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	Hondo ISD	Campus Name	Woolls Intermediate School	Superintendent	Dr. A'Lann Truelock	Principal	Steve Ayers
District Number	163904	Campus Number	000000105	District Coordinator of School Improvement (DCSI)	Rose Mary Mares	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Goodwin

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.	Rose Mary Mares, September 24, 2020
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. A'Lann Truelock, September 24, 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.	Steve Ayers, September 24, 2020 ; Tracy Tapia effective January 4, 2021
Board Approval Date	November 16, 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://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Approaches from 68 to 73; Meets from 33-37, Masters from 14-17 Rationale: Due to COVID-19 disruptions and gaps in learning during 2019-20 and the start of the 2020-21 school year, the CLT believes these are achievable and realistic goals. CLT has utilized the A-F estimator to set overall goal to C/71 . **Domain 2B:** Eco Dis percentage is 66%. Relative performance score goal is 42/scaled score 70. **Rationale: Economically disadvantaged rate is predicted to increase due to COVID-19 and economy issues in the community.** Domain 3: Academic Achievement will increase from 1 to 6 targets met out of 14 and Student Success to increase from 3 to 6 targets met out of 9. Rationale: Given the uknowns of Growth calculations in this domain as a result of the lost opportunity in 2019-20, the CLT believes that targets for academic achievement and student success are reasonable and achievable.
	What changes in student group and subject performance are included in these goals?	Domain 1: Domain 2B: Domain 3: Special Education Reading and Eco Dis Math

	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.	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.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	
Rationale	The CLT has reviewed the ESF diagnostic that was conducted in Oct, 2019. The CLT has reflected on the progress made in 2019-20 and the effect of the pandemic and feels that this lever is still appropriate to continue in 2020-21. As we transition back to all students on campus, the campus administrative team recognizes that focusing on this lever will have the biggest ripple effect in developing teacher leadership and will contribute to overall morale.	The CLT has reviewed the ESF diagnostic that was conducted in Oct, 2019. The CLT has reflected on the progress made in 2019-20 and the effect of the pandemic and feels that this lever is still appropriate to continue in 2020-21. Campus teachers will refine their lesson plans to include clearly defined curricular goals, including paths to meet the specific needs of struggling students.	
How will the campus build capacity in this area? Who will you partner with?	In an effort to develop capacity of teacher leaders, campus surveys will be sent out to faculty and staff to gain insight and perspective to be inclusive of decisions being made at the campus. Teacher focus groups will be developed across the campus and the district to facilitate and monitor campus initiatives and use gradual release of leadership responsibilities. Partnerships will be grown between campus staff, campus leadership and central office district coaches and ESC.	Developing a unit plan template that addresses these issues specifically to help teachers plan accordingly. Partnership will be grown between campus staff, campus leadership and central office district coaches and ESC.	

Barriers to Address throughout this year	Two new teachers starting at Woolls during a pandemic; Resistance by some veteran teachers; COVID-19 unknowns, attendance; staff and faculty burnout; anticipated mid-year retirements and lack of applicants to fill positions.	Resistance by some veteran teachers; COVID-19 unknowns; attendance; staff and faculty burnout Anticipated mid-year retirements and lack of applicants to fill positions. Teacher struggles to bridge student gaps due to COVID-19 while teaching grade-level curriculm.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	All teachers will be included in completing the survey and opportunity to participate in the focus group by nomination of their peers. This team will play a role in introducing and implementing the ideas and leading plans for the campus.	Conversations and reflection of best practices that lead to purposeful planning; formative assessments between teachers and admin during teacher conferences and PLCs. Reinforced by instructional rounds and structured PLCs.	
Desired Annual Outcome	Campus instructional leaders will motivate teachers and teacher leaders to demonstrate a growth mindset and shared responsibilities with school administrators by having clear, written, transparent roles, responsibilities and expectations using consistent protocols and processes.	Teachers will improve Tier 1 instruction for all student groups and reduce the number of targeted interventions needed for special populations.	
District Commitment Theory of Action	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will organize campus-based teacher professional development that affords time for both in-depth discussion and teacher collaboration.	If the district provides effective governance to support and promote student outcomes, then all professional development will be aligned with the goals and addressed during professional learning community and vertical alignment meetings.	

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Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% of Assessments Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	of Students at Approaches, Meets and Master	3	All	Reading	Approaches	STAAR	68		Benchmark	40%		Benchmark - 2018 Released Test	60%		70%
		3	All	Reading	Meets	STAAR	29		Benchmark	15%		Benchmark - 2018 Released Test	25%		35%
		3	All	Reading	Masters	STAAR	16		Benchmark	5%		Benchmark - 2018 Released Test	5%		10%
		3	All	Mathematics	Approaches	STAAR	69		Benchmark	50%		Benchmark - 2018 Released Test	60%		70%
		3	All	Mathematics	Meets	STAAR	34		Benchmark	20%		Benchmark - 2018 Released Test	25%		35%
		3	All	Mathematics	Masters	STAAR	8		Benchmark	5%		Benchmark - 2018 Released Test	5%		10%
		4	All	Reading	Appoaches	STAAR	63		Benchmark	50%		Benchmark - 2018 Released Test	65%		80%
		4	All	Reading	Meets	STAAR	27		Benchmark	15%		Benchmark - 2018 Released Test	25%		40%
		4	All	Reading	Masters	STAAR	12		Benchmark	10%		Benchmark - 2018 Released Test	15%		25%
		4	all	Mathematics	Approaches	STAAR	55		Benchmark	45%		Benchmark - 2018 Released Test	60%		70%
		4	All	Mathematics	Meets	STAAR	23		Benchmark	15%		Benchmark - 2018 Released Test	25%		35%
		4	All	Mathematics	Masters	STAAR	11		Benchmark	5%		Benchmark - 2018 Released Test	10%		15%
		4	All	Writing	Approaches	STAAR	63		Benchmark	40%		Benchmark - 2018 Released Test	50%		65%
		4	All	Writing	Meets	STAAR	28		Benchmark	15%		Benchmark - 2018 Released Test	20%		30%
		4	All	Writing	Masters	STAAR	5		Benchmark	5%		Benchmark - 2018 Released Test	5%		10%
		5	All	Reading	Approaches	STAAR	81		Benchmark	60%		Benchmark - 2018 Released Test	65%		75%
		5	All	Reading	Meets	STAAR	39		Benchmark	25%		Benchmark - 2018 Released Test	30%		40%
		5	All	Reading	Masters	STAAR	16		Benchmark	10%		Benchmark - 2018 Released Test	15%		20%
		5	All	Mathematics	Approaches	STAAR	84		Benchmark	65%		Benchmark - 2018 Released Test	70%		75%
		5	All	Mathematics	Meets	STAAR	41		Benchmark	25%		Benchmark - 2018 Released Test	30%		40%
		5	All	Mathematics	Masters	STAAR	18		Benchmark	10%		Benchmark - 2018 Released Test	15%		20%
		5	All	Science	Approaches	STAAR	63		Benchmark	55%		Benchmark - 2018 Released Test	60%		65%
		5	All	Science	Meets	STAAR	38		Benchmark	30%		Benchmark - 2018 Released Test	35%		40%
		5	All	Science	Masters	STAAR	15		Benchmark	10%		Benchmark - 2018 Released Test	15%		17%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement indicators)	Sped	All	Reading	Meets	STAAR	18		Benchmark			Benchmark - 2018 Released Test			
		Eco Dis	All	Mathematics	Meets	STAAR	27		Benchmark			Benchmark - 2018 Released Test			
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Student Success indicators)	Eco Dis	All	all	Meets	STAAR	33		Benchmark			Benchmark - 2018 Released Test			
		Special Ed	All	All	Meets	STAAR	32		Benchmark			Benchmark - 2018 Released Test			
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	N/A		Benchmark			Benchmark - 2018 Released Test			

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	0
Desired Annual Outcome	Campus instructional leaders will motivate teachers and teacher leaders to demonstrate a growth mindset and shared responsibilities with school administrators by having clear, written, transparent roles, responsibilities and expectations using consistent protocols and processes.	Teachers will improve Tier 1 instruction for all student groups and reduce the number of targeted interventions needed for special populations.	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will organize campus-based teacher professional development that affords time for both in-depth discussion and teacher collaboration.	If the district provides effective governance to support and promote student outcomes, then all professional development will be aligned with the goals and addressed during professional learning community and vertical alignment meetings.	0

ACTION PLAN

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

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

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

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

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

Carryover Action Steps	New Action Steps

Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?		

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	0
Desired Annual Outcome	Campus instructional leaders will motivate teachers and teacher leaders to demonstrate a growth mindset and shared responsibilities with school administrators by having clear, written, transparent roles, responsibilities and expectations using consistent protocols and processes.	Teachers will improve Tier 1 instruction for all student groups and reduce the number of targeted interventions needed for special populations.	0
Desired 90-day Outcome	Campus leadership team will callibrate priorities based on surveys, teacher feedback and all students returning to campus full time and providing feedback loops to staff in the spirit of continuous improvement.	Teachers will plan for differentiated instruction and checks for understanding in Tier 1 instruction and will be provided feedback by campus instuctional leaders through teacher conferences and PLCs.	
Barriers to Address During this Cycle	COVID-19 unknowns; attendance; staff and faculty burnout; anticipated mid-year retirements and lack of applicants to fill positions.	COVID-19 unknowns; attendance; staff and faculty burnout; anticipated mid-year retirements and lack of applicants to fill positions; levels of teacher experience and resistance to differentiating instruction from what they "have always done".	
District Actions for this Cycle	District will participate and provide support opportunities for coaching to the administration team. DCSI will work with campus admin to recruit a subsitute team of retired teachers that will be used specifically to support PD opportunites for staff.	The district will support effective instruction through job embedded PD and scheduled time for plannning through PLC meetings.	
District Commitment Theory of Action	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will organize campus-based teacher professional development that affords time for both in-depth discussion and teacher collaboration.	If the district provides effective governance to support and promote student outcomes, then all professional development will be aligned with the goals and addressed during professional learning community and vertical alignment meetings.	0

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
Schedule will be created for CLT to include instructional rounds and debriefs with campus admin.	1.1	11/2-12/11	meeting time with CLT to assure callibration of schedule and look fors; PLC schedule and agenda	Principal	Campus Calendar with PLC schedule and instructional round forms	12/14/2020		
Schedule will be created for all teachers to include instructional rounds and debriefs at PLCs.	1.1, 5.1	12/1-2/26	meeting time with CLT to assure calibration of schedule and look fors; PLC schedule and agenda	Curriculum Specialist	Campus Calendar with PLC schedule and instructional round forms	2/26		
DCSI will meet with campus administration to determine professional development needs based on observations and feedback of instructional rounds.	1.1, 5.1	Dec 1-11, 2020	meeting time with DCSI and CLT, feedback forms from instructional rounds	DCSI, Campus Admin, Curriculum Specialist	Meeting minutes to show professional development needs based on instructional round forms	12/14/20		
DCSI and campus principal will schedule PD in January and February, 2021.	1.1, 5.1	Dec 1-11, 2020	meeting time with DCSI and principal, POs, securing funding	DCSI and Principal	Professional Development schedule	12/14/20		
CLT will provide feedback loops to all staff at monthly faculty meetings.	1.1	12/2/20 1/6/21 2/3/21	agenda for faculty meetings, schedule of faculty meetings	Principal, CLT	Faculty meeting agenda and minutes	2/10/21		
Campus admin and district specialist will share the Get Better Faster scope and sequence with teachers during PLCs to assist in understanding lesson plans/management trajectory feedback	1.1, 5.1	Dec 2020	Get Better Faster scope and sequence, schedule for feedback	Principal, District specialist, PLCs	Feedback minutes	Feb, 2021		

Campus admin and district specialist will share the Get Better Faster scope and sequence with teachers during PLCs to assist in understanding lesson implementation/rigor trajectory feedback	1.1, 5.1	Dec. 2020	Get Better Faster scope and sequence, schedule for feedback	Principal, District specialist, PLCs	Feedback minutes	Feb, 2021		
Campus admin will work with ESC-20 SI case manager to support PLCs and the professional teaching learning cycle.	1.1, 5.1	January, 2021	PO for contract with ESC-20	Principal, District specialist, PLCs, ESC-20	PLC agendas and samples of the professional teaching learning	Feb, 2021		
Campus admin will work with ESC-20 School Improvement case manager to support PLCs and the vertical alignment to support tiered instruction and targeted interventions.	1.1, 5.1	January, 2021	PO for contract with ESC-20	Principal, District specialist, PLCs, ESC-20	PLC agendas and samples of lesson plans.	Feb, 2021		
Campus admin will work with ESC-20 School Improvement for TEKS Resource System support to build capacity to optimize lesson planning, instruction and scaffolding.	1.1, 5.1	December, 2020	PO for contract with ESC-21	Principal, DCSI, District specialist, PLCs, ESC-20	PLC agendas and samples of lesson plans.	January, 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?	

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

CYCLE 3 90-DAY OUTCOMES (March-May)

1

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	0
Desired Annual Outcome	Campus instructional leaders will motivate teachers and teacher leaders to demonstrate a growth mindset and shared responsibilities with school administrators by having clear, written, transparent roles, responsibilities and expectations using consistent protocols and processes.	Teachers will improve Tier 1 instruction for all student groups and reduce the number of targeted interventions needed for special populations.	0
Desired 90-day Outcome	Consistent teaching practices that are aligned to data and PLC structures.	Teacher lesson plans will state differentiated activities/instruction based on the students' released tests. All teachers will hold students accountable for Meets level instruction with accommodations when needed based on the identified areas of weakness.	
Barriers to Address During this Cycle	COVID-19 unknowns; attendance; staff and faculty burnout; anticipated mid-year retirements and lack of applicants to fill positions.	COVID-19 unknowns; attendance; staff and faculty burnout; anticipated mid-year retirements and lack of applicants to fill positions; levels of teacher experience and resistance to differentiating instruction from what they "have always done".	
District Actions for this Cycle	District will provide support to the CLT and campus by providing flexiblity on choosing professional development based on campus needs.	District will provide opportunites for teacher teams to meet for planning and targeted interventions.	
District Commitment Theory of Action	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection then we will organize campus-based teacher professional development that affords time for both in-depth discussion and teacher collaboration	If the district provides effective governance to support and promote student outcomes, then all professional development will be aligned with the goals and addressed during professional learning community and vertical alignment meetings.	0

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
DCSI and campus admin will calibrate on teachers that show inconsistent teaching practices and consider growth opportunites to increase instructional capacity.	1.1, 5.1	March - April, 2021	walk through forms, teacher evaluations, documentation of coaching from district specialist and campus	DCSI, campus principal, campus admin	walk through forms, teacher evaluations, documentation of coaching from district specialist and	April 15, 2021		
District specialist will work with PLCs to prescribe targeted interventions based on data of released tests in preparation for state assessment in May.	5.1	March-May, 2021	PLC agendas, released tests, data from assessments	district specialist, PLCs, teachers, campus admin	PLC agendas, released tests, data from assessments	May 10, 2021		
District specialist will work with PLCs to increase rigorous instruction for students to show growth in academic achievement.	5.1	March-May, 2021	PLC agendas, released tests, data from assessments	district specialist, PLCs, teachers, campus admin	PLC agendas, released tests, data from assessments	May 10, 2021		
District specialist and campus admin will review item analysis reports and work with teachers in PLCs to discuss answer distribution trends and possible root causes of any student answer errors.	5.1	March-May, 2021	PLC agendas, released tests, data from assessments, item analysis charts and protocols	district specialist, PLCs, teachers, campus admin	PLC agendas, released tests, data from assessments, item analysis charts and protocols	May 10, 2021		
District specialist and campus admin will review item analysis reports to provide individual coaching to struggling teachers to discuss answer distribution trends and possible root causes of any student answer errors.	1.1, 5.1	March-May, 2021	PLC agendas, released tests, data from assessments, item analysis charts and protocols, coaching plans	district specialist, PLCs, teachers, campus admin	PLC agendas, released tests, data from assessments, item analysis charts and protocols, coaching plans	May 10, 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?		
	Carryover Action Steps	**New Action Steps**
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

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

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

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

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

How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

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

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

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

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