

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	Floydada Collegiate I.S.D	Campus Name	A.B. Duncan Collegiate Elementary	Superintendent	Dr. Gilbert Trevino	Principal	Monica Smith
District Number	077-901	Campus Number	077-901-101	District Coordinator of School Improvement (DCSI)	Shauna Lane	ESC Number	17
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Angie Watson
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.				Shauna Lane, October 20, 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.				Dr. Gilbert Trevino, October 20, 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.				Monica Smith, October 20, 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.						<a href="https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html">https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html</a>	
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.			Domain 1: Move from 68-33-12 to 78-43-22 for an overall Domain 1 score of 65 to a 76. Domain 2A: Increase student growth by 10% from a 67% to a 77% will increase Domain 2A from a 67 to an 83. Growth in Grade 5 Reading and Math important. Domain 2B: Moving from a Domain 1 score of 65 to a 70 will move the Domain 2B score from a 70 to an 84. Domain 3: Increase Domain 3 score of 64 to a minimum of 71. By increasing overall percent of A/M/M for All Students, the goal is that more Academic Achievement targets and Growth targets in Domain 3 will be met and bring that score to at least a 71. Student groups to monitor are ALL, Hispanic, White, and Economically Disadvantaged.			
	What changes in student group and subject performance are included in these goals?			Domain 1: All students group improve in Approaches/Meets/Masters percents by a minimum of 10%. Domain 2B: All Students group improve in Approaches/Meets/Masters percents by a minimum of 10% Domain 3: All students at Meets/Masters in Reading and Math improve by a mininum of 10%, Academic Growth for All Students increases in Reading and Math by a minimum of 10%. Hispanic, White, and Economically Disadvantage groups are included in these goals.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			Not applicable			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> 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.					2 - Planning for Implementation		

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for 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.	3 - Beginning 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://texasessf.org/vetted-programs/>

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

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

**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://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Rationale	Fidelity to school culture and routines is needed on the campus in order to facilitate deeper work with DDI and alignment of instruction.	Lesson alignment and formative assessment are critical for ensuring readiness standards are mastered. By focusing on unpacking standards, developing aligned daily objectives, and exit tickets, teachers can better ensure student understanding and effective planning to address critical concepts and early detection and feedback of student misunderstandings.	Dedicated time and processes are needed for indentifying student misconceptions related to specific standars so that planning and reteach is targeted and measurable.
How will the campus build capacity in this area? Who will you partner with?	TIL School Culture and Routines/ESC 17	TIL Objective-Driven Daily Lesson Planning w/Formative Assessment/ESC 17/CEN Partnership	TIL DDI/ESC 17/CEN Partnership
Barriers to Address throughout this year	Routines were not planned/scripted or communicated with staff. Staff was not trained on effective routine set up and roll out. Monitoring and feedback of routine implementation was not consistent	Training staff on a common process for unpacking the standard and being able to derive a focused/aligned daily objective and formative assessment item will need to be intentional and supported through PLC by providing feedback on essential processes to ensure alignment and use of the objective as a tool to anchor learning and formative assessment as a tool to measure learning.	A consistent protocol was not in place for conducting full DDI meetings. PLC time was not protected time built into the master schedule, and it did not result in regular, in-depth conversations on effective instructional practice and possible adjustments to instructional practice and possible adjustments to instructional planning and delivery based on student data.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	New campus leadership will facilitate discussion around current campus culture and needs. Campus Leadership Team will be created to reflect on campus needs and establish high priority routines and culture needs. This team will be used for development and rollout of culture and routines as a way to model and set the tone for all staff.	Specific 2 day training and planning time will be provided prior to the start of the school year for teachers to learn the process and apply it to the first unit plan and beyond. Follow up will consist of utilizing the Lesson Plan Alignment Tool to provide feedback, and PLC will be used to support and coach teachers in the processes throughout the year.	Protected time will be established in the master schedule so that teachers can meet frequently for in-depth conversation on instructional strategies and adjustments needed based on student needs. This time will allow teachers guided support for addressing struggling learners and creating effective reteach plans.
Desired Annual Outcome	All campus staff will consistently implement the campus outlined routines and procedures for arrival, dismissal, hallway, restroom, first/last 5, and classroom entry.	Instructional staff will use the Objective-Driven Daily Lesson Plans w/Formative Assessment format to ensure the daily objectives, activities, and exit tickets are aligned to and measuring mastery of readiness standards.	Instructional staff will utilize DDI meetings after assessment to create a corrective action plan that addresses student misconceptions and create plans for reteach and future units.
District Commitment Theory of Action	If the district provides proper funding for access to necessary coaching to improve school culture, then the campus can develop a robust campus culture that promotes and ensures high expectations for student and staff achievement.	If district policies and practice support effective instructional planning on the campus, then the campus will be able to implement effective planning practices and feedback loops to increase effective instruction and student outcomes.	If the district funds and supports coaching systems for identifying struggling learners then more effective instructional methods can be utilized to close gaps in learning.

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 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.

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

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

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

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

1. To enforce a zero, select the dropdown and click the Force Zero button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	61	49	BOY STAAR Interim	64	48	2017 STAAR Released	66		2019 STAAR Released	71		
		All	All	Reading	Meets	STAAR	26	18	BOY STAAR Interim	29	25	2018 STAAR Released	31		2020 STAAR Released	36		
		All	All	Reading	Masters	STAAR	8	4	BOY STAAR Interim	11	14	2019 STAAR Released	13		2021 STAAR Released	18		
		All	All	Mathematics	Approaches	STAAR	78	35	BOY STAAR Interim	81	40	2020 STAAR Released	83		2022 STAAR Released	88		
		All	All	Mathematics	Meets	STAAR	44	8	BOY STAAR Interim	47	16	2021 STAAR Released	49		2023 STAAR Released	54		
		All	All	Mathematics	Masters	STAAR	19	0	Boy STAAR Interim	22	3	2022 STAAR Released	24		2024 STAAR Released	29		
		All	All	Science	Approaches	STAAR	72	74	NWEA MAP	75	47	2023 STAAR Released	77		2025 STAAR Released	82		
		All	All	Science	Meets	STAAR	39	55	NWEA MAP	41	20	2024 STAAR Released	44		2026 STAAR Released	49		
		All	All	Science	Masters	STAAR	16	40	NWEA MAP	19	4	2025 STAAR Released	21		2027 STAAR Released	26		
		All	All	Social Studies	Approaches	STAAR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
		All	All	Social Studies	Meets	STAAR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
		All	All	Social Studies	Masters	STAAR	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
		All	All	Writing	Approaches	STAAR	52	50	NA	55	NA	2029 STAAR Released	57		2027 STAAR Released	62		
		All	All	Writing	Meets	STAAR	12	17	NA	15	NA	2030 STAAR Released	17		2027 STAAR Released	22		
		All	All	Writing	Masters	STAAR	0	2	NA	3	NA	2031 STAAR Released	5		2027 STAAR Released	10		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	EL	ALL	Meets/Masters	STAAR	34	26	NA	37	NA	2032 STAAR Released	39		2027 STAAR Released	44		
		All	White	ALL	Meets/Masters	STAAR	56	62	NA	59	NA	2033 STAAR Released	61		2027 STAAR Released	66		
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	ALL	Meets/Masters	STAAR	35	35	NA	38	NA	2034 STAAR Released	40		2027 STAAR Released	45		
		All	All	ALL	Meets/Masters	STAAR	38	39	NA	41	NA	2035 STAAR Released	43		2027 STAAR Released	48		
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	26	NA	NA	29	NA	2036 STAAR Released	31		2027 STAAR Released	36		

## 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
<b>Essential Action</b>	3.1	5.1	5.3
<b>Desired Annual Outcome</b>	All campus staff will consistently implement the campus outlined routines and procedures for arrival, dismissal, hallway, restroom, first/last 5, and classroom entry.	Instructional staff will use the Objective-Driven Daily Lesson Plans w/Formative Assessment format to ensure the daily objectives, activities, and exit tickets are aligned to and measuring mastery of readiness standards.	Instructional staff will utilize DDI meetings after assessment to create a corrective action plan that addresses student misconceptions and create plans for reteach and future units.
<b>Desired 90-day Outcome</b>	Roll out for routines and procedures is completed and evidence of routines and procedures being implemented with fidelity is evident via campus walkthroughs. (Coached by ESC 17)	Instructional staff will learn the Objective-Driven Daily Lesson Plans w/Formative Assessment format to ensure and submit aligned objectives and exit tickets for daily lessons.	Instructional staff will utilize DDI practices to identify critical skills/objectives that students need instruction on. Data will be evaluated from Unit, STAAR, and MAP to inform both pre-planning of units and reteach of identified gaps in student understanding. (Led by CEN, DCSI, Principal-Coached by ESC 17/DCSI)
<b>Barriers to Address During this Cycle</b>	Clearly defined routines and procedures developed, taught, and consistently monitored by staff and administration to keep routines from being lacks and inconsistent across the campus.	Support beyond the 2 day TIL training will be necessary to fully develop teacher and administrator skill for ensuring aligned plans and formative assessment and effective feedback.	Implementing a consistent protocol for identifying key concepts/skills in a standard and evaluating/reflecting on student mastery to identify specific gaps in learning and tracking data to determine if interventions/reteach is being effective.
<b>District Actions for this Cycle</b>	The district will secure guidance and development of the routines via ESC 17 (TIL School Cultures/Routines) and coaching for teacher leaders and administrative staff on roll out and monitoring of developed routines and procedures.	The district will provide foundational training in TIL Lesson Planning via ESC 17 and secure coaching support for administrators for monitoring and providing feedback on alignment.	The district will utilize TIL DDI meeting protocol and CEN MAP to STAAR protocol to ensure data analysis is impacting instruction and remediation planning and delivery.
<b>District Commitment Theory of Action</b>	If the district provides proper funding for access to necessary coaching to improve school culture, then the campus can develop a robust campus culture that promotes and ensures high expectations for student and staff achievement.	If district policies and practice support effective instructional planning on the campus, then the campus will be able to implement effective planning practices and feedback loops to increase effective instruction and student outcomes.	If the district funds and supports coaching systems for identifying struggling learners then more effective instructional methods can be utilized to close gaps in learning.

## 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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus staff will rollout the developed precise routines and procedures to all students.	3.1	Aug-20	ESC TL SC/R training/coaching	Leadership Team, Principal, AP, ESC 17 Coach	Duncan School Culture and Routine Plan	Aug-20		
Evidence of common routines and procedures will be displayed across the campus to serve as a reminder and anchor chart for campus expectations.	3.1	Aug-Nov 2020	Posters for classrooms/hallways	Principal, AP, Counselor	Pictures of posters displayed in common areas and classrooms	Nov-20		
Administrators will schedule times to monitor routine and procedure implementation and provide feedback/coaching to ensure consistency	3.1	Aug-Nov 2020	ESC 17 TIL SC/R training/coaching/	Principal, AP, DCSI, ESC 17 Coach	Administrator Schedule, Coaching Scripts	Aug-Nov 2020		
At least one PLC time per week will be utilized to support and provide teacher feedback on Objective-Driven Lesson Planning w/Formative Assessment.	5.1	Aug-Nov 2020	Designated PLC time, completed lesson plans	Principal, AP, DCSI, ESC 17 Coach	PLC Schedule, Agenda, Minutes, Lesson Plans, Alignment Tool	Aug-Nov 2020		
Content specialists from ESC, CEN, and other providers will be used to provide ongoing PD in relation to standards and effective strategies for unit planning/formative assessment/intervention.	5.1, 5.3	Sept-Nov 2020	Content specialists scheduled, unit map planners, unit and BOY data	Principal, AP, Content Specialist	Agendas, Notes, sample work from Teachers	Sept-Nov 2020		
Students will be administered MAP BOY and STAAR BOY assessments to determine baseline data and gaps in skills for pre-unit planning and ongoing intervention.	5.3	Sept-Oct 2020	MAP and TEA Interim BOY Assessments	Teachers, Principal, AP, Testing Coordinator	MAP BOY, STAAR BOY data reports	16-Oct-20		
CEN specialists will provide MAP to STAAR Connection plan/support for teachers to specifically identify student gaps in SEs and plan for effective strategies for addressing gaps both in Tier 1 and intervention groups.	5.3	Oct 14-15, 2020	MAP and 2019 STAAR Assessment Data	CEN Specialist, Principal, AP, Teacher	Notes, Data Reports and Breakdown from teachers, Station plans	Oct-Nov 2020		
Schedule and develop protocol for ongoing DDI meetings.	5.3	Oct-Nov 2020	Unit assessment dates, MAP MOY dates, STAAR Interim Dates	Principal, AP	DDI Meeting dates, agenda, notes/minutes	Nov-20		
Classes will set learning goals and individual student goal tracking processes.	5.3	Oct-Nov 2020	Unit assessment dates, MAP MOY dates, STAAR Interim Data	Teachers, Principal, AP	Student goal tracking documents, class goal targets	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
<b>Essential Action</b>	3.1	5.1	5.3
<b>Desired Annual Outcome</b>	All campus staff will consistently implement the campus outlined routines and procedures for arrival, dismissal, hallway, restroom, first/last 5, and classroom entry.	Instructional staff will use the Objective-Driven Daily Lesson Plans w/Formative Assessment format to ensure the daily objectives, activities, and exit tickets are aligned to and measuring mastery of readiness standards.	Instructional staff will utilize DDI meetings after assessment to create a corrective action plan that addresses student misconceptions and create plans for reteach and future units.
<b>Desired 90-day Outcome</b>	Developed expectations for school culture routines/procedures are being implemented with fidelity in hallway, cafeteria, restrooms, classroom entry, arrival, dismissal, first 5/last 5. (Coached by ESC 17/DCSI)	Instructional staff will submit the Objective-Driven Daily Lesson Plans w/Formative Assessment for feedback on alignment of the objective and exit ticket to the standard.	Instructional staff will utilize DDI practices to identify critical skills/objectives that students need instruction on. Data will be evaluated from STAAR and MAP to inform both pre-planning of units and reteach of identified gaps in student understanding. (Led by CEN and/or Principal-coached by DCSI/ESC 17) Class and student goal setting/tracking will be implemented across the campus.
<b>Barriers to Address During this Cycle</b>	Administrative monitoring and feedback of intended routines and procedures is being provided to ensure consistency.	Support beyond the 2 day TIL training will be necessary to fully develop teacher and administrator skill for ensuring aligned plans and formative assessment and effective feedback.	Implementing a consistent DDI protocol for identifying key concepts/skills in a standard and evaluating/reflecting on student mastery to identify specific gaps in learning and tracking data to determine if interventions/reteach is being effective.
<b>District Actions for this Cycle</b>	The district will secure guidance and development of the routines via ESC 17 (TIL School Cultures/Routines) and coaching for teacher leaders and administrative staff on roll out and monitoring of developed routines and procedures.	The district will provide foundational training in TIL Lesson Planning via ESC 17 and secure coaching support for administrators for monitoring and providing feedback on alignment.	The district will utilize TIL DDI meeting protocol and CEN MAP to STAAR protocol to ensure data analysis is impacting instruction and remediation planning and delivery.
<b>District Commitment Theory of Action</b>	If the district provides proper funding for access to necessary coaching to improve school culture, then the campus can develop a robust campus culture that promotes and ensures high expectations for student and staff achievement.	If district policies and practice support effective instructional planning on the campus, then the campus will be able to implement effective planning practices and feedback loops to increase effective instruction and student outcomes.	If the district funds and supports coaching systems for identifying struggling learners then more effective instructional methods can be utilized to close gaps in learning.

## 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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrators will schedule times to monitor routine and procedure implementation and provide feedback/coaching to ensure consistency	3.1	Dec-Feb 2021	ESC 17 TIL SC/R training/coaching/	Principal, AP, DCSI, ESC 17 Coach	Administrator Schedule, Coaching Scripts	Feb-21		
At least one PLC time per week will be utilized to support and provide teacher feedback on Objective-Driven Lesson Planning w/Formative Assessment.	5.1	Dec-Feb 2021	Designated PLC time, completed lesson plans	Principal, AP, DCSI, ESC 17 Coach	PLC Schedule, Agenda, Minutes, Lesson Plans, Alignment Tool	Dec-Feb 2021		
Content specialists from ESC, CEN, and other providers will be used to provide ongoing PD in relation to standards and effective strategies for unit planning/ formative assessment/intervention.	5.1, 5.3	Dec-Feb 2021	Content specialists scheduled, unit map planners, unit and BOY data	Principal, AP, Content Specialist	Agendas, Notes, sample work from Teachers	Dec-Feb 2021		
Students will be administered MAP MOY and assessments to determine progress data and gaps in skills for pre-unit planning and ongoing intervention.	5.3	Jan 2021	MAP and TEA Interim BOY Assessments	Teachers, Principal, AP, Testing Coordinator	MAP BOY, STAAR BOY data reports	Feb-21		
CEN specialists will provide MAP to STAAR Connection plan/support for teachers to specifically identify student gaps in SEs and plan for effective strategies for addressing gaps both in Tier 1 and intervention groups	5.3	Jan 2021	MAP and 2019 STAAR Assessment Data	CEN Specialist, Principal, AP, Teacher	Notes, Data Reports and Breakdown from teachers, Station plans	Jan-21		
DDI meetings will be held after unit assessments to identify key misconceptions and reteach plans	5.3	Jan-Feb 2021	Unit assessment dates, MAP MOY dates, STAAR Interim Dates	Principal, AP	DDI Meeting dates, agenda, notes/minutes/coaching scripts	Dec-Feb 2021		
Classes will revise learning goals and individual student goal tracking processes based on unit, benchmark and/or MAP data.	5.3	Dec-Feb 2021	Class and Student Data/Goal Trackers	Teachers, Principal, AP,	PLC Agendas, Minutes, Goal Sheets	Feb-21		
Plan for celebrating goals met will be developed and implemented.	5.3	Dec-Feb 2021	Criteria/plan for celebrating goals being met	Teacher Leadership Team, Principal, AP	PLC Agenda, Minutes, Schedule	Dec-Feb 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
<b>Essential Action</b>	3.1	5.1	5.3
<b>Desired Annual Outcome</b>	All campus staff will consistently implement the campus outlined routines and procedures for arrival, dismissal, hallway, restroom, first/last 5, and classroom entry.	Instructional staff will use the Objective-Driven Daily Lesson Plans w/Formative Assessment format to ensure the daily objectives, activities, and exit tickets are aligned to and measuring mastery of readiness standards.	Instructional staff will utilize DDI meetings after assessment to create a corrective action plan that addresses student misconceptions and create plans for reteach and future units.
<b>Desired 90-day Outcome</b>	Developed expectations for school culture routines/procedures are implemented with fidelity in hallway, cafeteria, restrooms, classroom entry, arrival, dismissal, first 5/last 5 and principals are monitoring providing whisper prompts/feedback with fidelity.	Instructional staff will use the Objective-Driven Daily Lesson Plans w/Formative Assessment format to ensure the daily objectives, activities, and exit tickets are aligned to and measuring mastery of readiness standards.	DDI meetings are held within PLC after unit assessments. Principal and Asst. Principal leading and then lead teacher leading.
<b>Barriers to Address During this Cycle</b>	Administrative monitoring and feedback of intended routines and procedures is being provided to ensure consistency.	Continuing support throughout PLC and establishing administrator time to give feedback on future lessons.	Scheduling DDI meetings, administrator prep for DDI, and use of the DDI protocol to impact identified skill misconceptions and coach on reteach plans.
<b>District Actions for this Cycle</b>	The district will secure guidance and development of the routines via ESC 17 (TIL School Cultures/Routines) and coaching for teacher leaders and administrative staff on roll out and monitoring of developed routines and procedures.	The district will provide foundational training in TIL Lesson Planning via ESC 17 and secure coaching support for administrators for monitoring and providing feedback on alignment.	The district will utilize TIL DDI meeting protocol and CEN MAP to STAAR protocol to ensure data analysis is impacting instruction and remediation planning and delivery.
<b>District Commitment Theory of Action</b>	If the district provides proper funding for access to necessary coaching to improve school culture, then the campus can develop a robust campus culture that promotes and ensures high expectations for student and staff achievement.	If district policies and practice support effective instructional planning on the campus, then the campus will be able to implement effective planning practices and feedback loops to increase effective instruction and student outcomes.	If the district funds and supports coaching systems for identifying struggling learners then more effective instructional methods can be utilized to close gaps in learning.

## 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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrators will schedule times to monitor routines and provide feedback/coaching to ensure consistency	3.1	Mar-May 2021	ESC 17 TIL SC/R training/coaching/	Principal, AP, DCSI, ESC 17 Coach	Administrator Schedule, Coaching Scripts	May-21		
At least one PLC time per week will be utilized to support and provide teacher feedback on Objective-Driven Lesson Planning w/Formative	5.1	Mar-May 2021	Designated PLC time, completed lesson plans	Principal, AP, DCSI, ESC 17 Coach	PLC Schedule, Agenda, Minutes, Lesson Plans, Alignment Tool	Mar-May 2021		
Content specialists from ESC, CEN, and other providers will be used to provide ongoing PD in relation to standards and effective strategies for unit planning/ formative	5.1, 5.3	Mar-May 2021	Content specialists scheduled, unit map planners, unit and BOY data	Principal, AP, Content Specialist	Agendas, Notes, sample work from Teachers	Mar-May 2021		
Students will be administered MAP EOY and assessments to determine progress data and gaps in skills 2021-2022 planning	5.3	May 2021	MAP and TEA Interim BOY Assessments	Teachers, Principal, AP, Testing Coordinator	MAP BOY, STAAR BOY data reports	May-21		
Summer planning and content focus days will be determined based on student and staff needs evidenced through lesson plans, assessment scores, and TTESS ratings.	5.1, 5.3	May 2021	Observation notes, MAP data, benchmark data	Principal, AP, DSCI	Summer PD plans, CNA goals, admin meeting agenda/minutes	May-21		
DDI meetings will be held after unit assessments to identify key misconceptions and reteach plans	5.3	Mar-May 2021	Unit assessment dates, MAP MOY dates, STAAR Interim Dates	Principal, AP	DDI meeting dates, agenda, notes/minutes/coaching scripts	Mar-May 2021		
Classes will revise learning goals and individual student goal tracking processes based on unit, benchmark and/or MAP data.	5.3	Mar-May 2021	Class and Student Data/Goal Trackers	Teachers, Principal, AP,	PLC Agendas, Minutes, Goal Sheets	Mar-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			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)			
<p>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.</p> <p>Complete each section below:</p> <p>Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.</p> <p>Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.</p> <p>Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.</p> <p>Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.</p> <p>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.</p> <p>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: <a href="https://texasesf.org/vetted-programs/">https://texasesf.org/vetted-programs/</a></p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.</p> <p>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 .</p> <p>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: <a href="https://texasesf.org/framework/">https://texasesf.org/framework/</a></p>			
	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			

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.

[illegible]