

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: Middle College High School-Gulfton

District Coordinator of School Improvement (DCSI) Name, Role:

Middle College High School-Gulfton

Silvia Trinh, Chief of Staff

Campus Number: 484

Superintendent Name: Grenita Lathan

000000484

Grenita Lathan

Date:



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	Middle College Gulfton	Superintendent	Dr. Granita Lathan, Interim	Principal	Holly Gibson
District Number	000912	Campus Number	000000484	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
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 supervisor 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.	Taryn Robinson
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.	Holly Gibson
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://gprv1.1ea.texas.gov/efr/report/tippr/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: Middle College HS District aims to increase student achievement in domain 1 Rationale: Based on 2019 STAAR data, the targeted percentage increase of Domain 1 is 83 to 86. In the 2020-2021 school year, we must raise the Domain 1 scale score from 83 to 86 by increasing the number of students who score at the approaches, meets and masters levels. Domain 2A: Student Progress in Domain 2 Rationale: Based on 2019 STAAR data, the targeted percentage increase of Domain 2 is 85. Domain 3: Student progress in Domain 3 Rationale: The following targeted percentage for Domain 3 need to be met in order to establish an increase in the following: Domain 3: 70. The increased number of students who score at the meets level will have a profound impact on Domain 3. In addition to those students like the College. Domain 3: We need to show growth in all domains with special attention to student growth and the graduation rate. Domain 2B: We need to show student growth in math, reading and writing by increasing the number of students who score at approaches and meets. Domain 3: We need to show growth in all domains with special attention to student growth and the graduation rate.
	What changes in student group and subject performance are included in these goals?	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	We will continue to increase the number of certifications and participation in the Associate's pathway and workforce certifications. We have set a goal of 71 for CCMR and goal of 70 for the Graduation Rate.

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.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

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://texasef.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://texasef.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Rationale	Middle College High School has begun the process by developing the mission and they are working to finalize the vision. The mission is posted around the school and teachers can articulate the mission, but the actions of the leadership team and teachers are not reflective of the mission. Asset-based language was only observed in three of the seven teachers' classrooms. There was no evidence that campus practices and policies are captured in writing and consistently implemented with fidelity.	Teachers do not receive feedback on their lesson plans before teaching the lesson plans. Inconsistencies in the quality of the teaching practices observed could cause one to question the quality of the lesson plans.	The school's assessment calendar is limited and does not include windows for data.
How will the campus build capacity in this area? Who will you partner with?	PD through PLCs that returns to the question, "Does what we are doing reflect the words in our vision/mission/values?" Students and parents also need to be presented with opportunities to reflect and respond to this question.	Leadership team will revisit the common framework and also the ESF six-pager as part of teacher PD for lesson planning prep. Support for staff will be provided by campus and/or district supports through pre-service training and ongoing PLC job-embedded PD.	Principal has PD planned for data with some key guiding questions to help them.
Barriers to Address throughout this year	The principal reported that teacher consistency in the implementation of classroom practices that are aligned to the school's mission is a concern. The principal and the DCSI both agreed that a major challenge will be creating school-wide buy-in of the mission and values. Another barrier will be helping teachers and leadership team members realize that developing	Teachers lack the skills to develop lesson plans that scaffold learning and implement instructional practices that address students' deficiencies. The principal as the only full-time administrator struggles with finding the time to review lesson plans in addition to her other daily responsibilities.	The principal has discovered that the teachers lack skills to dive deep into their
How will you communicate these priorities to your stakeholders? How will you create buy-in?	GET BETTER FASTER "Pre-teaching" will guide the high expectations regarding routines, procedures, and provide the framework for asset-based language that reflects the vision/missions/values.	Campus will have a two-week preservice period in which the campus will provide staff with training and support for lesson planning and data meetings, using the ESF key practices and the GET BETTER FASTER 90-day plan for coaching staff.	Campus will have a two-week preservice period in which the campus will provide
Desired Annual Outcome	3.1 The school has common routines in and out of the classroom. When you ask "What's #TheGulftonWay?" people know. The vision, mission, and values are reflected in practices in the school, posted throughout the school, and all stakeholders can speak about them. The campus will retain 75% of its highly proficient staff, and 100% of new staff will be interviewed with a set of protocols designed to ensure a fit with mission and vision.	5.1 Staff members understand what they need to include in the lesson plan and WHY those things matter as far as quality instruction. 100% of staff uses a common framework that utilizes the key practices in the ESF as a guide.	5.3 If the district provides schools with access to student academic, behavioral,
District Commitment Theory of Action	The district ensures that campus missions are well-managed, safe, conducive to learning, and district policies and practices promote and align with positive school culture, then campuses are able to create and implement a compelling and aligned vision, mission, goals, and values focused on a safe environment with high expectations for all.	The district ensures access to high quality formative assessment resources aligned to state standards for all tested areas (including PK-2 math and reading), and the district ensures that schools receive detailed reports of assessments within two days of the assessment, then campuses will be equipped to develop observation-driven lessons with aligned formative	The district provides the 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 PD for all faculty with support

Action Steps	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Action Step (May be requested by Specialist)	Evidence Collection Date
Create a strong monitoring plan for student enrolled in college courses		August 24 - Sept 4	Spreadsheet with all course	Principal, Asst. Principal, Registrar	Monitoring Plan in place for teacher preservice. Check-ins with students, monitoring grades, collaboration between administrators of the campus and college professor/instructor	
Define common routines and practices #TheGulftonWay		August 24 - Sept 4	Faculty and Student Handbook	Principal Gibson and Asst. Principal Stewart	Pre-service training identifies "moment by moment" routines and procedures. Walk-Throughs, observations	
Create a common lesson framework		August 24 - Sept 4	GBF, ESF six pager	Asst. Principal Stewart	Common Lesson Framework rolled out during preservice. Current Lesson plan template,	
Create a data meeting protocol, and list of data sources		Sept 21 - Oct 16	Calendar, OnTrack reports	Principal Gibson, Asst. Principal Stewart	Preservice training on data protocols. Student Progress, Grades, participation monitored every three weeks during the school term	
Create a corrective action process post-data review		Sept 21 - Oct 16	Calendar, OnTrack reports	Principal Gibson, Asst. Principal Stewart	Corrective Action Protocol in place and discussed as part of the data reflect process	
Plan pre-service for lesson planning (small groups, kagan mini-training, and		July - August 10	Kagan Cooperative-Structural Data Score Reflections	Asst. Principal Stewart, Mr. Clay	Preservice lesson planning sessions training. Teacher and student observations	
Plan pre-service for data protocols		July - August 10		Principal Gibson and Asst. Principal Stewart	Preservice training on data protocols and corrective action reflection process.	
Plan pre-service for monitoring plans and routines #TheGulftonWay		July - August 10	GBF, ESF six pager	Principal Gibson and Asst. Principal Stewart	Moment-by-moment plans	

Create calendar for lesson planning, PLC meetings, data meetings	Aug. 24 - Sept. 4	District, School, Admin. Cafe	Principal Gibson and Asst. Principal Stewart	Instructional calendar in place and presented during preservice
Reflection and Planning for Next 90-Day Cycle				
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	

STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

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

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

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency. Once data is available, please update the Actual Result column.

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

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

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

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

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please 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	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	ELA 1	Approaches	STAAR	51%		BOY	40		MOY	50		EOY	55		60
		All	All	ELA 1	Meets	STAAR	20%		BOY	30		MOY	40		EOY	60		65
		All	All	ELA 1	Masters	STAAR	2%		BOY	10		MOY	25		EOY	30		35
		All	All	Algebra	Approaches	STAAR	69%		BOY	60		MOY	65		EOY	70		70
		All	All	Algebra	Meets	STAAR	7%		BOY	10		MOY	20		EOY	30		30
		All	All	Algebra	Masters	STAAR	2%		BOY	10		MOY	25		EOY	35		35
		All	All	Biology	Approaches	STAAR	63%		Snapshot 1	50		Snapshot 2	60		STAAR Release	65		70
		All	All	Biology	Meets	STAAR	13%		Snapshot 1	20		Snapshot 2	30		STAAR Release	35		35
		All	All	Biology	Masters	STAAR	0%		Snapshot 1	10		Snapshot 2	20		STAAR Release	30		35
		All	All	U.S. History	Approaches	STAAR	83%		Snapshot 1	60		Snapshot 2	70		STAAR Release	75		80
		All	All	U. S. History	Meets	STAAR	58%		Snapshot 1	50		Snapshot 2	60		STAAR Release	65		70
		All	All	U. S. History	Masters	STAAR	31%		Snapshot 1	30		Snapshot 2	50		STAAR Release	65		60
		All	All	English 2	Approaches	STAAR	57%		BOY	50		MOY	60		EOY	65		65
		All	All	English 2	Meets	STAAR	26%		BOY	30		MOY	40		EOY	45		45
All	All	English 2	Masters	STAAR	4%		BOY	10		MOY	15		EOY	20		20		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	English	Meets	STAAR	23%		BOY	25		MOY	30		EOY	35		35
		All	All Students	English	Meets	STAAR	20%		BOY	25		MOY	30		EOY	35		35
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Algebra	Meets	STAAR	27%		BOY	30		MOY	35		EOY	40		40
		All	All Students	Algebra	Meets	STAAR	7%		BOY	10		MOY	20		EOY	25		25
4. Domain 3 Focus 3	ELP Component	All	EL	TELPAS	All	TELPAS	17%		Snapshot 1	20		Snapshot 2	30		STAAR Release	35		40

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	5.1 The school has common routines in and out of the classroom. When you ask "What's #TheGulfonWay?" people know. The vision, mission, and values are reflected in practices in the school, posted throughout the school, and all stakeholders can speak about them. The campus will retain 75% of its highly proficient staff, and 100% of new staff will be interviewed with a set of protocols designed to ensure a fit with mission and vision.	5.1 Staff members understand what they need to include in the lesson plan and WHY those things matter as far as quality instruction. 100% of staff uses a common framework that utilizes the key practices in the ESF as a guide.	5.3 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 RTI for students with learning and socio-emotional learning gaps.
Desired 90-day Outcome	Teachers are currently implementing procedures for in-person and virtual instruction. Teachers will maintain consistency throughout this period.	Teachers create lesson plans and make sure all components are addressed for asynchronous and synchronous instruction.	Teachers gather their own data and is able to articulate weaknesses needing to be retaught.
Barriers to Address During this Cycle	There is a lack of consistency with the procedures for virtual and in-person instruction.	Lesson plans do not effectively address all components of the lesson template.	Teachers lack skills to dive deep into their assessment data and/or other s
District Actions for this Cycle	Instructional Rounds - 11/2/2020 ; Community of Practice - 11/18/2020	Instructional Rounds - 11/2/2020 ; Community of Practice - 11/18/2020	Instructional Rounds - 11/2/2020 ; Community of Practice - 11/18/2020
District Commitment Theory of Action	If the district ensures that campus building are well-maintained, safe, conducive to learning, and district policies and practices promote and align with positive school culture, then campuses are able to create and implement a compelling and aligned vision, mission, goals, and values focused on a safe environment with high expectations for all.	If the district ensures access to high quality formative assessment resources aligned to state standards for all tested areas (including PK-2 math and reading), and the district ensures that schools receive detailed reports of assessments within two days of the assessment, then campuses will be equipped to deploy objective-driven lesson with aligned formative assessments that provide the basis for effective	If the district provides the 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 RTI for students with learning and/or socio-emotional

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
The book, <i>GET BETTER FASTER</i> will guide the high expectations regarding routines, procedures, and OnTrack data management training will be held.	3.1	Aug. 24-Jan. 29, 2021	GBF book, mission statement	Principal Gibson, Asst. Principal Stewart	PLC Agendas & Minutes	Jan. 29, 2021		
Lesson plans will be developed and implemented	5.1	Sept. 24-Oct. 30, 2020	OnTrack testing platform, Lanton	DDIS, Ms. Shaw	PLC Agendas, Formative	Nov. 30, 2021		
Formative assessment calendar will be completed for fall semester.	5.1	Sept. 8 - June 11, 2021	Lesson plan template, curriculum guide	Principal Gibson, Asst. Principal Stewart	Lesson Plans	Nov. 30, 2021		
Formative assessment data will be disaggregated.	5.3	Oct. -Jan. 2021	Master calendar	Principal Gibson, Asst. Principal Stewart	Formative assessment calendar	Nov. 30, 2021		
Data meetings will be held to discuss data and best practices.	5.3	Oct. -Jan. 2021	OnTrack reports, assessments	Principal Gibson, Asst. Principal Stewart	OnTrack formative assessment data	Nov. 30, 2021		
Reteach plans created after every formative assessment and/or snapshot which includes best Digital resources trainings will develop teachers skillset to better implement during instruction.	5.1	Oct. -Jan. 2021	OnTrack reports	Principal Gibson, Asst. Principal Stewart	Data Conference forms	Nov. 30, 2021		
Lesson plans will be reviewed and immediate feedback will be given.	5.1	Oct. -Jan. 2021	Lesson Plan, Data conference form	Teachers	Lesson Plans, Data Conference forms	Nov. 30, 2021		
SEL training will be required.	5.1	Aug. 24-Jan. 29, 2021	Digital resources, Lanton	DDIS, Ms. Shaw, Asst. Principal Stewart	PLC Agendas & Minutes	Nov. 30, 2021		
	5.1	Sept. 8 - June 11, 2021	Lesson plans	Principal Gibson, Asst. Principal Stewart	Lesson Plans and emails indicating	Nov. 30, 2021		
	3.1	Aug. 24-Jan. 29, 2021	SEL Trainings, District SEL PD	Teachers, Admin.	Training Agendas	Nov. 30, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	3.1 The school has common routines in and out of the classroom. When you ask "What's #TheGulftonWay?" people know. The vision, mission, and values are reflected in practices in the school, posted throughout the school, and all stakeholders can speak about them. The campus will retain 75% of its highly proficient staff, and 100% of new staff will be interviewed with a set of protocols designed to ensure a fit with mission and vision.	5.1 Staff members understand what they need to include in the lesson plan and WHY those things matter as far as quality instruction. 100% of staff uses a common framework that utilizes the key practices in the ESF as a guide.	5.3 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 RTI for students with learning and socio-emotional learning gaps.
Desired 90-day Outcome	50% of the faculty are proficient in maintaining in-person and virtual learning simultaneously while implementing classroom routines. 50% of the faculty will need coaching by administration.	50% of the faculty understand how to align what components to include in the lesson plan template while 50% need coaching by administration on some or all of the components.	50% of the faculty understand how to collect data and develop a corrective action plan. 50% of the faculty need coaching on developing a corrective action plan.
Barriers to Address During this Cycle	Administration will identify faculty who are still unsuccessful in implementing procedures.	There is a lack of teacher expertise in aligning corrective action post assessment.	Teachers need to learn how to develop corrective action plans when rev
District Actions for this Cycle	Community of Practice 2/5/2021	Community of Practice 2/5/2021	Community of Practice 2/5/2021
District Commitment Theory of Action	If the district ensures that campus building are well-maintained, safe, conducive to learning, and district policies and practices promote and align with positive school culture, then campuses are able to create and implement a compelling and aligned vision, mission, goals, and values focused on a safe environment with high expectations for all.	If the district ensures access to high quality formative assessment resources aligned to state standards for all tested areas (including PK-2 math and reading), and the district ensures that schools receive detailed reports of assessments within two days of the assessment, then campuses will be equipped to deploy objective-driven lesson with aligned formative assessments that provide the	If the district provides the 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 RTI for students with learning and/or socio-

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	3.1	5.1	5.3
Desired Annual Outcome	3.1 The school has common routines in and out of the classroom. When you ask "What's #TheGulftonWay?" people know. The vision, mission, and values are reflected in practices in the school, posted throughout the school, and all stakeholders can speak about them. The campus will retain 75% of its highly proficient staff, and 100% of new staff will be interviewed with a set of protocols designed to ensure a fit with mission and vision.	5.1 Staff members understand what they need to include in the lesson plan and WHY those things matter as far as quality instruction. 100% of staff uses a common framework that utilizes the key practices in the ESF as a guide.	5.3 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 RTI for students with learning and socio-emotional learning gaps.
Desired 90-day Outcome	75% of the faculty are proficient in maintaining in-person and virtual learning simultaneously while implementing classroom routines. 25% of the faculty will need coaching by administration.	75% of the faculty understand how to align what components to include in the lesson plan template while 25% need coaching by administration on some or all of the components.	75% of the faculty understand how to collect data and develop a corrective action plan. 25% of the faculty need coaching on developing a corrective action plan.
Barriers to Address During this Cycle	Administration will identify faculty who are still unsuccessful in implementing procedures.	There is a lack of teacher expertise in aligning corrective action post assessment.	Teachers need to learn how to develop corrective action plans when rev
District Actions for this Cycle	Instructional Round	Instructional Round	Instructional Round
District Commitment Theory of Action	If the district ensures that campus building are well-maintained, safe, conducive to learning, and district policies and practices promote and align with positive school culture, then campuses are able to create and implement a compelling and aligned vision, mission, goals, and values focused on a safe environment with high expectations for all.	If the district ensures access to high quality formative assessment resources aligned to state standards for all tested areas (including PK-2 math and reading), and the district ensures that schools receive detailed reports of assessments within two days of the assessment, then campuses will be equipped to deploy objective-driven lesson with aligned formative assessments that provide the	If the district provides the 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 RTI for students with learning and/or socio-

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.

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

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

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

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

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

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

ACTION PLAN

