Park Crest MS

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		
	7				
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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 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.

DSCI Job Description

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Phillis Wheatley High School	Silvia Trinh, Chief of staff
Campus Number:	Superintendent Name:
101912018	Dr. Grenita Lathan
Date:	
Monday, October 19, 2020	

TEA
Texas Education Agency

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	Phillis Wheatley High School	Superintendent	Dr. Grenita Lathan	Principal	Joseph Williams
District Number	101912	Campus Number	101912018	District Coordinator of School Improvement (DCSI)	Silvia Trinh	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	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, October 19, 2020
Principal Supervisor ** Only necessary if the DCSI is NOT the Principal supervisor.*	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, October 19, 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.	Joseph Williams, October 19, 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.	Domain 1: 70 Rationale: If we increase all areas of achievement by 11%, this will give us a 70 in Domain 1, which is the score needed for our pathway to a B overall. Domain 2B: 78 Rationale: With an Economically Disadvantaged percentage of 94%, a Domain 1 score of 70, and our College, Career, and Military Readiness (CCMR) score from Domain 1, we will achieve a B in Domain 2B, which will lead to an overall score of a B. Domain 3: 77 Rationale: Meeting the Texas English Language Proficiency Assessment (TELPAS) target and the targets for all students groups in College, Career, and Military Readiness (CCMR), with a 10% increase in Academic Achievement Status, the campus should achieve a Domain 3 score of 77, which is our pathway to a B.
	What changes in student group and subject performance are included in these goals?	Domain 1: We will increase the percentage of Economically Disadvantaged scholars at the Meets level in reading by 15% and in math by 10%. Also, we will increase the percentage of Special Education scholars at the Meets level in reading and math by 10%. Domain 2B: Our goal is for all scholars to have a College, Career, and Military Readiness (CCMR) indicator by the time they graduate. Domain 3: We will meet all of the target student groups for College, Career, and Military Readiness (CCMR) to ensure that we have the points needed to score a C in Domain 3.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	At least 50% of all seniors will meet one College Career, and Military Readiness (CCMR) indicator; in Domain 3, we will increase the percentage of Economically Disadvantaged scholars in CCMR by 15% and ELs by 10%.

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.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	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	Although the campus assessment data has shown growth in some content areas, we still have more work to do in order to accomplish our goals in the area in English Language Arts. This work includes well-developed lesson plans based on current formative assessment data and inclusive of all student groups.	As the year progressed, we realized that we needed to get to the granular level with data, as well as our teachers changing their instructional approach, based on that data.	

How will the campus build capacity in this area? Who will you partner with?	We will establish a campus Vertical Alignment Plan (VAP) that will guide each grade level in establishing goals to be met and carried over from year to year. In developing the VAP, the campus will (a) plan with the end in mind, (b) establish, review, and revise pacing calendars, (c) deconstruct Texas Essential Knowledge and Skills (TEKS), (d) establish a vetting process to identify lessons that are aligned to the standards and written to the depth and complexity of the End Of Course (EOC) assessments, (e) establish how standards will be assessed, (f) implement standard use of rubrics, and (g) establish analysis of student work protocol that is inclusive of a calibration process.	We have novice teachers in English Language Arts (ELA) courses. We plan to build their content knowledge and their ability to disaggregate data, then make the necessary instructional changes to impact student learning. The campus will use the Data Driven Instructional Specialist (DDIS) along with Teacher Development Specialist (TDS) to provide the content knowledge needed to change instructional strategies and check for understanding during real time.	
Barriers to Address throughout this year	Time as a resource was viewed as a barrier. Also, having efficient tools for lesson planning was cited as a potential barrier. The current lesson planning tool is not viewed as user friendly. While there may be some format and technology issues with the current system, a need for more training on the use of the current tool may be needed. Having an efficient tool and knowing how to use it effectively will provide more time to be devoted to actual lesson planning so that review and feedback can occur in a timely manner. Also, the COVID- 19 pandemic has created a new barrier as it relates to accurately assessing students' performance on formative assessments in order to effectively develop lesson plans.	The HUB is a digital learning platform which utilizes an online software environment that can be used by educators and students to give everyone involved in a child's education the information, digital tools, and resources they need to learn together — both inside and outside the classroom. However, the timeline in which curriculum information is placed in the HUB for teachers to plan is not always timely. Reinforcement of backwards design practices for initial lesson planning, as well as corrective instruction action planning, is needed. While there is an expectation that backwards design planning will be utilized, capacity building across all staff members in this area is needed to improve the quality of daily instruction.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	The priorities will be shared via emails, Professional Learning Communities (PLCs), Shared Decision Making Committee (SDMC) meetings and newsletters. We will need to share why these are a priority and how focusing on these areas will impact the whole-student growth process.	The priorities will be shared via emails, Professional Learning Communities (PLC), Shared Decision Making Committee (SDMC) meetings and newsletters. We will need to share why these are a priority and how focusing on these areas will impact the whole-student growth process.	
Desired Annual Outcome	All teachers will be able to create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English Learners, among other student groups, and daily formative assessments along with exemplar responses.	Teachers will be able to use a corrective instruction action planning process, individually and in Professional Learning Communities (PLCs), to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery, focused on meeting the needs of both struggling learners and learners needing acceleration.	
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 graduation 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 data driven instructional practices and provide Response To Intervention (RTI) for students with learning and socio-emotional gaps.	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.

- For Domain 3, you will choose two targets to track this year. You can choose 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 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.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	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	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	ELA	Approaches	State of Texas Assessment of Academic Readiness (STAAR)	38		Snapshot 1 (Snap1)	35		District Level Assessment (DLA)	40		Mock STARR	45		49
		All	All	ELA	Meets	STAAR	19		Snap1	10		DLA	20		Mock STARR	25		30
		All	All	ELA	Masters	STAAR	1		Snap1	2		DLA	5		Mock STARR	10		12
		All	All	Mathematics	Approaches	STAAR	69		Snap1	65		DLA	70		Mock STARR	75		80
		All	All	Mathematics	Meets	STAAR	34		Snap1	30		DLA	35		Mock STARR	40		45
		All	All	Mathematics	Masters	STAAR	17		Snap1	10		DLA	15		Mock STARR	20		28
		All	All	Science	Approaches	STAAR	67		Snap1	60		DLA	65		Mock STARR	70		78
		All	All	Science	Meets	STAAR	27		Snap1	20		DLA	28		Mock STARR	32		38
		All	All	Science	Masters	STAAR	7		Snap1	5		DLA	10		Mock STARR	15		18
		All	All	Social Studies	Approaches	STAAR	78		Snap1	65		DLA	75		Mock STARR	80		89
		All	All	Social Studies	Meets	STAAR	43		Snap1	40		DLA	45		Mock STARR	50		54
		All	All	Social Studies	Masters	STAAR	13		Snap1	10		DLA	15		Mock STARR	20		24
		All	All	Writing	Approaches	STAAR	NA		NA	NA		NA	NA		NA	NA		NA
		All	All	Writing	Meets	STAAR	NA		NA	NA		NA	NA		NA	NA		NA
		All	All	Writing	Masters	STAAR	NA		NA	NA		NA	NA		NA	NA		NA
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	African American (AA) Students	Mathematics	Meets	STAAR	41		Snap1	20		DLA	25		Mock STARR	30		31
		All	Special Education (SPED) Students	Mathematics	Meets	STAAR	22		Snap1	5		DLA	10		Mock STARR	20		23
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	African American (AA) Students	CCMR	All	STAAR	20		N/A	N/A		N/A	N/A		N/A	N/A		31
		All	Special Education (SPED) Students	CCMR	All	STAAR	30		N/A	N/A		N/A	N/A		N/A	N/A		27
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	Texas English Language Proficiency Assessment (TELPAS)	29		English Language Development (ELD) #1	20		English Language Development (ELD) #2	30		Mock TELPAS	35		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 <u>during this cycle</u>.

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	0
Desired Annual Outcome	All teachers will be able to create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English Learners, among other student groups, and daily formative assessments along with exemplar responses.	Teachers will be able to use a corrective instruction action planning process, individually and in Professional Learning Communities (PLCs), to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery, focused on meeting the needs of both struggling learners and learners needing acceleration.	
Desired 90-day Outcome	Teachers will be able to effectively unpack Texas Essential Knowledge and Skills (TEKS) standards and utilize district resources (such as model lessons and technology apps/programs) to develop and execute effective lessons. Additionally, backwards design planning will be used so that teachers can instructionally address concepts that will increase expected scholar outcome and, thus, exit tickets/formative assessments will be aligned to lessons.	Every Professional Learning Community (PLC) meeting, led by a member of the Instructional Leadership Team (ILT), will follow Data Driven Instruction (DDI) protocol after the return of unit assessment results; reteaching of prioritized standards will occur within three days of DDI meetings.	
Barriers to Address During this Cycle	We will provide virtual instruction during the 1st 6 weeks of school and, thus, it will present more challenges in coaching teachers, reviewing their work, etc. However, we will use online resources to build capacity, coach, review, and monitor lesson planning/delivery.	A challenge will be administering assessments and ensuring that integrity is not compromised. We will look to offer more authentic assessments, so that we can truly check for mastery and not retrieve skewed data.	
District Actions for this Cycle	District will provide Teacher Development Specialists (TDS) to provide support and coaching by assisting teachers in writing aligned lesson plans that include exemplars.	District Data Instructional Specialist (DDIS) will support teachers in using data to make instructional decisions that will lead to student mastery.	
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 graduation 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 data driven instructional practices and provide Response To Intervention (RTI) for students with learning and socio-emotional gaps.	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 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
Universal Screener (Renaissance 360) will be used to identify baseline performance data and Lexile level for strategic instruction and instructional support.	5.1	Sept/Sept 2020	HUB Digital Resources	Teachers, Campus Leadership Team (CLT), Teacher Development Specialist (TDS), Data Driven Instructional Specialist (DDIS)	Campus Based Assessment, District Level Assessment	1-Sep		
Refine and implement common summative assessments and curriculum aligned to Texas Essential Knowledge and Skills (TEKS) and engage in the cycle of inquiry to inform instruction, monitor proficiency levels of all students, including Wheatley's Domain 3 student groups.	5.3	Sept/ Nov 2020	Ontrack, HISD HUB for sample lessons, Online resources for exemplar strategies including English Learners (ELs) and Special Education (SPED) students	Teachers, CLT, TDS, DDIS	Common Assessments, District Snapshots	1-Nov		

All teachers will be trained and modeled on how to effectively manage small group instruction in order to increase the effectiveness of the small group instruction.	5.3	Sept/ Nov 2020	Planning time, Training on data talks	Teachers, CLT, TDS, DDIS	Data Worksheets Classroom Observations Feedback to monitor the implementation of the strategies with fidelity	1-Nov		
A PLC protocol will be utilized to ensure Professional Learning Communities (PLCs) are data driven, allow opportunities for teachers to internalize the Scope and Sequence, communicate a high level overview of alignment between district resources and lesson facilitation, and engage in purposeful lesson preparation facilitated by Campus Leadership Team (CLT).	5.1	Sept/ Nov 2020	Planning instruction with Mastery in Mind PLC protocol	CLT, TDS	Classroom Observations Feedback to monitor the implementation of the strategies with fidelity	1-Nov		

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	0
Desired Annual Outcome	All teachers will be able to create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English Learners, among other student groups, and daily formative assessments along with exemplar responses.	Teachers will be able to use a corrective instruction action planning process, individually and in Professional Learning Communities (PLCs), to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery, focused on meeting the needs of both struggling learners and learners needing acceleration.	0
Desired 90-day Outcome	Teachers will be able to master core academic content through application of knowledge and skills on novel and meaningful contexts.	Every Professional Learning Community (PLC), led by a teacher, will follow Data Driven Instruction (DDI) protocol after return of unit assessment results; reteach of prioritized standards will occur within three days of DDI meetings.	
Barriers to Address During this Cycle	Barriers to address include teacher capacity, burnout, and/or retention.	Maintaining teacher's focus that data driven instruction should be viewed as a process rather than a product.	
District Actions for this Cycle	Campuses work within the district-provided Data Rich Year framework which outlines appropriate Data Driven Instruction (DDI) practices.	To support the Data Rich Year Framework, campuses have access to Data Tool Kits that are used during PLCs. The toolkits provide data protocols for campuses to analyze data and strategically plan for instruction.	
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 graduation 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 data driven instructional practices and provide Response To Intervention (RTI) for students with learning and socio-emotional gaps.	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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Intervention Assistance Team (IAT) will meet and approve student-designated Support Assignments/Allocations.	5.1	Dec 2020/Feb 2021	HUB Digital Resources	Teachers, Campus Leadership Team (CLT), Teacher Development Specialist (TDS), Data Driven Instructional Specialist (DDIS)	Campus Based Assessment, District Level Assessment	Jan-21		

Universal Screener (Renaissance 360), Beginning Of Year (BOY) and Middle Of Year (MOY) will be used to progress monitor students and adjust small group instruction based on progression or regression.	5.3	Jan/Feb 2021	Planning time, Training on data talks	Teachers, CLT, TDS, DDIS	Data Worksheets Classroom Observations Feedback to monitor the implementation of the strategies with fidelity	Jan-21		
Use a pivot table to refine the implementation of common summative assessments that are aligned to Texas Essential Knowledge and Skills (TEKS) and engage in the cycle of inquiry to inform small group instruction and monitor proficiency levels of all students.	5.3	Jan/Feb 2021	Planning time, Training on data talks	Teachers, CLT, TDS, DDIS	Data Worksheets Classroom Observations Feedback to monitor the implementation of the strategies with fidelity	Feb-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.

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 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	0
Desired Annual Outcome	All teachers will be able to create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English Learners, among other student groups, and daily formative assessments along with exemplar responses.	Teachers will be able to use a corrective instruction action planning process, individually and in Professional Learning Communities (PLCs), to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery, focused on meeting the needs of both struggling learners and learners needing acceleration.	0
Desired 90-day Outcome	Teachers will be able to disaggregate student data from all Mock End Of Course (EOC) tested areas to effectively plan for small group instruction and pull-outs.	Teachers will be able to effectively develop lessons plans to reteach Texas Essential Knowledge and Skills (TEKS) not yet mastered by the majority of students by analyzing data and creating an intervention plan for spiraling TEKS, based on the most recent data.	
Barriers to Address During this Cycle	Teacher's capacity to consistently provide targeted interventions based on student data must be addressed as a barrier.	A barrier will be that all TEKS will not have been mastered by the date Mock State of Texas Assessments of Academic Readiness (STAAR) is administered.	
District Actions for this Cycle	The district develops TEKS-based formative assessments for campuses, and the data from those assessments is tracked and used to target instruction and plan for interventions.	Campuses work within the Data Rich Year framework which outlines appropriate Data Driven Instruction (DDI) practices. Additionally, to support the Data Rich Year Framework campuses have access to Data Tool Kits that are used during PLCs. The toolkits provide data protocols for campuses to analyze data and strategically plan for instruction.	
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 graduation 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 data driven instructional practices and provide Response To Intervention (RTI) for students with learning and socio-emotional gaps.	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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will use rubrics to provide specific feedback to student writing. Students will demonstrate improvement in writing based on teacher feedback.	5.1	March/May 2021	Planning time, Training on data talks	Teachers , Administrators, Teacher Development Specialist (TDS), Instructional Specialists	Data Worksheets Classroom Observations Feedback to monitor the implementation of the strategies with fidelity	April 2021		

All teachers will be trained and modeled on how to effectively manage small group instruction in order to increase the effectiveness of the small group instruction.	5.3	March/May 2021	Planning time, Training on data talks	Teachers , Administrators, TDS, Instructional Specialists	Data Worksheets Classroom Observations Feedback to monitor the implementation of the strategies with fidelity	April 2021	
Teachers will be provided with student scale scores from 8th grade 2020 Mock STAAR Math and the scores from the spring 2021 MOCK STAAR to check for the growth between the two assessments. Teachers will then plan on how to meet the growth measure for each student.	5.3	March/March 2021	Planning time, Training on data talks	Teachers , Administrators, TDS, Instructional Specialists	Data Driven Instruction (DDI) protocol Classroom Observations Feedback to monitor the implementation of the strategies with fidelity	Apr-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.

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?		

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://texasesf.org/vetted-programs/

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

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

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

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