

Kashmere High School



Reginald Bush, Principal

School Turnaround Plan

October 2020

Outcomes

Our Targeted Improvement Plan will address the following:

	Prioritized Focus Area 1	Prioritized Focus Area 2
	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data Driven Instruction
Desired Annual Outcomes	<ul style="list-style-type: none"> Strategic professional development to target lesson planning, attendance in the virtual environment, addressing social and emotional needs while simultaneously teaching subject material. Consistency on submitting lesson plans. Continuous online learning professional development that includes using virtual platforms aligned with the HISD instructional continuity plan. Teachers/leaders trained by TDS on HUB resources to support effective planning. All teachers create and submit daily lesson plans that include content objectives with linguistic support, opening activities, exit tickets, and sheltered instruction strategies. (Speaking, Listening, Reading and Writing) 	<ul style="list-style-type: none"> 100 % of all staff members (ILT, Teachers) will be able to follow campus wide data review processes and procedures. Makesure there is evidence that student data is used on a regular basis to inform daily, weekly or unit instruction. Teachers will be able to effectively collect, analyze, and create action plans based on spiral review data and teacher created assessments to create small groups for spiraled review.
Summary of Barriers to be Addressed	<ul style="list-style-type: none"> Pacing and finishing the scope and sequence with enough time for spiraled review, lesson planning for virtual and face to face learning, consistency and progress monitoring from CLT. 	<ul style="list-style-type: none"> Tight window of time for instructional leaders meet with the DDIS weekly to review data and share data protocol. Attendance for Tier 3 students.

Milestones

Action	Prioritized Focus Area	Timeline
90% of all core content teachers will be categorized as either Tier 1 or Tier 2 for lesson planning.	5.1 Objective-driven daily lesson plans with formative assessments	Ongoing beginning September 2020
Teachers' lesson plans will include STAAR Review Calendars that spiral Priority TEKS and lowest performing standards based on student data. Teacher lesson planning will include sheltered instruction for EL students.	5.1 Objective-driven daily lesson plans with formative assessments	Ongoing beginning August 2020
75% of teachers should be either Tier 1 or Tier 2 for lesson plan progress monitoring.	5.1 Objective-driven daily lesson plans with formative assessments	Ongoing beginning September 2020
PLCs with pre-plan lesson conferences that consist of actions that will yield student achievement at the MEETS levels.	5.3 Data driven instruction	Ongoing beginning August 2020
Small group instruction (interventions) with students who did not pass the benchmarks, snapshots and STAAR release by 5 or less questions.	5.3 Data driven instruction	Ongoing beginning September 2020

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Self Assessment

5.1 Objective-driven daily lesson plans with formative assessments

5.3 Data-Driven Instruction

We have a vetting system in place to identify highly qualified teaching and interventionist staff. In addition, we train teachers on the expectations and assign mentors to assist with any identified issues that may impact teaching and learning.

1

2

Rationale

Desired Outcomes

<p>5.1 Teacher capacity to plan and provide Tier 1 instruction through the implementation of HISD curriculum and the alignment of the TEKS were limited. Instructional leadership and teachers team want to ensure that student academic achievement is met according to state academics and beyond.</p>	<p>5.3 Instructional staff was not proficient in reading and analyzing to create strategic and intentional action plans. Instructional leaders realize that it is crucial to know and understand the data of all content areas so that we can assist in making decisions for effective teaching and learning.</p>
<ul style="list-style-type: none"> Departments will implement District Scope and Sequence and Vertical Alignment plans as well as using Lead4Ward planning tools to ensure that teachers use backward planning from state standard aligned assessments (by the end of each lesson cycle). 100% of teachers will effectively plan and implement standards driven lessons. Teachers will have the skills and abilities to successfully plan lessons in the online learning environment. 90% of teachers will be labeled as Tier 1 and 2 for lesson planning. Teachers' lesson plans will include STAAR review practices that spiral priority TEKS and lowest performing standards based on student data. Teachers will engage in weekly "at-bats" to model Tier 1 instruction and receive feedback. Teachers will use sheltered instructional strategies to support learning for EL students (TELPAS - Speaking, Listening, Reading, Writing). 	<ul style="list-style-type: none"> Administrators and instructional staff will receive training on STAAR Progress Measurements. Instructional staff will be trained on how to conduct student progress conferences. Instructional staff will tier upper level Meets and upper level Approaches students and use challenging resources to implement enrichment strategies. PLC meetings will focus on teachers analyzing student data to calculate individual growth and progress measures for SPED and EL students based on previous year's data (using Domains I, II, & III and TELPAS). PLC meetings will include modeling student progress conferences to address student growth measures, including student target score, raw/scale score, and their progress measure. Conferences will also include a breakdown of each reporting category (per content).

District Commitments

Lever 5: Effective Instruction

- For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
- District policies and practices support effective instruction in schools.
- The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).
- The district has effective systems for identifying and supporting struggling learners.

Yes	1	Ordered	1.1	1 - Not Started	No Progress
No	2	Voluntary	2.1	2 - Beginning Implementation	Some Progress
	3		3.1	3 - Planning for Implementation	Significant Progress
	4		4.1	4 - Partial Implementation	Met
	5		5.1	5 - Full Implementation	
	6		5.3		
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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:

Kashmere High School

Silvia Trinh, Chief of Staff

Campus Number:

Superintendent Name:

101912007

Dr. Grenita Lathan

Date:

Tuesday, August 18, 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	Kashmere High School	Superintendent	Dr. Grenita Lathan	Principal	Reginald Bush
District Number	101912	Campus Number	101912007	District Coordinator of School Improvement (DCSI)	Silvia Trinh	ESC Number	4
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Nancy Webster

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.	Silvia Trinh
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.	Jonathan Trinh
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.	Reginald Bush
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.	Domain 1: Increase scale score from a 57(F) to 65(D). Rationale: Increase Approaches/Meets/Masters by 6% for each EOC tested subject will result in an overall grade of D for Domain 1. Domain 2B: Increase scale score from a 72(C) to a 76(C). Rationale: Increasing Student Achievement will also increase Relative Performance, bringing our overall grade of C for Domain 2B. Domain 3: Increase scale score from 66 (D) to 86 (B). Rationale: Meeting 16/16 student groups in Academic Achievement, EL Progress, 6/7 of School Quality Status will result in a Scale Score of 86 (B).
	What changes in student group and subject performance are included in these goals?	Domain 1: Increase approximately 6 percentage points in Approaches/Meets/Masters for each EOC Subject Area. Targets include SPED, Hispanic, and Economically Disadvantaged Students. Domain 2B: Increase Relative Performance from 38 to 41. An increase in Student Achievement will result in an increase in Relative Performance. Domain 3: Increase Domain 3 from a 66 to an 86. Focus is on increasing the number of students who meet CCMR criteria.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR: Increase from 44% to 100% Graduation Rate: Increase from 61% to 90%.

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic* (if available) to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial 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.	2 - Beginning Implementation
5.3 Data-driven instruction.	3 - 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://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	5.1	5.3	
Rationale	The team wants to ensure that student academic achievements are met according to state standards and beyond. This begins with Tier 1 instruction from classroom teachers. By focusing on lesson planning we can impact student achievement outcomes.	The team realizes that it is crucial to know and understand the data of all content areas so that we can assist in making decisions for effective teaching and learning.	

How will the campus build capacity in this area? Who will you partner with?	We will build capacity by implementing District Scope and Sequence and Vertical Alignment plans, as well as using Lead4Ward planning tools to ensure that teachers use backwards planning from state standard-aligned assessments. Teachers will participate in regular professional learning communities and work with district Teacher Development Specialists. Teachers will engage in weekly "at-bats" to model Tier 1 instruction and receive feedback. Teachers will be trained on delivering instruction virtually in August pre-service training.	We will build capacity by providing Data Driven Instruction PDs once a month. The partners will include District Specialist and Contracted Services Consultants. The team will build capacity using all Tier 2 leaders to lead the instructional practice at Kashmere High School daily. All leaders will be engaged in data rich conversations with all stakeholders. The leaders will create systems and protocols that will support high quality implementation, data best practices, and high quality progress monitoring.	
Barriers to Address throughout this year	Virtual instruction for the first six weeks of school will be a challenge, as well as appropriately addressing gaps in learning from spring semester. Other challenges include teachers' ability to use virtual platforms and utilizing the teacher toolbox in a virtual setting.	In the virtual setting for the first six weeks of school, teachers will have a hard time tracking valid data. Additionally, there is no data to address from spring semester. Students will also not be able to properly track their data as previously used. Lastly, teachers will struggle with time management when trying to implement individualized data conferences in a virtual setting.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	These priorities will be communicated to stakeholders through regular community meetings, SDMC, PLC meetings, teacher expectations, information sessions, where there will be open invitations to solicit suggestions. Structures for lesson planning will be implemented in August PD. Teachers will receive specific training on the lesson planning process. School will prioritize CTE and business partners relationships weekly.	These priorities will be communicated to stakeholders after each assessment, PLC meetings will be conducted utilizing the action plan template to backwards plan. We will also utilize lead4ward planning documents to address any student misconceptions based on data.	
Desired Annual Outcome	100% of teachers will effectively plan and implement standards driven lessons.	Data driven instruction will be a campus culture that can be observed in 100% of the classrooms.	
District Commitment Theory of Action	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 and the district ensures that schools receive detailed reports within two days of the assessment, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and deploy effective classroom routines and strategies.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campuses will be able to establish strong DDI practices and provide employ RTI for students with learning gaps.	

STUDENT DATA

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

For Domain 1, enter the 2015 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Metals/Mastery for your campus in column H in the form App/Metals/Ma (for example: 60/20/20).

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

For Domain 2, enter the 2015 STAAR results for each tested course. You can enter the Total % of tests at each level of proficiency: Approaches, Metals, Mastery.

For Domain 3, enter the 2015 STAAR results for each tested course. You can enter the Total % of tests at each level of proficiency: Approaches, Metals, Mastery.

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

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

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

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

New TIA Specialist can support you in selecting these focus areas. Just like in Domain 1, please indicate the 2015 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 Metals ONLY

If tracking Student Success (ISS) track an average of Approaches, Metals and Mastery (as one number)

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

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

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

You will also track year of English Language Proficiency throughout the year. Just like in Domain 1, please indicate the 2015 STAAR data. If an additional 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 select the data you provide based on the data year provided for this cycle. Other data is available, please update the Actual Result column.

Please communicate with your TIA 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 as a result of COVID-19.

** To withdraw please, select the View tab and click the Freeze Panel 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, Metals and Mastery	All	All	Reading	Approaches	STAAR	42%							Direct Assessment	42%			Meets STAAR	49%		Summative Goal
		All	All	Reading	Meets	STAAR	29%							Direct Assessment	29%			Meets STAAR	29%		29%
		All	All	Reading	Mastery	STAAR	8%							Direct Assessment	8%			Meets STAAR	9%		27%
		All	All	Mathematics	Approaches	STAAR	69%							Direct Assessment	71%			Meets STAAR	77%		77%
		All	All	Mathematics	Meets	STAAR	34%							Direct Assessment	36%			Meets STAAR	39%		40%
		All	All	Mathematics	Mastery	STAAR	14%							Direct Assessment	15%			Meets STAAR	19%		23%
		All	All	Science	Approaches	STAAR	77%							Direct Assessment	79%			Meets STAAR	83%		84%
		All	All	Science	Meets	STAAR	42%							Direct Assessment	43%			Meets STAAR	45%		47%
		All	All	Science	Mastery	STAAR	19%							Direct Assessment	21%			Meets STAAR	24%		19%
		All	All	Social Studies	Approaches	STAAR	42%							Direct Assessment	43%			Meets STAAR	47%		47%
2. Domain 2 Focus 1	Focus 1 Subcategory (Choose two lengths in the Academic Achievement or Student Success indicators)	All	All	Social Studies	Approaches	STAAR	42%							Direct Assessment	43%			Meets STAAR	48%		47%
		All	All	Social Studies	Meets	STAAR	42%							Direct Assessment	44%			Meets STAAR	47%		48%
		All	All	Social Studies	Mastery	STAAR	8%							Direct Assessment	11%			Meets STAAR	13%		10%
		All	All	Writing	Approaches	STAAR	84%							NA	NA		NA	NA	NA	NA	NA
		All	All	Writing	Meets	STAAR	84%							NA	NA		NA	NA	NA	NA	NA
		All	All	Writing	Mastery	STAAR	84%							NA	NA		NA	NA	NA	NA	NA
		All	English	Mathematics	Meets	STAAR	34%							Direct Assessment	37%			Meets STAAR	39%		38%
		All	Speed	Reading	Meets	STAAR	34%							Direct Assessment	37%			Meets STAAR	39%		39%
		All	Exit D's	COAR	COAR	STAAR	38%														38%
		All	Speed	COAR	COAR	STAAR	26%														26%
3. Domain 2 Focus 2	Focus 2 Subcategory (Choose two lengths in the Academic Achievement or Student Success indicators)	All	English Language Proficiency	Approaches	TELPAS	42%							ELD1	44%			TELPAS	47%		46%	
All		English Language Proficiency	Meets	TELPAS	29%								ELD2	31%			TELPAS	32%		30%	
4. Domain 2 Focus 3	EP Component	All	English Language Proficiency	Approaches	TELPAS	42%							ELD1	44%			TELPAS	47%		46%	

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	5.1	5.3	
Desired Annual Outcome	100% of teachers will effectively plan and implement standards driven lessons.	Data driven instruction will be a campus culture that can be observed in 100% of the classrooms.	
Desired 90-day Outcome	Teachers will exhibit the skills and abilities to successfully plan lessons in the online learning environment.	Teachers will be able to understand the accountability system and how their individual data contributes to the overall school rating. Students will use OnTrack progress tool to reflect after each assessment.	
Barriers to Address During this Cycle	Potential barriers include transition from virtual to face to face learning, strategic professional development to target lesson planning, attendance in the virtual environment, addressing social and emotional needs while simultaneously teaching subject material, and consistency in submitting lesson plans.	Potential barriers include collecting valid data in a virtual setting and students' efforts on assessments in a virtual setting.	
District Actions for this Cycle	TDS will attend weekly PLCs to model "at-bats" and give teachers feedback. District plans will be available for teachers for the first cycle by 8/24 so that teachers will have resources to prepare engaging and aligned lessons.	DDIS will collaborate with teachers in PLCs for data tracking protocols; district platforms are accessible off network.	
District Commitment Theory of Action	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 and the district ensures that schools receive detailed reports within two days of the assessment, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and deploy effective classroom routines and strategies.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campuses will be able to establish strong DDI practices and provide employ RTI for students with learning gaps.	

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
Based on their lesson planning abilities, group teachers as Tier1, Tier2 or Tier3.	5.1	8/24-8/28	Staff Roster, Qualitative Data/Input from Tier 2 leaders, Self-Evaluation from teachers	CLT, TDS	TADS Tier Document	8/28		
Develop a lesson plan structure aligned with instructional continuity plan.	5.1	8/17-8/24	Continuity plan, tech tools	CLT	Template	8/24		
Conduct In-service PD for teachers based on technology platforms and lesson plan template	5.1	8/24 - 9/4	Teacher Expert Presentations, District PD	CLT, TDS, Teacher Experts	Products created by teachers, Lesson plans in the HUB	9/8		
Teachers will participate in PLC "at-bats" to get feedback from teachers, TDS and instructional specialists for lesson plans.	5.1	9/1-10/31	Lesson plan samples, Lead4Ward Virtual Playlist, PLC Time	Teachers, CLT, TDS	Video recordings of PLC "At-Bats" with feedback	10/31		
The staff will participate in an Accountability System overview.	5.3	8/24-9/4	Accountability Presentation, Lead4Ward documents	Principal, DDIS	Reflection in Microsoft Forms	9/4		

Students will take BOY/Renaissance to collect baseline data.	5.3	9/8-9/30	Renaissance, HUB	Teachers, Students	Renaissance Data Reports	9/30		
Teachers and students will participate in goal setting conferences.	5.3	9/8-10/15	Microsoft Forms for Reflections, On-Track	Instructional Specialist, Teachers, Students	Reflection in Microsoft Forms	10/30		
Teachers will participate in DDIS Action Planning following District Assessment.	5.3	10/15-11/15	Action Plan Template, DDIS Presentation, Assessment Data	Teachers, DDIS, Instructional Specialists	Action Plans	11/15		
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?								
				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?								

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	5.1	5.3	
Desired Annual Outcome	100% of teachers will effectively plan and implement standards driven lessons.	Data driven instruction will be a campus culture that can be observed in 100% of the classrooms.	
Desired 90-day Outcome	75% of teachers should be in Tier 1 or Tier 2 for lesson planning progress monitoring.	100% of teachers will be able to utilize data from student tracking systems in order to monitor student progress.	
Barriers to Address During this Cycle	Barriers may include consistency and accountability, CLT following up with teachers who are not following protocols, and possible lesson planning for virtual and face to face instruction.	Barriers may include attendance, virtual and face to face instruction, time management for data tracking, consistency and accountability from CLT.	
District Actions for this Cycle	The district will provide content and Instructional technology TDS support for Tier 3 teachers, curriculum and instructional planning documents in the HUB, professional development during Achieve 180 PDs to expand teacher toolboxes for lesson planning.	DDIS support for completing action plans based on district assessments, valid district assessments that are accessible in the building and virtual setting will be provided by the district.	
District Commitment Theory of Action	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 and the district ensures that schools receive detailed reports within two days of the assessment, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and deploy effective classroom routines and strategies.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campuses will be able to establish strong DDI practices and provide employ RTI for students with learning gaps.	

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
Progress monitor with teacher lesson plan tracking document, rubric and weekly feedback for teacher lesson plans.	5.1	12/01-2/26	Tracking document	CLT	Tracking Document	2/26		
Continue "at-bats" with feedback and coaching through PLCs.	5.1	12/01-12/06	Teacher lesson plans	Teachers, CLT, Instructional Specialists	Lesson Plans with written feedback, recording of "at-bats"	2/26		
Utilize Achieve 180 PD for expanding lesson plan toolbox.	5.1	1/13, 1/20, 1/27	TDS Presentations	TDS, CLT	Lesson Plans with written feedback based on classroom observations	2/26		
Utilize DLAs for EOC level subjects to facilitate action planning.	5.3	12/01-1/31	District Assessment	FAC, CLT, Teachers	On-Track Data Reports, Action Plans	2/26		

Administer Renaissance MOY for Tier 2 and 3 students.	5.3	12/01-1/31	Renaissance, HUB	FAC, Teachers, Instructional Specialists	On-Track Data Reports, Data Conference Reflection Forms	2/26		
Administer STAAR Release for English 1 and 2 EOC.	5.3	2/1-2-26	District Assessment	FAC, CLT	On-Track Data Reports, Action Plans	2/26		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	100% of teachers will effectively plan and implement standards driven lessons.	Data driven instruction will be a campus culture that can be observed in 100% of the classrooms.	
Desired 90-day Outcome	90% of teachers will be grouped as Tier 1 or Tier 2 for lesson planning. Teachers' lesson plans will include STAAR Review Calendars that spiral Priority TEKS and lowest performing standards based on student data.	Teachers will be able to effectively collect, analyze, and create action plans based on spiral review data and teacher created assessments to create small groups for spiraled review.	
Barriers to Address During this Cycle	Pacing and finishing the scope and sequence with enough time for spiraled review, lesson planning for virtual and face to face learning, consistency and progress monitoring from CLT are potential barriers.	Attendance, Time-Management to complete necessary review activities, planning for virtual and face to face instruction, additional supports from qualified people to help implement small groups are potential barriers.	
District Actions for this Cycle	Lead4Ward training Rockin' Review, and more strategic support from TDS to implement small groups in the classroom will be provided.	DDIS support for STAAR Release data analysis and action plan, TDS support in planning/creating stations and spiraled review, Lead4Ward training Rockin' Review will be provided.	
District Commitment Theory of Action	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 and the district ensures that schools receive detailed reports within two days of the assessment, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and deploy effective classroom routines and strategies.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campuses will be able to establish strong DDI practices and provide employ RTI for students with learning gaps.	

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
Progress monitor with teacher lesson plan tracking document, rubric and weekly feedback for teacher lesson plans.	5.1	03/01-05/30	Tracking document	CLT	Tracking document	05/29		
Provide additional support (Instructional Specialists, TDS, Interventionists) to implement Rockin' Review in small groups.	5.1	03/01-05/30	TDS, Interventionists, Instructional Specialists, Lead4Ward planning documents	TDS, Interventionists, Instructional Specialists, Teachers	Spiral Review Calendar	05/29		
Administer STAAR Release for Bio, Alg 1, USH, with DDIS data analysis and action planning	5.3	03/01-03/31	TDS, District Release Test	FAC, CLT, Teachers	On Track Assessment Data and Reports	04/15		
Utilize DDIS triangulation session to identify students to meet growth on TELPAS.	5.3	03/01-03/31	Triangulation Report and DDIS	Teachers, DDIS, and ESOL Specialist	On Track Assessment Data and Reports	04/15		

Teachers, TDS, and Instructional Specialists will create and implement small group spiral review based on action plans from STAAR Release.	5.3	04/01-04/30	Lead4Ward strategies, Interventionists, STAAR Release Data	TDS, Interventionists, Instructional Specialists, Teachers	On Track Assessment Data and Reports, spiral calendar	5/3/20		

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

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 campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

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

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

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

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

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

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

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

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

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

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

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

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

[illegible]