

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:

Forbes Middle School

District Coordinator of School Improvement (DCSI) Name, Role:

Wes Vanicek, Chief Strategist for Assessment and Feedback

Campus Number:

Superintendent Name:

246904042

Dr. Fred Brent

Date:

Thursday, August 27, 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	Forbes Middle School	Superintendent	Fred Brent	Principal	Justin Del Bosque
District Number	246904	Campus Number	246904042	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?	NA	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 8/27/20
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 8/27/20
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.	Justin Del Bosque 8/27/20
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://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: A 10% increase in Approaches, 10% increase in Meets, 5% in Masters will result in 80 B Rationale: With a campus focus on TEKS-aligned curriculum and assessment, student performance will increase and the goal will be met.</p> <p>Domain 2: A 7% increase in the percentage of students who meet or exceed progress, resulting in a 70 C Domain 2A score. Rationale: The campus will focus on data-driven instruction, resulting in an increase in student performance and progress.</p> <p>Domain 3: 70- 3 out of 16 indicators met in Academic Achievement and Growth, ELP indicator met, 2 student success indicators met. Rationale: High expectations for student learning by staff as well as students will result in a increase in student performance for all students.</p>
	What changes in student group and subject performance are included in these goals?	Our student outcomes were low across the board in the spring of 2019. To achieve these goals in Domain 2 and 3 almost all of our student groups (low SES, hispanic, African American, SPED and LEP) will have to experience 10% gains in the meets or above range. We would like to see our "meets" achievement indicator increase by 10% points across the board.
	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.	5 - Full 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.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	5 - Full Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.3
Rationale	We have a clearly identified vision and mission. We are trying to combine that with a collective set of goals and high expectations for learning determined by the campus leadership team and shared to all staff.	We have selected essential standards, written common assessments for the essential standards and have systemic interventions for remediation of those standards. We are continuing to refine our assessments to match teacher created proficiency scales to ensure instructional alignment of curriculum materials and assessments.	We have identified essential standards for core curriculum courses. We have designed short common assessments for each essential standard. We are providing intervention to students that do not demonstrate 80% mastery of each standard. For students that achieve 80% mastery, we have extension/enrichment opportunities.
How will the campus build capacity in this area? Who will you partner with?	We are surveying all stakeholders (Staff, Students, Community Members) to come up with these goals and high expectations. Also, our teachers are working on learning about and writing proficiency scales for each essential standard in their grade level content.	Campus instructional leadership team is learning about proficiency scales and working with our campus coach and other district leaders to understand the necessary foundational systems and structure to ensure successful implementation. Our staff is being trained on September 21st and creating one scale together.	Our campus staff and leadership team will continue to learn and implement strategies aligned with a standards based system that is creating the groundwork for more competency based learning.

<p>Barriers to Address throughout this year</p>	<p>The misconception that all students couldn't reach these goals and expectations.</p>	<p>Teacher capacity or new learning due to added responsibilities with teaching during COVID. The perception that this is one more thing.</p>	<p>New staff learning will be a barrier amidst current learning needs and managing teaching and learning during a pandemic. Staff understanding and buy-in will be an obstacle as any and all adjustments or changes require individual internalization of the change being requested; this does not occur at the same rate or pace for all people, whether staff or students.</p>
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>The campus will continue to have monthly open community member meetings. These goals and expectations are developed with feedback from community members during these meetings and these meetings will continue to serve as reciprocal feedback process for the campus.</p>	<p>The campus will continue to have monthly open community member meetings. These goals and expectations are developed with feedback from community members during these meetings and these meetings will continue to serve as reciprocal feedback process for the campus.</p>	<p>This work will continue to be central focus in our professional learning communities, our staff learning sessions as well as our community meetings. Providing hands-on experiences for stakeholders to experience the benefit of the change will be necessary to create buy-in.</p>
<p>Desired Annual Outcome</p>	<p>Improved student growth performance on EOY screeners, State Testing, and Teacher generated common assessments.</p>	<p>Instruction and assessments will be aligned with the proficiency scales to ensure the appropriate level of rigor for each standard.</p>	<p>Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).</p>
<p>District Commitment Theory of Action</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>	<p>If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and 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>

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	3.1	4.1	5.3
Desired Annual Outcome	Improved student growth performance on EOY screeners, State Testing, and Teacher generated common assessments.	Instruction and assessments will be aligned with the proficiency scales to ensure the appropriate level of rigor for each standard.	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).
Desired 90-day Outcome	Establish goals and high expectations for student learning with all stakeholders (Students, Staff, Administration, Leadership Team, Parents, Community Members).	Learn what a proficiency scale is and practice by creating one for an essential standard.	Implement systemic, standards-based interventions for students that perform below mastery during the school day. Provide pathways for students to experience success and build on that success within the intervention moments when they demonstrate mastery of the essential standard.
Barriers to Address During this Cycle	The idea that high expectations for student learning is not limited to but does include state testing.	Teacher capacity for new learning while supporting student learning during COVID.	Identifying intrinsic motivating incentives for students to continue striving for progress when they have experienced little success previously. Ensuring that interventions are implemented and applied appropriately for our remote learners.
District Actions for this Cycle	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.	Provide campus with support in teaching strategies that align with the curriculum	Provide access to assessments that indicate levels of student mastery

District Commitment Theory of Action	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.	If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and 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.
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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
Engage FMS Leadership in Goal Setting and High Expectations for students discussion	3.1	09/07/2020		Admin	Calendar Invite	09/07/2020	Significant Progress	Communicate Goals
Engage FMS Staff in Goal Setting and High Expectations for students discussion	3.1	09/21/2020		Admin	Sign In Sheet	9/21/2020	Significant Progress	Communicate Goals
Engage FMS parents and community members in Goal Setting and High Expectations for students discussion	3.1	10/06/2020		Admin	Sign In Sheet	10/06/2020 & 11/03/2020	Significant Progress	Communicate Goals
Professional Learning on Proficiency Scales	4.1	09/21/2020		Admin, LDC, DLC	Sign In Sheet	9/21/2020	Significant Progress	Continue working towards
Start administering core curriculum teacher generated common assessments. These assessments cover essential standards only and	5.3	10/15/2020		Teachers	SOAR sign up	ongoing	Some Progress	Continue assessing and intervening

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?	Yes. We engaged all stakeholders in goal setting conversations and drafted goals based on those conversations with stakeholders.	
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
	<p>We will continue to give standards based assessments and have standards based intervention based on assessment results.</p> <p>We will continue to learn about proficiency scales and their use by learning more about the use of learning objectives for student agency and alignment of student work.</p>	<p>Communicate shared goals to all stakeholders (School, Parents, Community).</p> <p>Give standards based assessments and provide standards based interventions.</p> <p>Give MOY NWEA MAP and make instructional adjustments.</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	3.1	4.1	5.3
Desired Annual Outcome	Improved student growth performance on EOY screeners, State Testing, and Teacher generated common assessments.	Instruction and assessments will be aligned with the proficiency scales to ensure the appropriate level of rigor for each standard.	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).
Desired 90-day Outcome	Take MOY NWEA MAP student screener for Math and Reading. Make instructional decisions based on student data.	Learn more about proficiency scales and how to build them through webbing a unit. Continue the focus of learning objectives as small steps to get to the proficiency scale.	Continue giving standards based assessments with standards based interventions within the school day.
Barriers to Address During this Cycle	Working through competing priorities that affect mindset and mindspace of people. Continual work ensuring alignment of behaviors and beliefs/mission/vision of campus and district.	We are using our normal professional learning time to focus on our remote learners. We will have to continue learning at staff meetings which are less frequent.	Having flexible standards based interventions is tough during this time with contact tracing and limited flexibility with time and space.
District Actions for this Cycle	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.	The District will support the campus be ensuring teachers have access to curriculum resources, including but not limited to scope and sequence and TEKS aligned assessments. The district will ensure campuses are equipped to support teachers in understanding depth of content, unpacking standards and aligning assessments to learning standards through continual coaching and feedback sessions and professional learning.	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.

District Commitment Theory of Action	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.	If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and 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.
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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
Administer NWEA MAP	3.1	DEC/FEB	Computers	Testing Coordinator	NWEA MAP Reports	FEB	No Progress	Wait for window
Continue Professional Learning around PS and LO	4.1	DEC/FEB	Technology and Research	Principal & LDC	Campus Google Classroom	FEB	Some Progress	Continue to plan out PL for year.
Develop and Administer Standards Based Assessments with Standards Based Interventions	5.3	DEC/FEB	Instructional Resources	Teachers	Eduphoria & Google Forms	FEB	Some Progress	Continue giving SB assessments & providing SB interventions.

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.

REFLECTION

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
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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	3.1	4.1	5.3
Desired Annual Outcome	Improved student growth performance on EOY screeners, State Testing, and Teacher generated common assessments.	Instruction and assessments will be aligned with the proficiency scales to ensure the appropriate level of rigor for each standard.	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).
Desired 90-day Outcome	Take EOY NWEA MAP student screener for Math and Reading. Teachers and teams of teachers are making instructional decisions based on student data.	Learn more about proficiency scales and how to build them through webbing a unit.	Continue giving standards based assessments with standards based interventions within the school day.
Barriers to Address During this Cycle	Time. The spring is busy time in schools, so managing the students learning needs without overloading resources will be a challenge.	We are using our normal professional learning time to focus on our remote learners. We will have to continue learning at staff meetings which are less frequent.	Having flexible standards based interventions is tough during this time with contact tracing in addition to limited flexibility with time and space.
District Actions for this Cycle	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.	The District will support the campus be ensuring teachers have access to curriculum resources, including but not limited to scope and sequence and TEKS aligned assessments. The district will ensure campuses are equipped to support teachers in understanding depth of content, unpacking standards and aligning assessments to learning standards through continual coaching and feedback sessions and professional learning.	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.

District Commitment Theory of Action	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.	If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and 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.
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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
Administer NWEA MAP	3.1	May/May	Computers	Testing Coordinator	NWEA MAP Reports	June	No Progress	Wait for window
Continue Professional Learning around PS	4.1	March/May	Technology and Research	Principal & LDC	Campus Google Classroom	May	Some Progress	Continue to plan out PL for year.
Develop and Administer Standards Based Assessments with Standards Based Interventions	5.3	March/May	Instructional Resources	Teachers	Eduphoria & Google Forms	May	Some Progress	Continue giving SB assessments & providing SB interventions.

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>			
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CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

