

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](#)

George Washington Carver Elementary	District Coordinator of School Improvement (DCSI) Name, Role:
George Washington Carver Elementary	Wes Vanicek, Chief Strategist for Assessment and Feedback
Campus Number:	Superintendent:

246904102

Dr. Fred Brent

Date:

Monday, September 28, 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	Georgetown ISD	Campus Name	Carver Elementary	Superintendent	Dr. Fred Brent	Principal	Nancy Bottlinger
District Number	246904	Campus Number	246904102	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Kendra Monk

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Wes Vanicek 9/28/2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Lindsay Harris 9/28/2020
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.	Nancy Bottlinger 9/28/2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsrv1.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: Increase in Domain 1 score from 65 to 76. This increase is the result of a 15% gain in Approaches from 67 to 82, 10% gain in Meets from 33 to 43, and 5% gain in Masters from 14 to 19. Rationale: By aligning the curriculum and assessments to the standards, student performance will increase and the campus will meet the Domain 1 goal.</p> <p>Domain 2A: Increase the percentage of students meeting or exceeding growth by 10% , resulting in a 75 Domain A score. Rationale: A focus on data-driven instruction and intervention will positively impact student growth, resulting in an increase in the Domain 2A score.</p> <p>Domain 3: 78 Increase performance in each student group so that the percentage of targets met increases, resulting in a Domain 3 score of 78. Rationale: A focus on a shared vision/mission with high expectations for all students will result in an increase in performance in all student groups.</p>
	What changes in student group and subject performance are included in these goals?	Our student performance in all student groups are well below where they need to be across the board in all content areas and domains. On average, we want to see a 15 percentage point increase in each STAAR tested subject area and grade level. If we have a 10% gain, our outcome would be a 79C.
	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.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	2 - Planning for 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	4.1	5.3	3.1
Rationale	Carver Design Team coached vertical teams with creating four to five "I can" statements for each content area to address gaps in learning from one grade level to the next. These were not finalized until the end of the 2018-2019 school year.	In the past, grade level PLCs have met either weekly or bimonthly. Data analysis was not a priority during these meetings which resulted in the lack of students receiving effective reteach.	Previous to this year, teachers were in the beginning stages of implementing the Learner Profile in their lesson plans with the goal of pushing the copies out in an intentional manner to students. This year we need to move students forward in ensuring a deeper level of learning meaningful character traits through understanding the Learner Profile and setting achievable goals for themselves in a safe environment.
How will the campus build capacity in this area? Who will you partner with?	Grade-level teams and vertical teams will meet in PLCs and during Professional Learning to review, compare, and apply "I Can" statements using curriculum documents. Carver will partner with District Coordinators, Design Coach, Interventionists, and Design Team.	With the new role of a design coach on campus, PLCs are becoming more intentional with a focused agenda. Carver's design coach is using the design process with each team to model the appropriate PLC model. With the assistance of interventionists and district coordinators, grade level teams will be supported in all content areas.	The Learner Profile will be made highly visible throughout the hallways and on bulletin board displays. The weekly newsletter will highlight the Learner Profile attributes as well as provide questions to spark conversations around each trait.

<p>Barriers to Address throughout this year</p>	<p>1. Due to grade-level changes among classroom teachers, teachers will need to become aware of their new grade level "I Can" statements. We also have several new to Carver teachers who will need to know how to access these "I Can" statements and the meaning behind these statements 2. "I Can" statements are not visible in classrooms and throughout the school. 3. Due to COVID-19, district curriculum documents have been revised two times since March 2020. Due to these revisions, "I Can" statements need to be revised as well to follow the new curriculum documents and student learning expectations.</p>	<p>1. Teachers do not have a clear understanding of the PLC and how it directly relates to student achievement. 2. Teacher's understanding of how to locate, disaggregate, and use student data to effectively guide instruction is minimal.</p>	<p>Teachers resistance to adequate understanding of the Learner Profile and implementation of immersion with questioning techniques. Remote learners might not receive the same amount of exposure and discussions around the Learner Profile.</p>
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Modeling the importance and demonstrating the "why" behind the "I Can" statements will build a greater understanding and in result, create buy-in amongst the teachers and staff.</p>	<p>Processes and procedures will be discussed during PLCs and Professional Learning opportunities for staff to practice and see examples of how these are implemented. Teachers will hear and see examples of how these processes have provided focused, relevant, and meaningful learning for students.</p>	<p>The Carver Design Team will provide professional learning sessions to explain and get feedback from all stakeholders. Participation will be needed from students, parents, and staff at Carver.</p>
<p>Desired Annual Outcome</p>	<p>Carver students will master their grade level "I Can" statements in all content areas. This ensures student readiness and success for the following school year.</p>	<p>The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.</p>	<p>The desired outcome is for students to connect their learning to the Learner Profile which will create deeper learning in developing a culture that is ready to meet whatever challenges come before them on many different levels.</p>
<p>District Commitment Theory of Action</p>	<p>If the district provides the campus with standards-aligned guaranteed and viable curriculum and scope and sequence, the district provides and assessment platform that captures assessment data by item and student level, and the district provides professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.</p>	<p>If the district provides campuses with best practices for engaging with families, data collection systems to track pertinent school culture data and ensures campuses are well maintained, safe and conducive to learning, then the campus will implement systems and structures that support and maintain a positive school culture complete with involved families and community, well cared for staff and students and an environment that is conducive to learning and growing.</p>

STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

If tracking Student Success (I/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.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% of Assessments									2021 Accountability Goal			
									Cycle 1			Cycle 2			Cycle 3						
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		Summative Goal		
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71%														
		All	All	Reading	Meets	STAAR	34%														
		All	All	Reading	Masters	STAAR	20%														
		All	All	Mathematics	Approaches	STAAR	68%														
		All	All	Mathematics	Meets	STAAR	35%														
		All	All	Mathematics	Masters	STAAR	14%														
		All	All	Science	Approaches	STAAR	58%														
		All	All	Science	Meets	STAAR	27%														
		All	All	Science	Masters	STAAR	7%														
		All	All	Social Studies	Approaches	STAAR															
		All	All	Social Studies	Meets	STAAR															
		All	All	Social Studies	Masters	STAAR															
		All	All	Writing	Approaches	STAAR	60%														
		All	All	Writing	Meets	STAAR	27%														
All	All	Writing	Masters	STAAR	5%																
2. Domain 3 Focus 1	Student Success	All	Hispanic	Reading	All	STAAR	60%														
		All	Hispanic	Mathematics	All	STAAR	56%														
3. Domain 3 Focus 2	Student Success	All	Eco Dis	Reading	All	STAAR	53%														
		All	Eco Dis	Mathematics	All	STAAR	49%														
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	41%														

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	4.1	5.3	3.1
Desired Annual Outcome	Carver students will master their grade level "I Can" statements in all content areas. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	The desired outcome is for students to connect their learning to the Learner Profile which will create deeper learning in developing a culture that is ready to meet whatever challenges come before them on many different levels.
Desired 90-day Outcome	Grade level teams will implement with fidelity the GISD curriculum.	During PLC meetings, teachers will determine the process for re-teach and retest for the students who need a reteach and retest. This will be implemented during Colt Time.	Students will be able to connect the first three monthly attributes (adapts, building relationships, responsibility) to real life events and experiences.
Barriers to Address During this Cycle	Implementing the curriculum documents and making sure that teachers new to Carver have the support, training, and materials that are needed to implement the curriculum. "I Can" statements are not posted for easy access.	Teachers do not have a clear understanding of the PLC and how it directly relates to student achievement. Teacher's also have limited experience and understanding of how to locate, disaggregate and use student data to effectively guide instruction.	Due to accommodating both remote and in person learning because of Covid,
District Actions for this Cycle	Support in understanding the curriculum and providing rich instructional activities that align to the standards.	Provide high-quality assessments and support with data analysis	
District Commitment Theory of Action	If the district provides the campus with standards-aligned guaranteed and viable curriculum and scope and sequence, the district provides an assessment platform that captures assessment data by item and student level, and the district provides professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	If the district provides campuses with best practices for engaging with families, data collection systems to track pertinent school culture data and ensures campuses are well maintained, safe and conducive to learning, then the campus will implement systems and structures that support and maintain a positive school culture complete with involved families and community, well cared for staff and students and an environment that is conducive to learning and growing.

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
Monthly Open Gym	4.1	Oct-20	Agenda	Coordinators, Dana McCarty	Student Mastery	Oct-20		
Coordinators Update staff at Faculty Meeting on curriculum	4.1	Nov-20	Agenda, Notes with information to refer back to	Coordinators, Design Team	Student Mastery	Nov-20		
Protected PLC time every two weeks	4.1	Sep-20	Template/agenda, schedule	Grade level teams, leadership team, Design Coach	Data	10/1/2020 to May 2021		
District Vision, Mission, and Learner Profile more visible throughout the school	3.1	Jul-20	Posters, Bulletin Boards	Design Team	Hallways, common areas, and classrooms	Sep-20		
Learner Profile Attribute of the Month and Weekly questions to support parents and teachers	3.1	Jul-20	Schedule, questions	Design Team, Teachers	Newsletters, Student Progress	Monthly		
Data training (On Data Suite, Eduphoria, MAPS NWEA, DRA, TFAR, Interim STAAR)	5.3	Sep-20	data, computer access, trainers	Leadership Team, Teachers	Data, Student Data folders	Oct-20		
PLC disaggregation of data for understanding need and intervention	5.3	Oct-20	Data, targeted questions	Design Coach, Interventionists, Teachers	Reports, Data Folders, Monitoring Sheets	Oct-20		
Team Meetings with Curriculum Coordinators to improve implementation of curriculum	4.1	Oct-20	Curriculum documents, schedule	Administration, Design Coach	Teacher Walkthroughs and Observations	Oct-20		
Individual Student Progress Tracking Portfolios	5.3	Oct-20	Data, Data Folders	Leadership Team, Teachers	Data resources from various sources	Nov-20		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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	4.1	5.3	3.1
Desired Annual Outcome	Carver students will master their grade level "I Can" statements in all content areas. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	The desired outcome is for students to connect their learning to the Learner Profile which will create deeper learning in developing a culture that is ready to meet whatever challenges come before them on many different levels.
Desired 90-day Outcome	Grade level teams work collaboratively to design and deliver instruction that is aligned to the GISD curriculum. Grade level teams will utilize the curriculum documents and support materials to ensure the students are learning what they are supposed to learn.	During PLC meetings, teachers will determine the process for re-teach and retest for the students who need a reteach and retest. This will be implemented during Colt Time.	Students will be able to connect the first three monthly attributes (adapts, building relationships, responsibility) to real life events and experiences.
Barriers to Address During this Cycle	Implementing the curriculum documents and making sure that teachers new to Carver have the support, training, and materials that are needed to implement the curriculum. "I Can" statements are not posted for easy access.	Teachers do not have a clear understanding of the PLC and how it directly relates to student achievement. Teacher's also have limited experience and understanding of how to locate, disaggregate and use student data and use student data to effectively guide instruction.	Due to accommodating both remote and in person learning because of Covid , adding new procedures produces time constraints on teachers making implementation more difficult.
District Actions for this Cycle	The District will ensure that campus has access and adequate training and support for the GISD curriculum and leading learning framework. Support in understanding the curriculum and providing rich instructional activities that align to the standards.	The District will ensure that the campus has access to high-quality assessments and professional learning to support with data analysis following assessments.	The District will support campus leadership by having well established and aligned beliefs, vision, mission and strategic framework to guide this work for this campus. The District will continue to support the development of campus leadership in growing and progressing in vision driven leadership through continual coaching and professional learning.

District Commitment Theory of Action	If the district provides the campus with standards-aligned guaranteed and viable curriculum and scope and sequence, the district provides and assessment platform that captures assessment data by item and student level, and the district provides professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	If the district provides campuses with best practices for engaging with families, data collection systems to track pertinent school culture data and ensures campuses are well maintained, safe and conducive to learning, then the campus will implement systems and structures that support and maintain a positive school culture complete with involved families and community, well cared for staff and students and an environment that is conducive to learning and growing.
---	---	---	---

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
PLC meetings to discuss BOY and MOY Progress	4.1	January 2021	Monitoring Sheets, Test Results	Teachers, Design Coach, Leadership Team	Data from MAPNWEA, DRA scores	January 2021		
PLC meetings to discuss Interim STAAR results	4.1	November 2020	Interim STAAR test results	Third - Fifth Grade Teachers, Design Coach, Leadership Team	Interim STAAR Results	January 2021		
Individual student progress tracking portfolios	5.3	December 2020	Data, Data folder	Teachers, Leadership Team	Data resources from various sources	January 2021		
Update on student progress on mastering grade level "I Can" Statements	4.1	December 2020	Data, Data folder	Teachers, Design Coach, Leadership Team	Data from MAPNWEA, DRA scores	February 2021		
Continue focus on Learner Profile attribute of the month using question of the week with teachers and parents	3.1	December 2020	Learner Profile, Weekly Parent and Teacher Email	Teachers, Parents, Leadership Team	Conversations with students	February 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	4.1	5.3	3.1
Desired Annual Outcome	Carver students will master their grade level "I Can" statements in all content areas. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	The desired outcome is for students to connect their learning to the Learner Profile which will create deeper learning in developing a culture that is ready to meet whatever challenges come before them on many different levels.
Desired 90-day Outcome	Grade level teams work collaboratively to design and deliver instruction that is aligned to the GISD curriculum. Grade level teams will utilize the curriculum documents and support materials to ensure the students are learning what they are supposed to learn.	During PLC meetings, teachers will determine the process for re-teach and retest for the students who need a reteach and retest. This will be implemented during Colt Time.	Students will be able to connect the first three monthly attributes (adapts, building relationships, responsibility) to real life events and experiences.
Barriers to Address During this Cycle	Implementing the curriculum documents and making sure that teachers new to Carver have the support, training, and materials that are needed to implement the curriculum. "I Can" statements are not posted for easy access.	Teachers do not have a clear understanding of the PLC and how it directly relates to student achievement. Teacher's also have limited experience and understanding of how to locate, disaggregate and use student data and use student data to effectively guide instruction.	Due to accommodating both remote and in person learning because of Covid , adding new procedures produces time constraints on teachers making implementation more difficult.
District Actions for this Cycle	The District will ensure that campus has access and adequate training and support for the GISD curriculum and leading learning framework. Support in understanding the curriculum and providing rich instructional activities that align to the standards.	The District will ensure that the campus has access to high-quality assessments and professional learning to support with data analysis following assessments.	The District will support campus leadership by having well established and aligned beliefs, vision, mission and strategic framework to guide this work for this campus. The District will continue to support the development of campus leadership in growing and progressing in vision driven leadership through continual coaching and professional learning.

District Commitment Theory of Action	If the district provides the campus with standards-aligned guaranteed and viable curriculum and scope and sequence, the district provides an assessment platform that captures assessment data by item and student level, and the district provides professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	If the district provides campuses with best practices for engaging with families, data collection systems to track pertinent school culture data and ensures campuses are well maintained, safe and conducive to learning, then the campus will implement systems and structures that support and maintain a positive school culture complete with involved families and community, well cared for staff and students and an environment that is conducive to learning and growing.
---	--	---	---

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
Student lead conferences to show progress in individual student data folders	4.1	April 2021	Data Folder Schedule	Teachers, Leadership Team	Data Folder	May 2021		
BOY, MOY, EOY MAP NWEA and DRA yearly progress	4.1	May 2021	Monitoring Sheets, Test Results	Teachers, Leadership Team,	Data from DRAs and MAP NWEA	May 2021		
Targeted instruction to focus on skills not yet mastered	4.1	March 2021	Data, contracted services	Teachers, Leadership Team	Data from assessments to show mastery/growth	May 2021		
Staff and parent surveys	3.1	April 2021	Survey	Leadership Team	Survey results	April 2021		
Unit design contains formative assessments	5.3	March 2021	DEW format, time for teacher planning in addition to weekly grade level planning	Teachers, Leadership Team, Design Team	Improvement on Individual Student Data Folders, assessment data	May 2021		

Meet with curriculum coordinator during monthly open gym to discuss curriculum updates	5.3	April 2021	PLC time with coordinators, access to curriculum, and year at a glance	Coordinators, Teachers, Design Coach, Leadership Team	Information from teachers to consider during PLC	May 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			

<p>Did the campus achieve the desired outcome? Why or why not?</p>			
--	--	--	--

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

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

For each action step, indicate:

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

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

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

Carver ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)
33%	COVID	36%	39%	43%	47%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	17%	24%	41%	-	63%	-	*	0%	15%	*	19%	30%	43%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	22%	29%	45%	-	64%	-	*	2%	20%	*	24%	35%	46%
2022	29%	35%	49%	-	65%	-	*	5%	27%	*	31%	40%	50%
2023	37%	43%	53%	-	66%	-	*	12%	35%	*	39%	47%	54%
2024	48%	52%	58%	-	67%	-	*	28%	47%	*	50%	54%	58%
2025	63%	63%	63%	-	68%	-	*	63%	63%	63%	63%	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 34% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)
34%	COVID	37%	40%	43%	47%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	0%	19%	56%	-	63%	-	*	17%	10%	*	15%	33%	39%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2%	24%	57%	-	64%	-	*	22%	14%	*	20%	38%	43%
2022	5%	31%	59%	-	65%	-	*	29%	21%	*	27%	43%	47%
2023	12%	39%	60%	-	66%	-	*	37%	30%	*	35%	49%	52%
2024	28%	50%	62%	-	67%	-	*	48%	44%	*	47%	55%	57%
2025	63%	63%	63%	-	68%	-	*	63%	63%	63%	63%	63%	63%