



## 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.

[DCSI Job Description](#)

**Campus Name:**

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

Hardin Elementary School

Karen Ivy

**Campus Number:**

**Superintendent Name:**

000000102

Dr. Darrell Myers

**Date:**

Friday, October 2, 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	Hardin ISD	Campus Name	Hardin Elementary	Superintendent	Dr. Darrell Meyers	Principal	Ronald Scott
District Number	146904	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Karen Ivy	ESC Number	Region 4
Is this a Turnaround Implementation Plan?	yes	What Year was the TAP first implemented?	2020-2021	Was TAP Implementation Ordered or Voluntary?	voluntary	ESC Support	Charlotte Kaufman

**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.	Karen Ivy, October 2, 2020
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Darrell Myers, October 2, 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.	Ronald Scott, October 2, 2020
Board Approval Date	16-11-2020	

**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://rptsrv1.tea.texas.gov/perfreport/tap/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: Our goal to increase our scale score in Domain 1 to 70 are reflective of the changes we have implemented using DDI as part of our TAP. The increase will contribute to improving our overall performance rating. Domain 2B: 70 Rationale: Our goal to increase our scale score in Domain 2 to 70 are reflective of the changes we have implemented using DDI as part of our TAP. The increase will contribute to improving our overall performance rating. Domain 3: 70 Rationale: Our goal to increase Domain 3 scaled score by 31 points is reflective of the low student mobility rate on our campus. Closing the gap score
	What changes in student group and subject performance are included in these goals?	Domain 1: Our changes will improve all students to 50% in the meets category concentrating on improving the white student sub group by 20 percentage points in each tested area. Domain 2B: Our students in 3rd grade Reading, 4th grade Reading and 4th grade writing will grow 10 percentage points in order to show academic growth. Domain 3: The Special Education group will achieve 50% meets grade level and the white student group will achieve 50% meets grade level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

**CAMPUS FOCUS AREAS**

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5
5.1 Objective-driven daily lesson plans with formative assessments.	4
5.3 Data-driven instruction.	4

**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	1.1
Rationale	Teachers currently use a common lesson plan template but are at varied levels of implementing effective lesson planning. Teachers are becoming increasingly proficient in aligning plans to the curriculum and writing clear objectives, but will need to focus on formative assessments in the upcoming school year. In addition, administrators (principal, assistant principals) are reviewing lesson plans weekly and providing feedback to teachers. With feedback, teachers are becoming more effective in implementing high-impact lessons in the classroom.	Processes were put in place for data analysis, interim assessments, and reteach components, however not all teams were functioning proficiently. Additional training around the DDI process is needed to continue the work in this area. Communication gaps regarding DDI were identified between administration and teachers. Administration also failed to follow up with teacher team leaders in the implementation of DDI processes to ensure fidelity to the process.	There were no clearly defined roles and responsibilities for the ILT. There were no formal campus leadership team calendars and/or schedules. We have partnered with Region 4 around the DDI process and Instructional Leadership Team so that the ILT, which includes the principal, assistant principals, ICs, counselors, and DCSI, will be able to monitor the implementation of data meetings effectively. 100 percent of ILT members have been assigned roles and responsibilities developed by the Principal, Assistant Principals, and DCSI before the beginning of the 2020-21 school year. ILT team calendars and schedules were also developed including data meetings and walk-through and evaluation expectations.

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>We will build capacity in this area internally. With the addition of instructional coaches, they will assist the ILT and teachers in planning and executing objective-driven daily lesson plans with formative assessments. The ILT will include weekly lesson plan reviews in their schedule. The ILT will work together to calibrate and provide written feedback to teachers. We will partner with Region 4.</p>	<p>We will build capacity in this area through a partnership with Region 4 using the EAL bundle for the DDI process.</p>	<p>We will partner with Region 4 utilizing the EAL bundle around Instructional Leadership. The district will utilize the District Curriculum and Instruction Director to support ICs in building capacity in teachers.</p>
<p><b>Barriers to Address throughout this year</b></p>	<p>There has been a change in administrative leadership with a new principal and two new assistant principals. The principal is in his first role as principal and instructional leader. We also had a turnover in staffing with approximately 16 teachers new to the campus or new to a position. Time will continue to be a barrier along with a lack of training on exemplar</p>	<p>The changes in the administrative staff and teaching staff will be barriers to implementation. While there is a core group of teachers who have become familiar with the DDI process, there will be a need to train the new staff members. Teachers will need ongoing support from Region 4 or 5, ESC.</p>	<p>COVID-19 and the District's need to utilize both virtual and face-to-face instruction will consume both time and resources. There have been changes in the administrative team including a new principal, two new APs and the addition of Instructional coaches. This team will need training around leading data meetings. There will be a need to increase capacity</p>
<p><b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b></p>	<p>Through leadership team meetings and faculty PD in August, the TIP will be reviewed with the staff. The expectations for lesson planning and review will be communicated through faculty meetings and grade level PLCs focused on DDI weekly. Administration will track progress toward goals using data walls and individual student data binders. An emphasis will be placed on the connection between the effective lesson planning and its effect on student outcomes. Teachers will buy in to the process as they see academic performance increase as a result of effective lesson planning. Teachers will be supported by the ILT and more specifically by</p>	<p>Through leadership team meetings and faculty PD in August, the TIP will be reviewed with the staff. The expectations for data driven instruction will be communicated through faculty meetings and grade level PLCs. The implementation of DDI skill building will be presented in chunks to allow for mastery of one skill before transitioning to another. An emphasis will be placed on the connection between data driven instruction and its effect on student outcomes. Teachers will buy in to the process as they see academic performance increase as a result of using data driven instruction. Teachers will be supported by the ILT and more specifically by</p>	<p>The ILT along with the faculty will review or revisit the ESF Diagnostic Report in which instructional leadership was identified as an area of growth. As such, it will be a prioritized focus area for the campus. Roles and responsibilities will be communicated through ILT meetings. Progress toward performance goals will be communicated among the leadership team through Data Walls and PLCs. Student data will be collected through student data binders and discussed at PLCs.</p>
<p><b>Desired Annual Outcome</b></p>	<p>100 percent of teachers will use lesson plan feedback to implement effective lessons: including objectives, anticipatory set, pacing, instructional activities and formative assessments. 100 percent of lesson plans will be aligned to the curriculum YAG and teaching will be executed in alignment with the lesson plan. Data from formative assessments will guide the lesson plan process, as well. As lesson plans and formative assessments are aligned, students will demonstrate a minimum performance gain of at least 10 points over the previous year on district and state assessments. This will be fully implemented prior to the state assessment or May 21, 2020.</p>	<p>DDI will be used in PLC Data Meetings which are held after every common assessment using Data Protocol worksheet. The data protocol sheets would include student learning standard breakdowns, strengths and weaknesses, individual student assessment data, and next steps/reteach. These meetings occur within a week of the common assessment. 100 percent of teachers will develop a reteach plan based on the learning standards not mastered. DDI planning processes will be fully implemented and executed by May, 21, 2020.</p>	<p>ILT adds structure to three specific areas: 1) monitoring PLCs to support collaborative planning, data analysis, and reteach, and 2) scheduled ILT meetings to review lesson plans and plan for classroom observations 3) Instructional leadership coaching. Roles and responsibilities have been developed and are clearly defined which has improved communication among the leadership team and improved efficiency in developing processes and procedures dedicated to improving student outcomes. A PLC calendar has been developed ILT will ensure 100 percent of teachers are engaged in the collaborative planning process, data analysis, and reteaching plan by May 21, 2020.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will: establish strong DDI practices, and improve the quality and frequency of use of lesson plans and formative assessments. In addition, the campus leader will more frequently, effectively, and with greater role-clarity engage in instructional leadership activities.</p>	<p>If the district provides campuses with access to student academic, behavioral, and on-track to graduate data (present and historical), then the district policies and practices will support effective instruction in schools.</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leaders, then the district policies and practices will prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).</p>





## CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	1.1
<b>Desired Annual Outcome</b>	100 percent of teachers will use lesson plan feedback to implement effective lessons: including objectives, anticipatory set, pacing, instructional activities and formative assessments. 100 percent of lesson plans will be aligned to the curriculum YAG and teaching will be executed in alignment with the lesson plan. Data from formative assessments will guide the lesson plan process, as well. As lesson plans and formative assessments are aligned, students will demonstrate a minimum performance gain of at least 10 points over the previous year on district and state assessments. This will be fully implemented prior to the state assessment or May 21, 2020.	DDI will be used in PLC Data Meetings which are held after every common assessment using Data Protocol worksheet. The data protocol sheets would include student learning standard breakdowns, strengths and weaknesses, individual student assessment data, and next steps/reteach. These meetings occur within a week of the common assessment. 100 percent of teachers will develop a reteach plan based on the learning standards not mastered. DDI planning processes will be fully implemented and executed by May, 21, 2020.	ILT adds structure to three specific areas: 1) monitoring PLCs to support collaborative planning, data analysis, and reteach, and 2) scheduled ILT meetings to review lesson plans and plan for classroom observations 3) Instructional leadership coaching. Roles and responsibilities have been developed and are clearly defined which has improved communication among the leadership team and improved efficiency in developing processes and procedures dedicated to improving student outcomes. A PLC calander has been developed ILT will ensure 100 percent of teachers are engaged in the collaborative planning process, data analysis, and reteaching plan by May 21, 2020.
<b>Desired 90-day Outcome</b>	100 percent of teachers will use effective lesson planning, including objectives, anticipatory set, pacing, instructional activities and formative assessment. Lesson plans will be aligned to the scope and sequence and lessons will be executed in alignment with the lesson plan by Dec. 31, 2020.	PLC Data Meetings are held after each common assessment using Data Protocol worksheet. These meetings occur within a week of the common assessment, which occur every 4-5 weeks. 100 percent of teachers will develop a reteach plan based on the learning standards not mastered on the CBA. After reteach, the non-mastered TEKS will be retested to measure student growth in these areas. PLC Data meetings will also be used to build student tier groups for intervention instruction according to the campus RTI plan. This process will be in place and functioning by Dec. 31, 2020.	Administrators will meet with ILT weekly to discuss lessons, leadership coaching, and classroom observations. Capacity building will be discussed and be put into action by Dec. 31, 2020.
<b>Barriers to Address During this Cycle</b>	Barriers to address include: continued training and feedback for teachers on implementing parts of the lesson cycle; implementation of effective substitute teacher plans to maximize learning during a teacher's absence; and depth of lesson plans to ensure bell-to-bell instruction. COVID-19 infections could trigger implementation of safety protocols forcing campuses to move between face-to-face and asynchronous online learning. COVID 19 infections also contribute to poor attendance for both staff and students.	Implementation of reteach plan with fidelity. COVID-19 infections could trigger implementation of safety protocols forcing campuses to move between face-to-face and asynchronous online learning. COVID 19 infections also contribute to poor attendance for both staff and students.	We will be challenged to schedule time for meetings and walk-throughs as school faces challenges of COVID-19 (student and teacher absences) and adhering to that schedule.



<b>District Actions for this Cycle</b>	District leaders will provide support for teachers through PLCs and ongoing PD as they create and implement lesson plans in the classroom.	District provided data driven instruction training for ILT and teachers and will continue to refine practices for data driven instruction.	District officials will provide support and feedback to members of the ILT both individually and as a whole group regarding growth and development of campus leaders.
<b>District Commitment Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will: establish strong DDI practices, and improve the quality and frequency of use of lesson plans and formative assessments. In addition, the campus leader will more frequently, effectively, and with greater role-clarity engage in instructional leadership activities.	The district's investment in Eduphoria and additional STAAR-aligned test banks will allow for more robust and accurate data regarding individual student performance. The superintendent, DCSI, and campus principal meet after each assessment to review data. Based on the district-level data review, the district commits to making adjustments to staffing, curriculum, and interventions.	If the district provides opportunities for ongoing support and coaching of the campus leaders, then the district policies and practices will prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

**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
DDI Training for whole staff to introduce DDI instructional practices and DDI calendar with monitoring of DDI meetings and providing feedback	5.3	8/10/2020	Region 4	DCSI, Principal	CBA Feedback forms	11/30/2020	Significant Progress	Continued PLC meetings
Leach's Literacy Training for ELAR to introduce and implement instructional strategies specific to reading comprehension as reflected in lesson plans and verified through ILT walk-throughs	5.1	8/5/2020	Leach's Literacy Training	DCSI, Principal	Lesson Plans reflect training, walk-throughs verify implementation	11/30/2020	Significant Progress	Monitor implementation
ELAR Comprehension and writing strategies training implementation as reflected in lesson plans and verified through ILT walk-throughs	5.1	9/2/2020	PPT presentation	DCSI, Reading IC	Training agenda, sign-in sheet, Lesson Plans reflect training, walk-throughs verify implementation	9/2/2020	Met	Monitor implementation
Creative Mathematics Training - use of manipulatives, interactive classroom practices as reflected in lesson plans and verified through ILT walk-throughs	5.1	8/5/2020	CMT	DCSI, Principal	Lesson Plans reflect training, walk-throughs verify implementation	11/30/2020	Significant Progress	Monitor implementation

Math Problems Solving Training (CUBESS) as reflected in teaching practice and verified through ILT walk-throughs	5.1	09/02/2020	PPT presentation	DCSI, Math IC	Training agenda, sign-in sheet	9/2/2020	Met	Monitor implementation
Instructional Coach Training to introduce role and responsibilities and day-to-day activities in support of classroom instruction	1.1	07/22/2020	Fundamental Five	DCSI	Meeting agendas	11/30/2020	Significant Progress	Monitor CBA assessment forms
T-TESS Certification Training	1.1	08/11/2020	Region 4	Assistant Principals	Observations	05/21	Met	Walk-throughs, formal observations
Fundamental Five Walkthroughs	1.1	8/11/2020	Eduphoria	All Admin, Coaches	Observations	11/30/2020	Significant Progress	Continue daily walkthroughs
PLC Meetings to reflect on DDI and develop lesson plans reflective of student progress and verified through ILT walk-throughs	5.3	10/26/2020	CBA data	ILT	Agendas, feedback forms, lesson plans	11/30/2020	Significant Progress	Continue scheduled PLC meetings

**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?	<b>Carryover Action Steps</b>	
	<b>New Action Steps</b>	

## CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	1.1
<b>Desired Annual Outcome</b>	100 percent of teachers will use lesson plan feedback to implement effective lessons: including objectives, anticipatory set, pacing, instructional activities and formative assessments. 100 percent of lesson plans will be aligned to the curriculum YAG and teaching will be executed in alignment with the lesson plan. Data from formative assessments will guide the lesson plan process, as well. As lesson plans and formative assessments are aligned, students will demonstrate a minimum performance gain of at least 10 points over the previous year on district and state assessments. This will be fully implemented prior to the state assessment or May 21, 2020.	DDI will be used in PLC Data Meetings which are held after every common assessment using Data Protocol worksheet. The data protocol sheets would include student learning standard breakdowns, strengths and weaknesses, individual student assessment data, and next steps/reteach. These meetings occur within a week of the common assessment. 100 percent of teachers will develop a reteach plan based on the learning standards not mastered. DDI planning processes will be fully implemented and executed by May, 21, 2020.	ILT adds structure to three specific areas: 1) monitoring PLCs to support collaborative planning, data analysis, and reteach, and 2) scheduled ILT meetings to review lesson plans and plan for classroom observations 3) instructional leadership coaching. Roles and responsibilities have been developed and are clearly defined which has improved communication among the leadership team and improved efficiency in developing processes and procedures dedicated to improving student outcomes. A PLC calander has been developed ILT will ensure 100 percent of teachers are engaged in the collaborative planning process, data analysis, and reteaching plan by May 21, 2020.
<b>Desired 90-day Outcome</b>	100 percent of teachers will continue to use a common lesson plan template in Eduphoria, as well as receive weekly feedback from the leadership team. The ILT will use frequent walk-throughs to assess the execution of lesson plans. The lesson plan feedback will result in improved teacher effectiveness in lesson delivery for both initial instruction and reteach by Feb. 28, 2020.	100 percent of PLCs are monitored by ILT and follow data-driven instruction protocols after all common assessments to ensure student mastery of learning standards. All Unit Tests and TEKS-based CBAs developed to address student weaknesses will be administered to monitor the effectiveness of reteach and to address any student misconceptions/errors in understanding by Feb. 28, 2020.	ILT will continue implementation of all goals regarding PLCs to support collaborative planning, data analysis, and reteaching over 100 percent of the campus by Feb. 28, 2020.
<b>Barriers to Address During this Cycle</b>	Barriers to address include: continued support for teachers on implementing parts of the lesson cycle; implementation of effective substitute teacher plans to maximize learning during a teacher's absence; and depth of lesson plans to ensure bell-to-bell instruction. COVID-19 infections could trigger implementation of safety protocols forcing campuses to move between face-to-face and asynchronous online learning. COVID 19 infections also contribute to poor attendance for both staff and students.	Implementation of reteach plan with fidelity. COVID-19 infections could trigger implementation of safety protocols forcing campuses to move between face-to-face and asynchronous online learning. COVID 19 infections also contribute to poor attendance for both staff and students. With asynchronous instruction, we risk having skewed data that hinders effective data driven instruction.	We will be challenged to schedule time for meetings and walk-throughs as school faces challenges of COVID-19 causing constant campus closures and adhering to a set schedule.
<b>District Actions for this Cycle</b>	District leaders will continue to provide support for teachers through PLCs. PD will be planned to meet the needs of teachers as they implement effective lesson planning.	District provided data driven instruction training for ILT and teachers and will continue to refine practices for data driven instruction. District will provide support to ILT as DDI is executed on the campus.	District officials will provide support for ILT through capacity building training. By building capacity, ILT will be better able to support collaborative planning, campus wide.
<b>District Commitment Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will: establish strong DDI practices, and improve the quality and frequency of use of lesson plans and formative assessments. In	If the district provides campuses with access to student academic, behavioral, and on-track to graduate data (present and historical), then the district policies and practices will support effective instruction in schools.	If the district provides opportunities for ongoing support and coaching of the campus leaders, then the district policies and practices will prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

### ACTION PLAN

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

**For each action step, indicate:**

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

**At the end of each cycle -**

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Monitor and support DDI implementation of guided reading, small group instruction, through walkthroughs, lesson plan reviews, and feedback	5.3	12/1/2020	CBA data form, PLC agenda	ILT, teachers	Observations, PLC agendas	02/28/2021		
Monitor and support implementation of Leach's guided reading process through classroom walkthroughs	5.1	12/1/2020	Reading A-Z	ILT, teachers	Observations, lesson plans, Anchor Charts	02/28/2021		

Monitor and support implementation of ELAR Comprehension and writing strategies implementation through walkthroughs, lesson plan reviews, and feedback	5.1	12/1/2020	Anchor Charts, Reading A-Z, Wonders	Teachers	Observations, lesson plans, Anchor Charts	02/28/2021		
Monitor and support continued implementation of Creative Mathematics instructional practices through walkthroughs, lesson plan reviews, and feedback	5.1	12/1/2020	Manipulatives, Math stations	Teachers, ICs	Observations, lesson plans, Anchor Charts	02/28/2021		
Monitor and support continued implementation of Math Problems Solving strategies in the classroom through walkthroughs, lesson plan reviews, and feedback	5.1	12/1/2020	Go Math! Teacher created lessons and various supplementals.	Teachers	Observations, lesson plans, Anchor Charts	02/28/2021		
Monitor and support continued implementation of PLCs through meeting facilitation, data collection, and feedback	1.1	12/1/2020	PLC agendas	ILT, teachers	Meeting agendas, PLC data protocol sheets	02/28/2021		
T-TESS GSPD meetings, Fundamental Five walkthroughs, observations	1.1	12/1/2020	T-TESS rubric, Eduphoria	Teachers, Principal, Assistant Principals	Observations, GSPD forms	02/28/2021		
Teacher implementation of feedback received on Fundamental Five Walkthroughs and Lesson Plan Reviews	1.1	12/1/2020	Eduphoria, Fund. Five Walk Through	ICs, DCSI, principal, assistant principal	Observations, Lead Your School	02/28/2021		
Continued PLC meetings that drive instructional practices	5.3	12/1/2020	PLC agendas	ILT, teachers	Meeting agendas, PLC data protocol sheets	02/28/2021		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

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

### CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	1.1
<b>Desired Annual Outcome</b>	100 percent of teachers will use lesson plan feedback to implement effective lessons: including objectives, anticipatory set, pacing, instructional activities and formative assessments. 100 percent of lesson plans will be aligned to the curriculum YAG and teaching will be executed in alignment with the lesson plan. Data from formative assessments will guide the lesson plan process, as well. As lesson plans and formative assessments are aligned, students will demonstrate a minimum performance gain of at least 10 points over the previous year on district and state assessments. This will be fully implemented prior to the state	DDI will be used in PLC Data Meetings which are held after every common assessment using Data Protocol worksheet. The data protocol sheets would include student learning standard breakdowns, strengths and weaknesses, individual student assessment data, and next steps/reteach. These meetings occur within a week of the common assessment. 100 percent of teachers will develop a reteach plan based on the learning standards not mastered. DDI planning processes will be fully implemented and executed by May, 21, 2020.	ILT adds structure to three specific areas: 1) monitoring PLCs to support collaborative planning, data analysis, and reteach, and 2) scheduled ILT meetings to review lesson plans and plan for classroom observations 3) Instructional leadership coaching. Roles and responsibilities have been developed and are clearly defined which has improved communication among the leadership team and improved efficiency in developing processes and procedures dedicated to improving student outcomes. A PLC calendar has been developed ILT will ensure 100 percent of teachers are engaged in the collaborative planning process, data analysis, and
<b>Desired 90-day Outcome</b>	100 percent of teachers will continue to use a common lesson plan template in Eduphoria, as well as receive weekly feedback from the leadership team. The ILT will collect feedback from teachers through a survey on improvement recommendations for the lesson plan template and planning process by May 21, 2020.	100 percent of PLCs are monitored by ILT and follow data-driven instruction protocols after all common assessments to ensure student mastery of learning standards. All Unit Tests and TEKS-based CBAs developed to address student weaknesses will be administered to monitor the effectiveness of reteach and to address any student misconceptions/errors in understanding. DDI processes will be used to target and group students for tutorials prior to state assessments. Results from state assessments will drive planning for the 2021-2022 school year.	ILT will monitor and support staff in accomplishing campus goals, soliciting feedback as necessary to adjust and prepare for the 2021-2022 school year. The ILT will also reflect on rules/responsibilities and job descriptions in an effort to find best practices and refine the process to prepare for the 2021-2022 school year.
<b>Barriers to Address During this Cycle</b>	Barriers to address include: continued support for teachers on implementing parts of the lesson cycle; implementation of effective substitute teacher plans to maximize learning during a teacher's absence; and depth of lesson plans to ensure bell-to-bell instruction. COVID-19 infections could trigger implementation of safety protocols forcing campuses to move between face-to-face and asynchronous online learning. COVID 19 infections also contribute to poor attendance for both staff and students.	COVID 19 infections also contribute to poor attendance for both staff and students. With asynchronous instruction, we risk having skewed data that hinders effective data driven instruction. Transportation issues may arise for students assigned tutorials based on benchmark assessments.	We will be challenged to schedule time for meetings and walk-throughs as school faces challenges of COVID-19 causing constant campus closures and adhering to a set schedule. We will need to develop an instrument to collect feedback on the ILT and collect that data for the purpose of refining ILT for the 2021-2022 school year.
<b>District Actions for this Cycle</b>	The district will assist campus leaders in the development of a teacher survey seeking feedback on improving the lesson planning cycle. The district leaders continue to support ILT in review/analysis of lesson plan exemplars as compared to student work.	Transportation issues must be addressed at the district level with a modified busing plan. Development of vaccines and therapeutics recommended by the CDC will guide district officials to help mitigate the spread of COVID 19. Through the use of Eduphoria, student performance and improvement will be tracked by the district and this information will be shared at the campus level to aid in targeted instruction for low-performing students.	The district will support the campus in accomplishing ILT goals by soliciting feedback from ILT members and other staff to make adjustments to the ILT roles and responsibilities for the 2021-2022 school year.
<b>District Commitment Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will: establish strong DDI practices, and improve the quality and frequency of use of lesson plans and formative assessments. In addition, the campus leader will more frequently, effectively, and	If the district provides campuses with access to student academic, behavioral, and on-track to graduate data (present and historical), then the district policies and practices will support effective instruction in schools.	If the district provides opportunities for ongoing support and coaching of the campus leaders, then the district policies and practices will prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

### 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
Assess the DDI implementation of guided reading and small group instruction through disaggregating student reading data.	5.3	3/1/2021	CBA data form, benchmark data, DRA data	ILT, teachers	Eduphoria data, DRA data	05/31/2021		

Review the implementation of Leach's guided reading process through ILT reflection processes, using summative evidence from classroom observations and student reading data.	5.1	3/1/2021	Student Reading Scores, DRA data	ILT, teachers	Eduphoria data, DRA running records	05/31/2021		
Assess implementation of ELAR Comprehension and writing strategies through disaggregating reading comprehension and writing data in tested area	5.3	3/1/2021	Eduphoria data, teacher comprehension checks	ILT, Teachers	Eduphoria data, teacher assessed comprehension and writing skills	05/31/2021		
Review implementation of Creative Mathematics instructional practices using summative data collected by teachers	5.1	3/1/2021	manipulatives	Teachers, ICs	Student work samples/observations.	05/31/2021		
Review Math Problems Solving strategies in the classroom.	5.1	3/1/2021	Go Math! Teacher created lessons and various supplementals.	Teachers, ICs	Observations	05/31/2021		
Monitor and support continued implementation of PLCs through meeting facilitation, data collection, and feedback	1.1	3/1/2021	PLC agendas	ILT, teachers	Meeting agendas, PLC data protocol sheets	05/31/2021		
T-TESS Summatives, Fundamental Five walkthroughs	1.1	3/1/2021	T-TESS rubric, Eduphoria	Teachers, Principal, Assistant Principals	Observations	05/31/2021		
Teacher implementation of feedback received on Fundamental Five Walkthroughs and Lesson Plan Reviews	1.1	3/1/2021	Eduphoria, Fund. Five Walk Through	ICs, DCSI, principal, assistant principal	Observations, Lead Your School	05/31/2021		

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
	<table border="1"> <tr> <th>Carryover Action Steps</th> <th>New Action Steps</th> </tr> <tr> <td></td> <td></td> </tr> </table>	Carryover Action Steps	New Action Steps		
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.

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	○	○	○
<b>Desired Annual Outcome</b>	○	○	○
<b>Did the campus achieve the desired outcome? Why or why not?</b>			



