

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:
Bear Creek Elementary	Jennifer Munoz, Coordinator of Accountability and School Improvement
Campus Number:	Superintendent Name:
101914106	Dr. Ken Gregorski

Date:
Monday, August 31, 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	Katy ISD	Campus Name	Bear Creek Elementary	Superintendent	Dr. Ken Gregorski	Principal	Stephanie McElroy
District Number	101914	Campus Number	101914106	District Coordinator of School Improvement (DCSI)	Jennifer Munoz	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Charlotte Nicklebur

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.	Jennifer Munoz
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Vonda Washington
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.	Stephanie McElroy

Board Approval Date

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://texasessf.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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	
Essential Action	5.1	5.3	
Rationale	Consistent planning and implementation will ensure that all students receive effective Tier I instruction. Monitoring the implementation by the Leadership team will create consistency and a common focus.	BCE staff has spent a large amount of time analyzing data. The focus will now shift towards using the data to differentiate instruction during small groups and interventions.	
How will the campus build capacity in this area? Who will you partner with?	We will develop an ESF aligned planning document which is also tied to TTESS. Expectations will be presented to staff during professional development that what is planned is expected to be implemented in the classroom. We will work with our campus assigned district support team to ensure this process is aligned correctly.	We will be expanding our PLC to incorporate using data to plan small group interventions using a strong Tier II and III model. Academic Support Teachers will be involved in planning interventions with the teams during these PLCs. We have also added the differentiation piece to our weekly lesson plans to ensure we can monitor implementation in delivery.	
Barriers to Address throughout this year	In the past, BCE has started strong with initiatives, but as the year goes on, focus wanes. Our biggest barrier is consistent monitoring for implementation in the classroom and ensuring that all teams are implementing the process with fidelity.	In the past, BCE has started strong with initiatives, but as the year goes on, focus wanes. Our biggest barrier is consistent monitoring for implementation in the classroom and ensuring that all teams are implementing the process with fidelity.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Initial plans were presented in August PD and provided work sessions with our instructional coaches to model and plan. We will revisit this process weekly in planning. Classroom walkthroughs will ensure the planning is being implemented. For those not implementing, additional coaching will be provided by our Instructional Coaches. An administrator will be in all PLCs to ensure fidelity and create a sense of urgency.	Initials plans were presented in August PD and provided work sessions with our instructional coaches to model and plan. We will revisit this process weekly in planning. Classroom walkthroughs will ensure the data analysis process is being implemented. For those not implementing, additional coaching will be provided by our Instructional Coaches. An administrator will be in all PLCs to ensure fidelity and create a sense of urgency.	

Desired Annual Outcome	By focusing on targeted Tier 1 instruction, we expect to see significant gains on DLA's and campus based tests, resulting in at least a 10% gain in all instructional areas on STAAR.	By creating a targeted and intentional Tier II and III intervention plan, we expect to raise our sub population scores for LEP, Economically Disadvantaged, and SPED by 10 percentage points..	
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STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please select the Assessment Type (Ex: DLA, CBA). Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle, preferably based on previous baseline data. Once data is available, please update the Actual Result column.

- For Domain 3, enter the two targets (student groups) for school improvement. These will mirror the focus for HB3 in your CIP. 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: Approaches, Meets, Masters.
For each cycle, please select the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle, preferably based on previous baseline data.
Once data is available, please update the Actual Result column.

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

Key:		Cycle 0	Cycle 1	Cycle 2	Cycle 3
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Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal		
							2019 STAAR Results	2018-2019 CBA	Cycle 1 (Sept-Nov)			2018-2019 DLA 1	Cycle 2 (Dec-Feb)			2018-2019 DLA 2	Cycle 3 (March-May)			
									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	3	All	Mathematics	Approaches	STAAR	72%	42%	CBA	52%		42%	CBA & DLA	62%		38%	DLA 2	67%	82%	
		3	All	Mathematics	Meets	STAAR	24%	14%	CBA	20%		14%	CBA & DLA	30%		12%	DLA 2	35%	34%	
		3	All	Mathematics	Masters	STAAR	9%	4%	CBA	10%		4%	CBA & DLA	15%		4%	DLA 2	20%	19%	
		3	All	Reading	Approaches	STAAR	78%	60%	CBA	65%		61%	CBA & DLA	70%		72%	DLA 2	75%	88%	
		3	All	Reading	Meets	STAAR	28%	19%	CBA	25%		19%	CBA & DLA	30%		36%	DLA 2	35%	38%	
		3	All	Reading	Masters	STAAR	16%	7%	CBA	12%		7%	CBA & DLA	15%		16%	DLA 2	20%	26%	
		4	All	Mathematics	Approaches	STAAR	59%	41%	CBA	51%		41%	CBA & DLA	61%		57%	DLA 2	66%	69%	
		4	All	Mathematics	Meets	STAAR	25%	8%	CBA	20%		9%	CBA & DLA	25%		23%	DLA 2	30%	35%	
		4	All	Mathematics	Masters	STAAR	15%	3%	CBA	10%		4%	CBA & DLA	12%		14%	DLA 2	17%	25%	
		4	All	Reading	Approaches	STAAR	68%	66%	CBA	70%		67%	CBA & DLA	75%		69%	DLA 2	80%	78%	
		4	All	Reading	Meets	STAAR	35%	30%	CBA	35%		30%	CBA & DLA	45%		36%	DLA 2	50%	45%	
		4	All	Reading	Masters	STAAR	17%	7%	CBA	12%		8%	CBA & DLA	17%		19%	DLA 2	22%	27%	
		4	All	Writing	Approaches	STAAR	52%	44%	CBA	50%		44%	CBA & DLA	55%		56%	DLA 2	60%	62%	
		4	All	Writing	Meets	STAAR	18%	19%	CBA	23%		19%	CBA & DLA	28%		20%	DLA 2	33%	28%	
		4	All	Writing	Masters	STAAR	5%	2%	CBA	10%		2%	CBA & DLA	12%		7%	DLA 2	17%	15%	
		5	All	Mathematics	Approaches	STAAR	86%	57%	CBA	62%		57%	CBA & DLA	68%		66%	DLA 2	73%	90%	
		5	All	Mathematics	Meets	STAAR	37%	19%	CBA	25%		19%	CBA & DLA	30%		24%	DLA 2	35%	40%	
		5	All	Mathematics	Masters	STAAR	21%	7%	CBA	12%		7%	CBA & DLA	18%		13%	DLA 2	23%	25%	
		5	All	Reading	Approaches	STAAR	85%	46%	CBA	55%		69%	CBA & DLA	60%		61%	DLA 2	65%	90%	
		5	All	Reading	Meets	STAAR	49%	15%	CBA	20%		28%	CBA & DLA	25%		54%	DLA 2	30%	50%	
5	All	Reading	Masters	STAAR	17%	9%	CBA	13%		11%	CBA & DLA	18%		12%	DLA 2	23%	20%			
5	All	Science	Approaches	STAAR	69%	58%	CBA	65%		58%	CBA & DLA	70%		53%	DLA 2	75%	79%			
5	All	Science	Meets	STAAR	39%	26%	CBA	30%		26%	CBA & DLA	35%		22%	DLA 2	40%	49%			

		5	All	Science	Masters	STAAR	13%	13%	CBA	18%		14%	CBA & DLA	23%	4%	DLA 2	28%		23%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Mathematics	Meets	STAAR	26%	9%	CBA	20%		10%	CBA & DLA	25%	15%	DLA 2	30%		36%
		All	Hispanic	Reading	Meets	STAAR	36%	22%	CBA	30%		44%	CBA & DLA	35%	14%	DLA 2	40%		46%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	White	Mathematics	Meets	STAAR	42%	64%	CBA	70%		26%	CBA & DLA	75%	42%	DLA 2	80%		32%
		All	White	Reading	Meets	STAAR	49%	31%	CBA	41%		52%	CBA & DLA	46%	21%	DLA 2	51%		59%

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 Supports Needed for this Cycle: List what supports campuses need from the assigned ESC Core Team to assist in achieving the desired outcomes during this 90 day cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	
Essential Action	5.1	5.3	
Desired Annual Outcome	By focusing on targeted Tier 1 instruction, we expect to see significant gains on DLA's and campus based tests, resulting in at least a 10% gain in all instructional areas on STAAR.	By creating a targeted and intentional Tier II and III intervention plan, we expect to raise our sub population scores for LEP, Economically Disadvantaged, and SPED by 10 percentage points.	
Desired 90-day Outcome	Walkthroughs will show that rigorous, aligned instructional planning has translated into effective tier 1 instruction in 70% of classroom.	Small groups and intervention will be implemented in 70% of classroom that both enrich and reteach content based on assessment data.	
Barriers to Address During this Cycle	1. Writing assessments written with the appropriate depth of knowledge to the rigor of the TEKS that clearly set expectations for mastery. 2. Ensuring teachers deliver rigorous instruction as planned in PLC.	Teachers administering and analyzing assessments in a timely manner and then informing their practice through targeted reviews of content not yet mastered.	

District Supports Needed for this Cycle	Assistance/coaching on developing a rubric for lesson planning template. District C & I team attend planning, collaborate on walkthroughs, and provide coaching and feedback to admin and instructional coaches.	District C & I team attend planning, collaborate on walkthroughs, and provide coaching and feedback to teams on building small groups which differentiate instruction.	
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ACTION PLAN

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
Develop Lesson Plan Template based on ESF standards that includes CBAs and plans for differentiation.	5.1	7-Aug-20	ESF framework, feedback from coordinator of school improvement	Instructional Coaches	Copy of finalized lesson planning template	10-Aug-20		
Train staff on lesson planning and use of lesson plan template.	5.1	19-Aug-20	ESF framework, feedback from coordinator of school improvement	Instructional Coaches	Copy of finalized lesson planning template	10-Aug-20		
Develop rubric based on lesson plan template to evaluate plans for effectiveness and provide ongoing feedback.	5.1	18-Sep-20	ESF framework, feedback from coordinator of school improvement	Admin, Instructional Coaches	Copy of Rubric	18-Sep-20		
Use data gathered from rubric and walkthrough form to determine implementation effectiveness.	5.1	Sept 21- May, 2021	ESF framework, create feedback logs, feedback from coordinator of school improvement	Admin, Instructional Coaches	Data collected from rubric and feedback logs.	31-May-21		
Data will be communicated in team PLC's and individually to teachers on a monthly basis. Individual coaching will be provided weekly for struggling teachers.	5.1	Sept 21- May, 2021	Data from lesson planning evaluation.	Admin, Instructional Coaches	Data collected from rubric and feedback logs.	1-Jun-21		

Develop a walkthrough form which will monitor implementation of and provide informal feedback on the delivery of lesson plans in the classroom.	5.3	Sept. 10, 2020	Google Forms, ESF framework, lesson planning template	Admin, Instructional Coaches	Copy of Walkthrough Form	Sept. 10, 2020		
Train staff on the use and purpose of the walkthrough form prior to implementation.	5.3	18-Sep-20	Completed walkthrough form and clear expectations	Admin, Instructional Coaches	Training Log, sign in	18-Sep-20		
Create a walkthrough schedule to ensure frequent monitoring of classroom instruction and implementation of lesson plans.	5.1 & 5.3	19-Sep-20	Completed walkthrough form	Admin, Instructional Coaches	Copy of walkthrough schedule	19-Sep-20		
Data will be collected through the use of the form and feedback provided individually through email, and as a team through monthly PLCs.	5.3	October 22-May 2021	Schedule monthly data reporting meetings	Admin, Instructional Coaches	Copy of ongoing data	31-May-21		

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>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</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>

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 Supports Needed for this Cycle: List what supports campuses need from the assigned ESC Core Team to assist in achieving the desired outcomes during this 90 day cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	
Essential Action	5.1	5.3	
Desired Annual Outcome	By focusing on targeted Tier 1 instruction, we expect to see significant gains on DLA's and campus based tests, resulting in at least a 10% gain in all instructional areas on STAAR.	By creating a targeted and intentional Tier II and III intervention plan, we expect to raise our sub population scores for LEP, Economically Disadvantaged, and SPED by 10 percentage points..	
Desired 90-day Outcome	Walkthroughs will show that rigorous, aligned instructional planning has translated into effective tier 1 instruction in 80% of classrooms.	Small groups and intervention will be implemented in 80% of classrooms that both enrich and reteach content based on assessment data.	

Barriers to Address During this Cycle	1. Writing assessments written with the appropriate depth of knowledge to the rigor of the TEKS that clearly set expectations for mastery. 2. Ensuring teachers deliver rigorous instruction as planned in PLC.	Ensuring that enough quality campus based assessment and district assessment data is available to be able to determine areas of strengths and concerns.	
District Supports Needed for this Cycle	District Elementary Curriculum and Instruction department to provide ongoing coaching support and guidance based on campus data and instructional walkthrough feedback data.	Targeted PD on using data to build small groups and implement instruction.	

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.

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
Identify areas of need based on data from lesson plan rubric	5.1 & 5.3	Start 10/13	Rubric	Principal	Percentages of implementation	11/13/2020		
Communication of progress and focus area for teachers	5.1 & 5.3	1-Nov	Data	IC's	Faculty Meeting Agenda	11/5/2020		
Develop PD to address areas of need.	5.1 & 5.3	11/1/2020	Data/Targeted Training	IC's	Faculty Meeting Agenda & Training Tools	11/5/2020		
Develop support plans for identified teachers	5.1 & 5.3	11/30/2020	Targeted training and coaching schedule	IC's	Data showing student growth	12/14/2020		

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.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</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>

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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


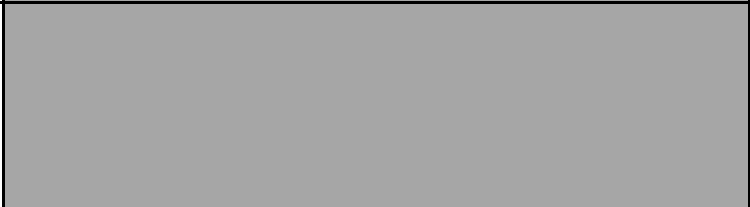
For each Prioritized Focus Area, please complete the following sections:

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 Supports Needed for this Cycle: List what supports campuses need from the assigned ESC Core Team to assist in achieving the desired outcomes during this 90 day cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	
Essential Action	5.1	5.3	
Desired Annual Outcome	By focusing on targeted Tier 1 instruction, we expect to see significant gains on DLA's and campus based tests, resulting in at least a 10% gain in all instructional areas on STAAR.	By creating a targeted and intentional Tier II and III intervention plan, we expect to raise our sub population scores for LEP, Economically Disadvantaged, and SPED by 10 percentage points..	
Desired 90-day Outcome	Walkthroughs will show that rigorous, aligned instructional planning has translated into effective tier 1 instruction in 90% of classrooms.	Small groups and intervention will be implemented in 90% of classroom that both enrich and reteach content based on assessment data.	

<p>Barriers to Address During this Cycle</p>	<p>Teachers not staying true to the lesson plan template due to focusing on test prep.</p>	<p>Teachers wanting to go back to their old comfort level of small groups and not utilizing the data for targeted small group instruction.</p>	
<p>District Supports Needed for this Cycle</p>	<p>Support from Elementary Curriculum and Instruction on how to plan and implement targeted instruction on the campus identified priority TEKS.</p>	<p>Support from Elementary Curriculum and Instruction on resources and tips to design and implement targeted small group to end the school year.</p>	

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.

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
Plan for intense intervention by TEK	5.1 & 5.3	21-Jan	Rockin Review/ High Impact TEKS	IC's & ASTs	Growth Data			
Communication of progress and focus area for teachers	5.1 & 5.3	21-Mar	Data	IC's	Faculty Meeting Agenda			
Develop PD to address areas of need.	5.1 & 5.3	21-Mar	Data/Targeted Training	IC's	Faculty Meeting Agenda & Training Tools			

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	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://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 Supports Needed for this Cycle: List what supports campuses need from the assigned ESC Core Team to assist in achieving the desired outcomes during this 90 day cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	
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 Supports Needed for this Cycle			

ACTION PLAN

