

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:

ckett Elementary, Gateway Elementary, Paul Belton Element

Amy Blansett, Assistant Superintendent

Campus Number:

Superintendent Name:

117901-105, 117901-106, 117901-104

Chance Welch

Date:

Tuesday, October 13, 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	Borger ISD	Campus Name	Crockett Elementary, Gateway Elementary, Paul Belton Elementary	Superintendent	Chance Welch	Principal	Randal Hatfield, James Russell,
District Number	011790	Campus Number	117901-105; 117901-106; 117901-104	District Coordinator of School Improvement (DCSI)	Amy Blansett	ESC Number	16
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Cassie Swan

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.	Amy Blansett, October 13, 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.	
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.	James Russell, Judy Cooper, Randal Hatfield
Board Approval Date		

DATA ANALYSIS

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

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: In 2018 we were at a 76, in 2019 we were at a 67. We set a goal to be at a minimum of Overall 70 by August 2021. Rationale: We set a goal for 70 to get us to a C or above.</p> <p>Domain 2B: Relative Performance: in 2018 we were at a 59, in 2019 we were at a 67. We set a goal to be at a minimum of Overall 70 by August 2021. Rationale: We set a goal for 70 to get us to a C or above.</p> <p>Domain 3: Closing the Gaps: in 2018 we were at a 64, in 2019 we were at a 51. We set a goal to be at an Overall C by August 2021. (Our deficit sub-pops are hispanic, white, special ed, and EL.) These are the student groups that contributed to Targeted Support and Improvement identification. Rationale: We set a goal for 70 to get us to a C or above and meet the minimum academic achievement percents for each sub-pop in reading and math.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: All Student Group, Reading 45% Meets and above, Math 45% Meets and above</p> <p>Domain 2B: The all student group in all tested subjects will perform 75/45/20 for approaches, meets, and masters. Crockett has about 62% of its students defined as EcoDis.</p> <p>Domain 3: Due to this deficit, we will be monitoring and tracking the performance of the hispanic, white and special ed sub-pops throughout the year and will disaggregate the data for these sub-pops for each interim/short-term assessment, comparing the data against the deficit targets. (E.g. CtG White - Reading 2019 - 38%/Target 60%; Math 2019 41%/Target 49%; Hispanic - Reading 2019- 34%/Target 60%, Math 2019- 38%/ Target 49%, Special Ed- Reading- 2019-14%/ Target 19%; Math 2019- 20%/ Target 23%; EL- Reading 2019- 29%/ Target 29%, Math 2019- 33%/ Target 40%)</p>

	If applicable, what goals has your campus set for CCMR and Graduation Rate?
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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.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning 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	5.3	
Rationale	As a campus we need to start with our vision and goals in mind. We need to set and articulate high expectations across each campus, which are identified in the ESF.	This was a focus area last year and we have made gains in data to driven instruction. Procedurally, campuses have used data to drive instruction, however, the depth of practice at the student and sub-pop level has not been emphasized across each campus consistently.	

<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>The campus will build capacity through teacher input and building it as a campus w/ all stakeholders, revise and revisit our campus mission and goals to make sure it has meaning to all stakeholders, and reflect on how we can live it out. All stakeholders and site-based committees will help build capacity. We will partner with ESC 16 School Improvement to help build capacity in aligned v,m,v.</p>	<p>We will build capacity in 5.3 by providing PD in data analysis through Lead4ward, attending PD virtually, instructional team works to analyze data weekly, leadership team analyzes data after each benchmark to establish goals, priorities and needs (every 6 weeks), make sure new teachers understand their data such as reading data, and each teacher looks at MAP, DMAC data for students and determines instructional and intervention needs. We will work with all stakeholders and partner with ESC School Improvement and Lead4ward or additional support</p>	
<p>Barriers to Address throughout this year</p>	<p>Time, fixed mindsets, buy-in for all campuses, understanding why this is important and a good use of our time, 3 separate campuses that need to communicate together, difficulty bringing all 3 campuses together because of COVID</p>	<p>Difficult to communicate that it's not just a one campus issue but all, lack of understanding of data, locked into calendars and not connecting data to curriculum needs, analysis of data to connect to learning, learning how to utilize instruction time based on data</p>	
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>This will be communicated through our campus meetings or online communication. We will be living out or V,M,V in the language used in interactions throughout the campus. It will be discussed from the top down, including school board. The three campuses will align their V, M,V to create common language and expectations.</p>	<p>We will communicate through: CLT meetings; communicating to stakeholders "Meets" or "Masters" on benchmark assessments and 6 week common assessments; data meetings with students will continue this vocabulary; use of visible data - campus, classroom, teacher, student.</p>	
<p>Desired Annual Outcome</p>	<p>Artifacts and evidence will be used to measure mastery of vision and mission. We will reach level 4/Partial Implementation on 3.1 where at least 1/2 of the key practices are substantially in place and functioning, including providing clarity among stakeholders for vision, mission, and values.</p>	<p>We will reach level 4/Partial Implementation on 5.3 where at least 1/2 of the key practices are substantially in place and functioning.</p>	
<p>District Commitment Theory of Action</p>	<p>If the district provides a commitment from the top down, including the school board in the commitment to the goals, vision, mission, and values, and provides the campus with adequate funding and sufficient control of the campus budget to ensure access to necessary resources for implementation and provides a data system to track culture data and ensures buildings are well maintained, safe, and conducive to learning, then the campus will be able to achieve the desired annual outcome of meeting the success criteria for implementation of the school's vision, mission, and goals.</p>	<p>If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) and the district policies and practices will continue to support effective instruction in schools and the district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will be able to achieve the desired annual outcome of meeting the success criteria of 5.3 Data-Driven Instruction.</p>	<p>if....then,</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	5.3	
Desired Annual Outcome	Artifacts and evidence will be used to measure mastery of vision and mission. We will reach level 4/Partial Implementation on 3.1 where at least 1/2 of the key practices are substantially in place and functioning, including providing clarity among stakeholders for vision, mission, and values.	We will reach level 4/Partial Implementation on 5.3 where at least 1/2 of the key practices are substantially in place and functioning.	
Desired 90-day Outcome	Staff members review and revise current m, v, and v, to share with all stakeholder to make relevant to all campuses, as measured by 3.1 activities below in Cycle 1. See also Student Data Tab for Student Outcome Goals related to Cycle 1.	50 % of PLCs and individual teachers are reviewing disaggregated data to track and monitor the progress of students. Teachers are using a corrective instruction action planning process to analyze data. Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting. See also Student Data Tab for Student Outcome Goals related to Cycle 1.	
Barriers to Address During this Cycle	The struggle to shift from a fixed mindset to a growth mindset where all staff buy-in. The continued communication to share the V, M, V in such a way that stakeholders learn to live it out. Time to review and revise the V, M, V.	Time to train teachers to better understand student data. Moving towards a focus of student needs based on data vs. the campus instructional scope and sequence calendar (curriculum map.)	
District Actions for this Cycle	The district will ensure that each campus will have sufficient resources and time to implement cycle 1 goals.	The district will ensure that each campus will have sufficient resources and time to implement cycle 1 goals.	

District Commitment Theory of Action	If the district provides a commitment from the top down, including the school board in the commitment to the goals, vision, mission, and values, and provides the campus with adequate funding and sufficient control of the campus budget to ensure access to necessary resources for implementation and provides a data system to track culture data and ensures buildings are well maintained, safe, and conducive to learning, then the campus will be able to achieve the desired annual outcome of meeting the success criteria for implementation of the school's vision, mission, and goals.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) and the district policies and practices will continue to support effective instruction in schools and the district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will be able to achieve the desired annual outcome of meeting the success criteria of 5.3 Data-Driven Instruction.	If...then,
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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
Superintendent identifies DCSI	Intervention & Submission Calendar (I/S)	17 Aug 2020 - present	I/S	Sup't	ISAM	30 Aug 2020	Met	
DCSI and Principal establish CLT	I/S	Sept 21, 2020	I/S	DCSI	CLT Team Member list	Sept 21, 2020	Met	
DCSI, Principal, and CLT complete self-assessment	I/S	Sept 29, 2020	I/S	DCSI	CLT	Sept 29, 2020	Met	
DCSI emailed staff to give an update on targeted improvement plan and the action steps	I/S	Sept 29, 2020	I/S	DCSI	Email sent	Sept 29, 2020	Met	
DCSI holds virtual public meeting(s) at the campus to discuss campus performance, campus performance objectives and solicits input on the TIP for the 2020-2021 school year.	I/S	Nov 5, 2020	I/S	DCSI	Meeting posting/ minutes	Nov 5, 2020		
DCSI presents TIP to School Board for approval	I/S	Nov 5, 2020	I/S	DCSI	Meeting minutes	Nov 5, 2020		
Review and rewrite the mission, vision, values with stakeholders	3.1	Nov 18, 2020	Previous mission, vision and values statements	Campus Principals	CLT team minutes			

Collaborate with Region 16 ESC School Improvement team to align V, M, V across campuses	3.1	Nov 30, 2020	V, M, V updates	Campus Principals; DCSI; ESC 16	V,M,V			
Post updated V,M,V throughout the campus (classrooms and hallways)	3.1	Nov 30, 2020	Posters of V,M,V for hallways and classrooms	Campus Principals	Posters			
Authentic collaborative involvement and investment of students in Vision, Mission, and Values and Staff Members share a common understanding of the V, M, and Values in daily practice: Teachers and students create class posters to represent what the vision to your class.	3.1	Nov 30, 2020	Paper and Vision	Campus Principals; Staff	Posters created by staff and students			
Artifacts in the classrooms and hallways reference the V, M, and V.	3.1	Nov 30, 2020	V, M, V	All Campuses and Staff	Artifacts in classrooms and hallways	Nov 30, 2020		
Training teachers in understanding individual data to drive classroom instruction	5.3	Nov 30, 2020	Time to train and data driven instruction	Campus Principals; Staff	Minutes/ Agenda			
Working with teachers on data to inform instruction to ensure our target of 50% of PLCs are reviewing data	5.3	Nov 30, 2020	Time to work with teachers during PLCs	Campus Principals; Staff	PLC Agenda			
Region 16 ESC SI Team provides training data to drive classroom instruction as aligned to aligned to 5.3 Success Criteria for team leads and campus	5.3	Nov 10, 2020	Time for train; campus data	Campus Admin; Team Leads; DCSI	Sign In Sheets; Training agenda	Nov 10, 2020		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Carryover Action Steps</td> <td style="width: 50%; text-align: center;">New Action Steps</td> </tr> </table>	Carryover Action Steps	New Action Steps
Carryover Action Steps	New Action Steps		

Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?

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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	5.3	
Desired Annual Outcome	Artifacts and evidence will be used to measure mastery of vision and mission. We will reach level 4/Partial Implementation on 3.1 where at least 1/2 of the key practices are substantially in place and functioning, including providing clarity among stakeholders for vision, mission, and values.	We will reach level 4/Partial Implementation on 5.3 where at least 1/2 of the key practices are substantially in place and functioning.	
Desired 90-day Outcome	75% of staff members share a common understanding of the V, M, and Vs in practice and can explain how they are represented in the daily life of school, as measured by 3.1 activities below in Cycle 1. See also Student Data Tab for Student Outcome Goals related to Cycle 1.	75 % of PLCs and individual teachers are reviewing disaggregated data to track and monitor the progress of students. Teachers are using a corrective instruction action planning process to analyze data. Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting. See also Student Data Tab for Student Outcome Goals related to Cycle 1.	
Barriers to Address During this Cycle			
District Actions for this Cycle			

District Commitment Theory of Action	If the district provides a commitment from the top down, including the school board in the commitment to the goals, vision, mission, and values, and provides the campus with adequate funding and sufficient control of the campus budget to ensure access to necessary resources for implementation and provides a data system to track culture data and ensures	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) and the district policies and practices will continue to support effective instruction in schools and the district will ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-	If...then,
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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
How will you start to live out the v,m,v?								

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 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	5.3	
Desired Annual Outcome	Artifacts and evidence will be used to measure mastery of vision and mission. We will reach level 4/Partial Implementation on 3.1 where at least 1/2 of the key practices are substantially in place and functioning, including providing clarity among stakeholders for vision, mission, and values.	We will reach level 4/Partial Implementation on 5.3 where at least 1/2 of the key practices are substantially in place and functioning.	
Desired 90-day Outcome	100% of staff members share a common understanding of the V, M, and Vs in practice and can explain how they are represented in the daily life of school, as measured by 3.1 activities below in Cycle 1. See also Student Data Tab for Student Outcome Goals related to Cycle 1.	100% of PLCs and individual teachers are reviewing disaggregated data to track and monitor the progress of students. Teachers are using a corrective instruction action planning process to analyze data. Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting.	
Barriers to Address During this Cycle			
District Actions for this Cycle			

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

END OF YEAR REFLECTION

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

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

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses 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			

