support and improvement progress school in the following domain(s):

- **Student Achievement: STAAR Performance**

This area is addressed with specific strategies for improvement in the Targeted Improvement Plan (TIP), required by TEA, and the Campus Improvement Plan. Must be approved by the Board of Trustees.

The TIP plan is located in the Board information packet.

The CIP is posted on the campus website.

November 9, 2020



Comprehensive Support Strategies

Prioritized Focus Area: Data-driven instruction

Strategy: Intervention and enrichment support will be provided for all students through a systematic approach where data will be analyzed collectively by teachers and leadership staff and then utilized to create groupings based on need.

Result / Impact:

- Teacher teams will be able to disaggregate data, analyze, and use gained information for stronger planning.

22

Britain Elementary School

Campus Rating: B

Britain is identified for targeted support and improvement in the following Domain(s):

- **Student Achievement: STAAR Performance**
- **School Progress: Relative Performance (Eco Dis: 83.4%)**

These areas are addressed with specific strategies for improvement in the Campus Improvement Plan, which is required by TEA; and must be approved by the Board of Trustees.

The CIP plan is posted on the campus website



November 9, 2020

Targeted Support Strategies

Goal 1: Increase student academic achievement by 10% in STAAR reading, math, writing, and science.

Strategy: Implement ongoing Data Meetings to review progress towards teacher and student goals. Teachers will also create professional goals using T-TESS rubric. This strategy will target all three Domains.

Result / Impact:

- Ensure student growth for all students and close the gaps among all accountability groups.

Brown Elementary School

Campus Rating: C

Targeted Support Strategies

Brown is identified for targeted support and improvement in the following Domain(s):

- **Student Achievement: STAAR Performance**

This area is addressed with specific strategies for improvement in the Campus Improvement Plan, which is required by TEA; and must be approved by the Board of Trustees.

The CIP plan is posted on the campus website.



November 9,2020

Goal 1: K-5 students will show a 10% increase in meeting expected growth targets as measured through the end of year MAP Math and Reading

Strategy: Interventions will be created based on data from reading MAP and DRA results. Biweekly data talks and disaggregation of results will be used to create small groups to address gaps.

Result / Impact:

- Small group instruction occurs daily resulting in improvement of reading fluency, comprehension, vocabulary acquisition.

24

Exhibit III-B

Johnston Elementary School

Campus Rating: C

Johnston is identified for targeted support and improvement in the following Domain(s):

- **Student Achievement: STAAR Performance**

This area is addressed with specific strategies for improvement in the Campus Improvement Plan, which is required by TEA; and must be approved by the Board of Trustees.

The CIP plan is posted on the campus website.



November 9, 2020

Targeted Support Strategies

Goal 1: Johnston will promote early reading and literacy skills in grades PreK through third grades. This will foster strong reading skills and help close achievement gaps for all students.

- Kindergarten: 41% will score above the 60th percentile on EOY MAP.
- 1st grade: 20% will score above the 60th percentile on EOY MAP
- 2nd grade: 24% will score above the 60th percentile on EOY MAP
- 3rd grade: 39% will score above the 60th percentile on EOY MAP

Strategy: Teachers will demonstrate fidelity of implementation of district created, fully aligned, curriculum for reading and writing instruction.

Result / Impact:

- Lessons provided will provide high levels of engagement for students which will lead to deeper levels of learning.

25

Exhibit III-B

Lively Elementary School

Campus Rating: C

Lively is identified for targeted support and improvement in the following Domain(s):

- **Student Achievement: STAAR Performance**
- **School Progress: Relative Performance (Eco Dis: 76.5%)**

These areas are addressed with specific strategies for improvement in the Campus Improvement Plan, which is required by TEA; and must be approved by the Board of Trustees.

The CIP plan is posted on the campus website.

November 9, 2020



Targeted Support Strategies

Goal 1: Increase reading academic achievement on STAAR 3-5 for all students by 8% or higher in Approaches, Meets and Masters grade level by end of 20-21 school year.

Strategy: Through the PLC process teachers will make data driven decisions to identify essential standards, plan and unpack standards as well as develop assessments to develop students mastery of grade level curriculum.

Result / Impact:

- Students in Grades K-2 will meet MAP End-of-Year-growth goals in Reading.
- Increase in student performance in STAAR, LCA, DCA.
- Build skillset of teachers in PLC process.
- The percentage of students in kinder that score at or above the 60th percentile on End of Year MAP Reading will increase to a minimum of 50% by 2023.
- The percentage of students (1st and 2nd grade) that score at or above the 60th percentile on end of year MAP Reading will increase to a minimum of 30% by June 2024.

Exhibit III-B

Townsell Elementary School

Campus Rating: B

Distinction Earned: Comparative Academic Growth

Townsell is identified for targeted support and improvement in the following Domain(s)::

- **Student Achievement: STAAR Performance**

This area is addressed with specific strategies for improvement in the Targeted Improvement Plan (TIP), required by TEA, and the Campus Improvement Plan. Must be approved by the Board of Trustees.

The CIP is posted on the campus website.

November 9,2020



Targeted Support Strategies

Goal 1: By May of 2021, this year's Reading and Math STAAR assessment data will show an increase of at least 15% at Approaches, 10% at Meets, and 5% at masters level.

Strategy: Teachers will implement guided reading and math groups daily with fidelity using formative assessment data to target areas of opportunity for all students

Result / Impact:

- Students will improve reading, and math scores in assessments.

Austin Middle School

Campus Rating: C

Austin is identified for targeted support and improvement in the following Domain(s):

- **Closing the Gaps**

This area is addressed with specific strategies for improvement in the Campus Improvement Plan, which is required by TEA; and must be approved by the Board of Trustees.

The CIP plan is posted on the campus website.



November 9, 2020

Targeted Support Strategies

Goal 1: In comparison to the 2019 TEA Accountability data, 40% of all AMS students will meet grade level expectations in reading by May 2021.

Strategy: All ELAR teachers will set the foundation by collectively using the close reading strategy, PRIDE. When implementing PRIDE, students will Preview and Predict, Read and Re-Read, Investigate Signposts, Define Key Words, and Explain Text Evidence.

Result / Impact:

- AMS ELAR Teachers will measure usage of the PRIDE strategy by monitoring students' annotation boxes in Achieve 3000.
- Every two weeks, during ELAR Team Meetings, teachers will bring and discuss artifacts of student annotated A3K articles.

Exhibit III-B

Crockett Middle School

Campus Rating: C

Crockett is identified for targeted support and improvement in the following Domain(s):

- **School Progress: Relative Performance (Eco Dis: 79.9%)**

This area is addressed with specific strategies for improvement in the Campus Improvement Plan, which is required by TEA; and must be approved by the Board of Trustees.

The CIP plan is posted on the campus website.



November 9, 2020

Targeted Support Strategies

Goal 1: By Spring 2021, this year's Student Achievement score percentages in Meets grade level and above will increase by 15% in all STAAR content areas.

Strategy: All content teachers/teams will participate in a collaborative process to ensure the analysis of data from campus and district formative assessments and development of action plans.

Result / Impact:

- 100% of core content teachers will you a data analysis protocol to identify students in need of additional support.

Lady Bird Johnson Middle School

Campus Rating: C

Lady Bird Johnson is identified for targeted support and improvement in the following Domain(s):

- **School Progress: Relative Performance (Eco Dis: 73.5%)**
- **Closing the Gaps**

These areas are addressed with specific strategies for improvement in the Campus Improvement Plan, which is required by TEA; and must be approved by the Board of Trustees.

The CIP plan is posted on the campus website.

November 9, 2020



Targeted Support Strategies

Goal 1: Students will show 3% growth or greater over the previous year (2019) in Approaches Grade Level, Meets Grade Level, and Masters Grade Level for all combined STAAR assessments in 2021.

Strategy: Johnson Middle School will provide intervention/remediation opportunities within the school day for all core content areas either through strategic. In-class, differentiated instruction or specifically designed Reading and Math Tier 3 interventions conducted during the school day.

Result / Impact:

- 3% Improvement in STAAR scores.
- 3% Improvement in DCA (1 and 2) scores.
- Meeting or exceeding expected growth on MAP (BOY, MOY, and EOY).

Exhibit III-B

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.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Good E.S.	Dr. Jordan
Campus Number:	Superintendent Name:
000000105	Magda Hernandez
Date:	
Wednesday, November 4, 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	Irving ISD	Campus Name	Good ES	Superintendent	Magda Hernandez	Principal	Alberto Zavala
District Number	057912	Campus Number	000000105	District Coordinator of School Improvement (DCSI)	Dr. Jaretha Jordan	ESC Number	10
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?		ESC Support	Dede Munkres

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.	Jaretha Jordan
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 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.	Jaretha Jordan
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.	Alberto Zavala 11/4/20
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.	<p>Domain 1: For the 2020/2021 school year, our campus will increase our Domain 1 component score from a 48 (scaled score of 69) to a 48 (scaled score of 76) by increasing percent at approaches to 75%, meets to 45%, and masters to 25%. This will support our campus in achieving an overall B rating for 2021.</p> <p>Rationale: Our campus made great gains in our first year of I.R. and have continued improving upon the practices that yielded those results. By our campus focusing on strong instructional leadership for our CLT team members and focusing on strong lesson plans created through a PLC, with a heavy focus on essential standards, targeted campus formative assessments, and consistent data talks, we can achieve these results.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 2B: We will be focusing on Domain 2B. Our goal is to reach a component score of 48 (scaled 84). Rationale: We have an Econ Dis percentage of 86.3%. We need to focus on campus relative performance this year. We know we can prove the possible for our students and ensure that our students can achieve at similar or higher levels compared to other schools with similar demographics.</p> <p>Domain 3: We will increase our Domain 3 from a scaled score of 77 to a scaled score of 80 in 2021. Rationale: Through an overall improvement in meets performance and targeting our hispanic, SPED and ALL subgroups, we will make increases in the following targets: Academics Achievement: 6/14 targets to 9/14 targets; Student Success: 2/9 targets to 5/9 targets.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

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.	4 - Partial 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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
--	---------------------------	---------------------------	---------------------------

Essential Action	5.1	5.3	
Rationale	The school district has moved away from campuses following the district created lesson plans to a more autonomous approach allowing campuses to determine whether teachers can create their own lessons or follow district created material. Now the responsibility for creation and the assessment of the effectiveness of the lessons will now rest solely on the campus.	Intervention and enrichment support will be provided for all students through a systematic approach where data will be analyzed collectively by teachers and leadership staff and then utilized to create groupings based on need.	
How will the campus build capacity in this area? Who will you partner with?	We will provide professional development in the area of lesson planning and design. There will also be PD targeted towards identifying essential standards.	We will provide professional development in the area creating common assessments. There will also be PD targeted towards identifying essential standards.	
Barriers to Address throughout this year	<p>Mindsets identified as barriers include: A shift to autonomy in lesson planning with guidance and direction from the instructional team Acquiring extensive skills and proficiency in the use of data driven instruction Behaviors identified include: Extensive planning and additional study of the new standards More collaboration will be required Preconceived notion that teachers with less than three years of experience lack lesson planning knowledge First year teachers will need to be encouraged to take a more active role in lesson planning Resources identified include: Availability of too many resources Difficulty in identifying key resources available when planning lessons</p>	A deeper understanding of how to utilize MAP data along with other formative assessments to guide instruction within a remote learning environment. A deeper understanding of how to identify and spiral campus essential standards throughout the lesson planning process.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Faculty meetings; guiding coalition meetings; GILT meetings; Campus Improvement Committee; SWOT; Buy in will be achieved by allowing them to create the planning tool of their choice or use a campus template. They will be allowed to respond to all administrative feedback regarding their lesson planning.	Faculty meetings; guiding coalition meetings; GILT meetings; Campus Improvement Committee; SWOT; Buy-in will be achieved by allowing them to create the assessment tools that will be analyzed during SWOT; they will be allowed to provide feedback within all meetings.	
Desired Annual Outcome	By May 2021, 100% of teachers will participate in structured weekly PLC's that allow grade level teams to review district created material/exemplars and decide the direction of the lesson planning. Through this process teams will be able to engage in dialogue that leads to deeper understanding of the taught curriculum and it's effectiveness as measured through formative assessments. Weekly PLC's will follow the 4 essential questions of the PLC model. Based on grade level PLC capacity, each grade level will be working at different points within those questions	By May 2021, 100% of teachers will engage in structured DDI meetings that occur twice per month, and in weekly PLC's that foster collaboration among teachers, so that teams are utilizing a backwards design model for instruction and that feedback can be provided along the way. DDI meetings will be structured around campus formative assessments. Analyzing performance within district common assessments, MAP, or common formative assessments.	
District Commitment Theory of Action	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If...then,

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.

Please enter a Summative Goal as well.

- 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.

Please enter a Summative Goal as well.

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 enter a Summative Goal as well.

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.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							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		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	62		District Common Assessment #1	70		District Common Assessment #2		District Common Assessment #3		75		
		All	All	Reading	Meets	STAAR	30		District Common Assessment #1	35		District Common Assessment #2		District Common Assessment #3		35		
		All	All	Reading	Masters	STAAR	15		District Common Assessment #1	20		District Common Assessment #2		District Common Assessment #3		20		
		All	All	Mathematics	Approaches	STAAR	76		District Common Assessment #1	80		District Common Assessment #2		District Common Assessment #3		85		
		All	All	Mathematics	Meets	STAAR	47		District Common Assessment #1	50		District Common Assessment #2		District Common Assessment #3		55		
		All	All	Mathematics	Masters	STAAR	23		District Common Assessment #1	30		District Common Assessment #2		District Common Assessment #3		30		
		All	All	Science	Approaches	STAAR	75		District Common Assessment #1	80		District Common Assessment #2		District Common Assessment #3		85		
		All	All	Science	Meets	STAAR	38		District Common Assessment #1	40		District Common Assessment #2		District Common Assessment #3		45		
		All	All	Science	Masters	STAAR	9		District Common Assessment #1	15		District Common Assessment #2		District Common Assessment #3		20		
		All	All	Social Studies	Approaches	STAAR						Will develop Cycle 2 & 3 goals after prior DCA is administered						
		All	All	Social Studies	Meets	STAAR												
		All	All	Social Studies	Masters	STAAR												
		2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	All _Academic Achievement	Reading	Meets	STAAR	30		District Common Assessment #1	45		District Common Assessment #2		District Common Assessment #3		45
All	Hispanic _Academic Achievement			Reading	Meets	STAAR	29		District Common Assessment #1	38		District Common Assessment #2		District Common Assessment #3		38		
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	English Learners (EL) _ Student Achievement	Reading	Meets	STAAR	28		District Common Assessment #1	30		District Common Assessment #2		District Common Assessment #3		30		
		All	SPED _Student Success	Math	Meets	STAAR	17		District Common Assessment #1	25		District Common Assessment #2		District Common Assessment #3		25		
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (EL)	TELPAS	All	TELPAS	47		MAP BOY Assessment	Grade level RIT		MAP MOY	Grade level RIT		50			

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	By May 2021, 100% of teachers will participate in structured weekly PLC's that allow grade level teams to review district created material/exemplars and decide the direction of the lesson planning. Through this process teams will be able to engage in dialogue that leads to deeper understanding of the taught curriculum and it's effectiveness as measured through formative assessments. Weekly PLC's will follow the 4 essential questions of the PLC model. Based on grade level PLC capacity, each grade level will be working at different points within those questions.	By May 2021, 100% of teachers will engage in structured DDI meetings that occur twice per month, and in weekly PLC's that foster collaboration among teachers, so that teams are utilizing a backwards design model for instruction and that feedback can be provided along the way. DDI meetings will be structured around campus formative assessments. Analyzing performance within district common assessments, MAP, or common formative assessments.	
Desired 90-day Outcome	By December 2020, 100% Teams will be engaged in weekly team planning sessions guided by the 4 essential questions of the PLC. Teams will be proficient in working through question 1. What do we expect our students to learn? (Goals/Expectations). This will be measured through the quality of lesson plans which will include all the components of the district expectation.	By December 2020, Teacher teams will be engaged in campus DDI (SWOT) disaggregating data, analyzing strengths or weaknesses by standards, and use gained information for stronger planning to be reflected in lesson plans.	
Barriers to Address During this Cycle	Mindsets identified as barriers include: A shift to autonomy in lesson planning with guidance and direction from the instructional team Acquiring extensive skills and proficiency in the use of data driven instruction Behaviors identified include: More collaboration will be required Preconceived notion that teachers with less than three years of experience lack lesson planning knowledge First year teachers will need to be encouraged to take a more active role in lesson planning Resources identified include: Availability of too many resources Difficulty in identifying key resources available when planning lessons	A deeper understanding of how to utilize MAP data along with other formative assessments to guide instruction within a remote learning environment.	
District Actions for this Cycle	Principal supervisor attends campus PLC's and provides feedback to campus instructional leadership team (ILT). PS will also conduct campus calibration walks with the instructional leadership team. During the calibration walks, the principal supervisor will model coaching strategies and exemplar action steps to ensure feedback is targeted and measurable.	Principal supervisor attends campus SWOT (DDI) PLC's, and provides feedback and coaching. PS will also ensure all district level assessments are graded and returned to the campus (via Edugence) within two days.	
District Commitment Theory of Action	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	if...then,

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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Establish Guiding Coalition meeting dates and meet with campus guiding coalition for a 2020-2021 planning meeting	1&2	8/17/20-5/30/21	Agenda; Mission and Vision pre-work; campus calendar;	Alberto Zavala	Calendar creation with agendas	9/25/2020	Significant Progress	Continue with all scheduled Guiding Coalition meetings. Provide Leads with any pertinent action items through calendar invites.
Create DDI (SWOT) calendar aligned to MAP, DCAs and state assessments	1&2	August 6th	District assessment calendar; campus calendar	Alberto Zavala	Calendar creation and alignment to assessments	9/25/2020	Significant Progress	Utilize district assessment calendar to guide campus common formative assessment dates.
Create teacher data tracking tool	1&2	August 5th	Excel Spreadsheet	Haylee Pryor	Tracking document	9/8/2020	Significant Progress	Update teacher trackers to include new assessment data (MAP, DRAs, Achieve 3000)
Provide professional development for SWOT protocols and expectations	1&2	September 8th	Gsuite PowerPoint; agenda	Alberto Zavala	SWOT Agenda and notes	9/15/2020	Significant Progress	SWOT calendar has been shared with Guiding Coalition. Data sets (Essential Standards) will be added to SWOT dates so teams are aware of what will be analyzed ahead of time.
Provide professional development for instructional leaders and teachers on the Get Better Faster scope and sequence	1&2	September 22nd	Get Better Faster Waterfall	Flores; Zavala; Robles	SWOT Agenda and notes/Teacher self-reflections based on Waterfall	11/6/2020	Some Progress	Materials have been ordered. All teachers have been given a copy of Get Better Faster.
Embed components of Get Better Faster into SWOT PLCs	1&2	Routinely during all SWOT Meetings	Get Better Faster Waterfall	Flores; Zavala; Robles	Teacher self-reflection responses on SWOT poster; SWOT minutes;	11/2/2020	Some Progress	Teachers will use Get Better Faster to identify areas of growth and for continued professional development.
Create instructional leadership team weekly meeting calendar	1&2	Recurring weekly starting August 14th	Campus Master Calendar	Flores	GILT agenda & minutes	11/6/2020	Significant Progress	Adjustments have been made to the agenda. Campus secretary and parent liaison have been added to the beginning of the meeting to cover campus calendar items and budget. Counselor have been provided time within leadership meeting to discuss student needs. Instructional leadership team has time to discuss student/teacher instructional needs.
Teachers submit Lesson Plans on Friday's and are expected to create guided reading and small group math plans	1&2	Recurring weekly starting August 14th	Google Doc Lesson Plan Folders	Haylee Pryor; Cindy Santoscoy; Sylvia Hubor; Claudia Robles	Lesson Plan submissions	8/14/2020- 5/30-21	Some Progress	Guided Reading groups and small math groups will be fluid as teachers continue to focus on individual needs and move students to higher levels.
Create campus walkthrough schedule to include all instructional leaders	1&2	September 8th	Campus Master Calendar	Robles	Walkthrough calendar	9/15/2020	Significant Progress	Admin Team will continue to have a two week rotation with regard to the walkthrough schedule. This will be very helpful to implementing short term goals that allow teachers the opportunity to implement quickly.

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.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>The campus has made significant progress towards our desired outcomes with our action steps. We are currently in the process of breaking down DCA 1 to the essential standards the campus has selected.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Overall DCA 1 results are very low. However, we are currently working through the essential standard process as a PLC and are breaking down the DCA 1 results by those essential standards.</p>	
<p>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?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Continue all PLC's; DDI; Walkthroughs;</p>	<p>For DCA 2, we spiral in essential standards from the DCA 1. Remove any non-identified essential standards from DCA 2 that the campus is not focused on, so that the data analyzed is reflective of what the teachers are prioritizing.</p>

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 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	By May 2021, 100% of teachers will participate in structured weekly PLC's that allow grade level teams to review district created material/exemplars and decide the direction of the lesson planning. Through this process teams will be able to engage in dialogue that leads to deeper understanding of the taught curriculum and it's effectiveness as measured through formative	By May 2021, 100% of teachers will engage in structured DDI meetings that occur twice per month, and in weekly PLC's that foster collaboration among teachers, so that teams are utilizing a backwards design model for instruction and that feedback can be provided along the way. DDI meetings will be structured around campus formative assessments. Analyzing performance within	
Desired 90-day Outcome	By December 2020, 100% Teams will be engaged in weekly team planning sessions guided by the 4 essential questions of the PLC. Teams will be proficient in working through question 2.How will we know they are learning? (Assessment). This will be measured through the quality of common formative assessments that are created by the teacher teams to reflect essential standards.	By February 2021, Teacher teams will be engaged in campus DDI (SWOT) disaggregating data, analyzing strengths or weaknesses by standards, and use gained information for stronger planning to be reflected in lesson plans.	
Barriers to Address During this Cycle	Analyzing district assessments within a hybrid environment. Are test results valid for a remote tester? Is testing students over the	Scheduling spiraling of areas of concern into daily/weekly lesson plans.	
District Actions for this Cycle	Provide curriculum support, conduct walkthroughs and provide campus feedback that identifies campus trends and needs. The Principal Supervisor will attend PLC meetings, meet with the JRG Leadership Team to discuss data and goal set.	Provide district level data reports, C&I and School Leadership Team will analyze data to identify areas of support, provide PLC professional development to Guiding Coalition, The Principal Supervisor will attend data meetings and provide feedback to the JRG Leadership Team..	
District Commitment Theory of Action	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the	if....then,

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 <small>(May be requested by Specialist)</small>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Collect feedback from Guiding Coalition(CLT) with regards to weekly PLC's	1&2	CLT Meeting	Agenda; Mission and Vision pre-work; campus calendar;	Zavala	Established dates for grade level weekly planning dates	2/12/2021		
Conduct student academic review talks with teachers- TAR Talks	1&2	October; February; May	TAR Talks agenda; Student data trackers	Zavala/Robles/Flores	Student data trackers; TAR Talks agenda	2/12/2021		
Analyze DCA 1 & 2 and MAP during SWOT and check for data tracker update	1&2	October	Excel Spreadsheet	Zavala/Robles/Flores/Pryor	Existence of the tracker	1/8/2021		
Monitor Teacher proficiency of data analysis during SWOT Meetings	1&2	SWOT Calendar	Gsuite PowerPoint; agenda; SWOT Data checklist	Zavala	Agenda; SWOT Posters	2/12/2021		
Share walkthrough observations and feedback during weekly GILT meetings	1&2	Recurring weekly starting August 16th	Campus Master Calendar	Zavala/Robles/Flores	Walkthrough Schedule; GILT meeting agenda	2/12/2021		
Embed components of <i>Get Better Faster</i> into SWOT PLCs	1&2	Routinely during all SWOT Meetings	Get Better Faster Waterfall	Zavala/Robles/Flores/Pryor	Waterfall; Agenda; Evidence in "Weakness" area of SWOT Poster	1/8/2021		
Continue PLC professional development for new team leads	1&2	Dates TBD	Solution Tree Presenting	Pryor/Huber	Traing artifacts; Team lead adjustments to their PLC's; Agendas; team goals;	1/8/2021		
Teachers submit Lesson Plans on Friday's and are expected to create guided reading and small group math plans and have available	1&2	Recurring weekly starting August 16th	Google Doc Lesson Plan Folders	Haylee Pryor; Cindy Santoscoy; Sylvia Hubor; Claudia Robles	Submitted Lesson Plans	2/12/2021		

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?		
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 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	0
Desired Annual Outcome	By May 2021, 100% of teachers will participate in structured weekly PLC's that allow grade level teams to review district created material/exemplars and decide the direction of the lesson planning. Through this process teams will be able to engage in dialogue that leads to deeper understanding of the taught curriculum and it's effectiveness as measured through formative	By May 2021, 100% of teachers will engage in structured DDI meetings that occur twice per month, and in weekly PLC's that foster collaboration among teachers, so that teams are utilizing a backwards design model for instruction and that feedback can be provided along the way. DDI meetings will be structured around campus formative assessments. Analyzing performance within	0
Desired 90-day Outcome	By December 2020, 100% Teams will be engaged in weekly team planning sessions guided by the 4 essential questions of the PLC. Teams will be proficient in working through question . 3.How will we respond when they don't learn? – (Intervention). This will be reflected in the lesson plans as guided or small group instruction.	By May 2021, Teacher teams will be engaged in campus DDI (SWOT) disaggregating data, analyzing strengths or weaknesses by standards, and use gained information for stronger planning to be reflected in lesson plans.	
Barriers to Address During this Cycle	Understanding Depth of Knowledge criteria	Creating a process for prioritizing standards	
District Actions for this Cycle	The district will provide an intervention framework and curriculum support. Principal supervisor wil conduct walkthroughs during intervention blocks with ILT team, conduct data meetings with the Leadership Team and review th	The district will provide STAAR interim assessment data reports. The Principal Supervisor will conduct data meetings with the Leadership Team and model coaching supports and strategies for teachers in need of support.	
District Commitment Theory of Action	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from	The principal supervisor will provide regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the	If....then,

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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Collect feedback from Guiding Coalition(CLT) with regards to weekly PLC's	1&2	CLT Meeting	Agenda; Mission and Vision pre-work; campus calendar;	Zavala	Established dates for grade level weekly planning dates	5/21/2021		
Conduct student academic review talks with teache	1&2	October; February; May	TAR Talks agenda; Student data trackers	Zavala, Flores, Robles	Student data trackers; TAR Talks agenda	4/1/2021		
Analyze STAAR Interim Assessment data during SWOT and check for data tracker update	1&2	March	Edugence	Haylee Pryor	Existence of the tracker	3/2/2021		

Monitor Teacher proficiency of data analysis during SWOT Meetings	1&2	SWOT Calendar	Gsuite PowerPoint; agenda; SWOT Data checklist	Zavala	Agenda; SWOT Posters	5/21/2021		
Embed components of <i>Get Better Faster</i> into SWOT PLCs	1&2	Routinely during all SWOT Meetings	Get Better Faster Waterfall	Zavala, Flores, Robles	Waterfall; Agenda; Evidence in "Weakness" area of SWOT Poster	5/21/2021		
Teachers submit Lesson Plans on Friday's and will be expected to create guided reading and small group math plans and have available	1&2	Recurring weekly starting August 16th	Google Doc Lesson Plan Folders	Haylee Pryor; Cindy Santoscoy; Sylvia Hubor; Claudia Robles	Submitted Lesson Plans	5/21/2021		
Share walkthrough observations and feedback during weekly GILT meetings	1&2	August 16th	Campus Master Calendar	Zavala, Flores, Robles	Walkthrough Schedule; GILT meeting agenda	5/21/2021		

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?		
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

END OF YEAR REFLECTION

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

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

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

