

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 F 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:
Lamar Fleming Middle School Magnet for Fine Arts	Alecia Bell
Campus Number:	Superintendent Name:
000000078	Dr. Grenita Lathan

Date:
Friday, October 16, 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	Houston ISD	Campus Name	Lamar Fleming Middle School Magnet for Fine Arts	Superintendent	Dr. Grenita Lathan	Principal	Yolanda Bruce
District Number	101912	Campus Number	00000078	District Coordinator of School Improvement (DCSI)	Dr. Alecia Bell	ESC Number	4
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Glenna Shields

ASSURANCES

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.	Alecia Bell, 10/16/2020
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.	Yolanda Bruce, 10/16/2020
Board Approval Date		

DATA ANALYSIS

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

<https://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: For the 2020/2021 school year, our campus will increase our Domain 1 component score from a 28 (scaled score of 56) to a 38 (scaled score of 70) by increasing percent Approaches to 63%, Meets to 34%, and Masters to 16%. This will support our campus in achieving an overall C rating for 2021. Rationale: We have seen other campuses in our district achieve these results, and so believe they are feasible for us. By our campus focusing on strong instructional leadership for our CLT team members and focusing on strong lesson plans, and observation and debrief cycles, we can achieve these results.</p> <p>Domain 2B: We will be focusing on Domain 2B. Our goal is to reach a component score of 38 (scaled 74) specifically for our econ dis students in 2021. Rationale: We have an Econ Dis percentage of 97%. We need to focus on campus relative performance this year. We know we can prove the possible for our students and ensure that our students can achieve at similar or higher levels compared to other schools with similar demographics.</p> <p>Domain 3: We will increase our Domain 3 score of 5 (scaled score of 45) to a score of 29 (scaled score of 70) in 2021. Rationale: Our ELs population is represented by 40% of our students and the campus is having difficulty meeting the ELPs component of this domain.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We need to focus on our writing across all subjects; our data is particularly low in G7 Writing. Additionally, we need to prioritize moving more of our students to the Meets and Master's level across all courses. Lastly, our SPED and EL student population is struggling in all content areas, and we need to ensure we are supporting these student with their achievement.</p> <p>Domain 2: We are prioritizing our Eco Dis population and their achievement across the board for Domain 2, since they make up</p> <p>Domain 3: We are targeting our Eco Dis, African American and SPED Populations for Domain 3. We also need to prioritize the achievement for our ELs as our campus' TELPAS data is very low and indicates our ELs are not making adequate progress.</p>
	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.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial 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.	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://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
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Essential Action	1.1	5.1	
Rationale	Administrators need to be present on a daily basis to do the work. Administrators need to aggressively monitor teachers in the work by providing lesson plan feedback, weekly PLCs, weekly observations, feedback and coaching.	Last school year, teachers struggled with the completion of quality lesson plans and the submission of lesson plans in a timely manner because administrators were not planning with teachers and monitoring their lesson plans.	
How will the campus build capacity in this area? Who will you partner with?	The leadership team will participate in calibration walkthroughs weekly as a team and monthly with our PCIM and SSO. Admin PLCs will focus on at-bats of coaching and development of teachers. We will partner with the office of Performance Management and Leadership Development.	The leadership team will partner with Teacher Development Specialists provided by the curriculum and interventions department. Together we will help teachers build effective lesson plans and assessments, and provide coaching and feedback to enhance their instruction therefore improving student outcomes.	
Barriers to Address throughout this year	Tendency to "put out fires" during the day and deprioritizing time to meet as an admin team when issues arise. If the Tier II leaders are pushed too hard to monitor instruction, lesson planning, and all other duties, they might become overwhelmed. Administrators need to have a structured daily plan of attack using their outlook calendar.	Teachers expressing concern around the time required to lesson plan. The admin team has set up expectations for submission but still need to provide a structured approach to review lesson plans and provide feedback. We can't move too quickly. Time for teachers to plan lessons and for administrators to review and provide feedback.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will hold a community meeting to provide the community an opportunity to provide input and feedback on our goals as outlines in our SIP, TIP, and CIP.	We will hold a community meeting to provide the community an opportunity to provide input and feedback on our goals as outlines in our SIP, TIP, and CIP.	
Desired Annual Outcome	For the administrative team to be consistent and effective in their leadership of weekly PLCs, lesson planning feedback, and data analysis that improve both teacher and overall student performance.	For achieve our goals for Domain I -Student Achievement and retain highly effective teachers. Teachers to develop aligned, rigorous and detailed lesson plans that have a positive impact on student achievement.	
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2 math and reading, then campuses will be better equipped to employ backwards lesson design model to create objective driven lessons with aligned formative assessments.	If...then,

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.
 Please enter a Summative Goal as well.

- 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.
 Please enter a Summative Goal as well.

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

If tracking Student Success (E/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 enter a Summative Goal as well.
 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.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	Pie											
							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	52%		District Interim	56%		District Interim	61%		Released STAAR	65%		70%
		All	All	Reading	Meets	STAAR	23%		District Interim	26%		District Interim	29%		Released STAAR	32%		35%
		All	All	Reading	Masters	STAAR	8%		District Interim	11%		District Interim	14%		Released STAAR	17%		20%
		All	All	Mathematics	Approaches	STAAR	59%		District Interim	62%		District Interim	65%		Released STAAR	67%		70%
		All	All	Mathematics	Meets	STAAR	28%		District Interim	30%		District Interim	32%		Released STAAR	33%		35%
		All	All	Mathematics	Masters	STAAR	10%		District Interim	12%		District Interim	15%		Released STAAR	17%		20%
		All	All	Science	Approaches	STAAR	60%		District Interim	62%		District Interim	65%		Released STAAR	67%		70%
		All	All	Science	Meets	STAAR	28%		District Interim	29%		District Interim	31%		Released STAAR	33%		35%
		All	All	Science	Masters	STAAR	7%		District Interim	11%		District Interim	14%		Released STAAR	17%		20%
		All	All	Social Studies	Approaches	STAAR	50%		District Interim	55%		District Interim	60%		Released STAAR	65%		70%
		All	All	Social Studies	Meets	STAAR	17%		District Interim	21%		District Interim	25%		Released STAAR	30%		35%
		All	All	Social Studies	Masters	STAAR	7%		District Interim	10%		District Interim	13%		Released STAAR	16%		20%
		All	All	Writing	Approaches	STAAR	37%		District Interim	45%		District Interim	53%		Released STAAR	61%		70%
		All	All	Writing	Meets	STAAR	11%		District Interim	17%		District Interim	23%		Released STAAR	29%		35%
All	All	Writing	Masters	STAAR	3%		District Interim	7%		District Interim	11%		Released STAAR	15%		20%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	African American	Reading	Meets	STAAR	24%		District Interim	27%		District Interim	30%		Released STAAR	33%		35%
		All	Eco Dis	Reading	Meets	STAAR	24%		District Interim	27%		District Interim	30%		Released STAAR	33%		35%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	African American	All	All	STAAR	27		District Interim	31		District Interim	35		Released STAAR	39		42
		All	Eco Dis	All	All	STAAR	28		District Interim	32		District Interim	36		Released STAAR	39		42
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	13%		District Interim	19%		District Interim	25%		Released STAAR	31%		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
Essential Action	1.1	5.1	0
Desired Annual Outcome	For the administrative team to be consistent and effective in their leadership of weekly PLCs, lesson planning feedback, and data analysis that improve both teacher and overall student performance.	For achieve our goals for Domain I -Student Achievement and retain highly effective teachers. Teachers to develop aligned, rigorous and detailed lesson plans that have a positive impact on student achievement.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2 math and reading, then campuses will be better equipped to employ backwards lesson design model to create objective driven lessons with aligned formative assessments.	if....then,

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District 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	1.1	5.1	0
Desired Annual Outcome	For the administrative team to be consistent and effective in their leadership of weekly PLCs, lesson planning feedback, and data analysis that improve both teacher and overall student performance.	For achieve our goals for Domain I -Student Achievement and retain highly effective teachers. Teachers to develop aligned, rigorous and detailed lesson plans that have a positive impact on student achievement.	0
Desired 90-day Outcome	Leaders will have a clear identification of teacher capacity and documentation on the next steps for coaching and support of teachers.	Lesson plans are informed by student data, includes frequent checks for understanding aligned to the objective; includes detail that another teacher could pick up the plan and use it effectively and executed in alignment with the lesson plan. ☑	
Barriers to Address During this Cycle	New admin who are inexperienced and unfamiliar with the documentation process and procedures as well as the coaching cycle.	Teachers are having a tough time with pacing due to length of class and simultaneously teaching virtually and face to face. Many teachers are having issues getting to the end of lesson assessment.	
District Actions for this Cycle	The district is providing Teacher Development Specialists and a Data Driven Specialist to assist leadership team with effective instruction. The district is also developed a series of second tier leader training focusing on how to provide feedback to teachers and how to manage time in Outlook Calendar.	The district is providing Teacher Development Specialists to support, plan and model for all teachers. Each content area is provided time to plan with their team/content leads.	
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2 math and reading, then campuses will be better equipped to employ backwards lesson design model to create objective driven lessons with aligned formative assessments.	If....then,

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?	1.1 - We anticipate achieving our desired 90-day outcome because we have already established, implemented, and are currently monitoring roles and responsibilities of our Instructional Leadership Team. 5.1 - We anticipate somewhat achieving our desired 90-day outcome because we have begun our coaching process for developing performance based objectives through the PLC cycle.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	N/A	
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
	N/A	N/A

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	1.1	5.1	0
Desired Annual Outcome	For the administrative team to be consistent and effective in their leadership of weekly PLCs, lesson planning feedback, and data analysis that improve both teacher and overall student performance.	For achieve our goals for Domain I -Student Achievement and retain highly effective teachers. Teachers to develop aligned, rigorous and detailed lesson plans that have a positive impact on student achievement.	0
Desired 90-day Outcome	Leaders exhibit a thorough understanding of what effective teaching looks like and how it translates into student growth. Leaders are focused on building teacher capacity and increasing student scores in conjunction to the identification of next steps through lesson plan and observation feedback.	Campus instructional leaders evaluate lesson objective and activities' alignment to standards, scope and sequence and expected level of rigor; provide 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning and delivered to teacher with enough time to make recommended changes before lesson delivery. Teachers are focusing on the meets and masters students and ways to extend their learning.	
Barriers to Address During this Cycle	Effective time management of the instructional leadership team; systems to balance job responsibilities. Prioritizing all aspect of instructional leadership time (discipline, parents, etc.) and utilizing a common coaching language.	Teacher capacity to grow students to achieve at the meets and masters levels. Teachers are having a tough time with pacing due to length of class and simultaneously teaching virtually and face to face.	
District Actions for this Cycle	Teacher Development Specialists and Data Driven Specialist to assist the leadership team with effective instructional overviews and strategies. The district is also providing a series of Tier II leader trainings focusing on how to provide feedback to teachers and effective coaching.	The district is providing Teacher Development Specialists to support, plan and model for all teachers. Each content area is provided time to plan with their team/content leads.	
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2 math and reading, then campuses will be better equipped to employ backwards lesson design model to create objective driven lessons with aligned formative assessments.	If....then,

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
The administrative team is able to solve instructional issues to improve student outcomes.	1.1	06-Mar-21	Student data, Teacher data	Admin team	Released STAAR Data, District Assessments, Common Assessments, STAAR Data	29-May-21		
The administrative team will start to make plans for the upcoming school year and review what worked and what didn't work during the school year.	1.1	18-May-21	Teacher survey, Student data	Admin team	Survey, Student data, Master schedule	29-May-21		
The administrative team will determine what will be done with students who struggled during the school year.	1.1	25-May-21	Student data, Teacher data	Admin team	RTI information; Assessments, Master schedule	29-May-21		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

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.

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

