

**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	Spring Independent School District	Campus Name	Ralph Eickenroht Elementary School	Superintendent	Rodney Watson	Principal	Robbie Green
District Number	101919	Campus Number	101919126	District Coordinator of School Improvement (DCSI)	Dawn Oliver	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?	N/A	ESC Support	Charlotte Nicklebur

**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.	Dawn A. Oliver, 11/5/20
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.	Michelle Starr, October 30, 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.	Robbie Green, October 30, 2020
Board Approval Date		

**DATA ANALYSIS**

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Overall annual outcome will be 90% Approaches, 60% Meets and 30% Masters Rationale: In order to meet the campus goal of becoming an A campus, the identified gains must be attained: Reading must increase by 25%-Approaches, 30%-Meets, and 19%-Masters; Math must increase by 23%-Approaches, 31%-Meets, and 19%-Masters; Writing must increase 36%-Approaches, 43%-Meets and 29%-Masters; Science must increase by 41%-Approaches, 35% Meets and 23%-Masters.</p> <p>Domain 2B: Overall annual outcome will be at 80%. Rationale: Although we do not know our comparison group, we will focus on progress for our African American and Special Education student groups. In order to meet the campus goal, the identified gains must be attained: Progress - 22% increase.</p> <p>Domain 3: Overall annual outcome will be 80%. Rationale: In order to meet this campus goal, the identified gains must be attained: 12% gain in closing the gap.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Overall annual outcome will be 90% Approaches, 60% Meets and 30% Masters Rationale: In order to meet the campus goal of becoming an A campus, the identified gains must be attained: African American students must increase by 30%-Approaches, 35%-Meets, and 25%-Masters; Special Education students must increase by 32%-Approaches, 11%-Meets, and 22%-Masters.</p> <p>Domain 2B: Overall annual outcome will be at 80%. Rationale: Although we do not know our comparison group, we will focus on progress for our African American and Special Education student groups. In order to meet the campus goal, the identified gains must be attained: Progress 22% increase.</p>

		Hispanic, Economically Disadvantaged, continuously and non continuously enrolled students. Math: All students, African American, Hispanic, Economically Disadvantaged, English Language Learners and continuously/non continuously enrolled students.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

**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.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for 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.	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
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Rationale</b>	We want to create clear roles and responsibilities for the members of the leadership team and provide greater clarity to ILT members on how to lead their departments and grade-levels. Historically, the roles and responsibilities were identified, but were not monitored consistently.	Daily lesson plans have been inconsistent and at various levels of rigor, therefore one template with consistent expectations that clearly align the grade level TEKS to student daily tasks and weekly exit ticket assessments will be developed and implemented.	There continues to be a need for targeted intervention implemented at every grade level based on student misconceptions and skill needs. Consequently the DDAP protocol will be followed at every grade level with fidelity to support filling student gaps.

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>Essential Action Lever Support (EALS) Introductory Package (Online) Change Management/ Roles and Responsibilities Training with Region IV. Assistant Superintendent coaching.</p>	<p>Side by side coaching. Exemplars. Assistant Superintendent coaching. Elementary collaborative. Campus walks. See it, Name it, Do it Training with Workforce Development.</p>	<p>DDAP training with Workforce Development. SpringWay training with DDAP and protocols. The assessment team. Progress monitoring trackers.</p>
<p><b>Barriers to Address throughout this year</b></p>	<p>There is a mindset barrier around valuing and understanding the need to shift roles and responsibilities for ILT. This has resulted in leadership team members prioritizing other items and not attending meetings and/or trainings and the creation of meeting agendas. There is a resource barrier of ILT members being trained under time management and having the skill set to prioritize highest leverage actions for school improvement.</p>	<p>There is a mindset barrier around valuing and understanding the need to consistently plan and implement student tasks that directly align to the teaching standard and assessment. This has resulted in misaligned student work. There is a resource barrier of teachers being trained backward design planning and having the skill set to create quality assessments aligned to the student standards.</p>	<p>There is a mindset barrier around valuing the DDAP process to get to the aligned misconception. Teachers come to PLC thinking they already know the problem without analyzing student work. This has resulted in reteach lesson plans that do not address the misconception. There is a resource barrier of teacher knowing how to reteach. They tend to teach the same lesson again, but slower.</p>
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>The ILT, teachers, and parent committee will be involved in the process of defining clear roles and responsibilities of those in leadership roles. We will share these roles and responsibilities in staff meetings to gather feedback.</p>	<p>Zoom meeting with stakeholders. On-line survey and town hall meetings. Student shared assessment data.</p>	<p>Zoom meeting with stakeholders. On-line survey and town hall meetings. Student goals and shared progress monitoring.</p>
<p><b>Desired Annual Outcome</b></p>	<p>The members of the ILT will be able to observe classroom instruction and provide teachers with bite-sized, actionable feedback; debrief findings after classroom observations; and review lesson plans with meaningful feedback all on a weekly basis.</p>	<p>The teachers will be able to create and implement more effective lessons aligned to student objectives and assessments.</p>	<p>The members of the ILT will be able to lead DDAP PLCs that create systems for effective collaborative planning, data analysis, and the development of reteach plans along with progress monitoring.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leaders and supports principals by protecting their time dedicated for school instructional leadership, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-5th grade, then we will create lessons aligned to the student objectives and assessments.</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then we will utilize those systems to ensure all students have the necessary tools and supports based on the data to fill academic gaps.</p>



### CYCLE 1 90-DAY OUTCOMES (August-December)

**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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	The members of the ILT will be able to observe classroom instruction and provide teachers with bite-sized, actionable feedback; debrief findings after classroom observations; and review lesson plans with meaningful feedback all on a weekly basis.	The teachers will be able to create and implement more effective lessons aligned to student objectives and assessments.	The members of the ILT will be able to lead DDAP PLCs that create systems for effective collaborative planning, data analysis, and the development of reteach plans along with progress monitoring.
<b>Desired 90-day Outcome</b>	ILT is observing teacher instruction, debriefing observations, reviewing lesson plans, and providing teachers bite-size, high-leverage feedback at least 2x each month.	Teachers will be proficient in two out of the four types of PLCs (planning and DDAP) and be able to implement strategies for effective design of instruction to meet the needs of all students.	The ILT will be proficient in leading teachers through the DDAP process. ILT and teachers review disaggregated data to track and monitor the progress of all students. Teacher utilize the Action Plan template to create reteach plans.
<b>Barriers to Address During this Cycle</b>	Time management due to BOY activities related to implementing multiple formats of instruction this cycle due to COVID-19. Mindset challenges around shifting roles of ILT and new responsibilities. Building ILT skill in observation/debrief cycle and lesson plan review.	Teachers creating lessons for in-person and remote learners. Students working synchronously with teachers during the daily 90 minute AM and PM blocks.	All ILT members have not been trained in all components of the DDAP protocol. Expectations need to be clearly set, written, and monitored.
<b>District Actions for this Cycle</b>	"Essential Action Lever Support (EALS) Introductory Package (Online) Change Management/ Roles and Responsibilities Training with Region IV. " The Assistant Superintendent will observe campus operations and classroom instruction, and provide feedback and coaching to the principal and members of the ILT around classroom observations and debriefs.	Side by side coaching. Exemplars. Assistant Superintendent coaching. Elementary collaborative.	Spring Way training with DDAP and protocols. Completion of DDAP documents during planning. Assistant Superintendent and WFD coaching/training.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leaders and supports principals by protecting their time dedicated for school instructional leadership, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-5th grade, then we will create lessons aligned to the student objectives and assessments.	If the district has effective systems for identifying and supporting struggling learners, then we will utilize those systems to ensure all students have the necessary tools and supports based on the data to fill academic gaps.

### ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Assistant Superintendent and Principal will review written roles and responsibilities of campus leadership team to verify if current and appropriate.	1.1	09/01 - 09/15	Job Descriptions, Previously written roles & responsibilities	DCSI & Principal	Next Steps list developed during meeting between DCSI and Principal.	9/15		
Principal will review current roles and responsibilities with ILT and share feedback from supervisor. New, finalized roles will be determined.	1.1	09/01 - 09/15	Job Descriptions, Previously written roles & responsibilities	Principal & APs	Finalized roles and responsibilities	9/15		
Principal will review classroom observation schedules assigned to the ILT, and revise as needed and provide customized support for ILT members not meeting the standard.	1.1	09/15 - 12/18	Master Schedule	Principal	Observation schedules from ILT	10/2, 10/24, 11/13, 12/11		
Training in Essential Action Lever Support (EALS) Introductory Package (Online) Change Management/ Roles and Responsibilities Training with Region IV.	1.1	10/13	Region 4 materials	Principal	Sign-in	10/13		
Principal and ILT will review process regarding lesson plan submission and provided feedback, and revise as needed.	1.1 and 5.1	10/01 - 12/18	Previously written lesson plan submission process	Principal & APs, Instructional Coaches	Revised lesson plan submission process	11/9		
During BOY activities, teachers will be informed of ILT's roles and responsibilities, the process for submitting lesson plans and receiving feedback (SpringWay Systems and Routines), and the observation/debrief cycle.	1.1 and 5.1	08/20 - 09/20	Current ILT roles & responsibilities, current process for LP submission, and current process observation and feedback.	Principal & Grade-level chairs	BOY Activity Agendas indicating topics and who attended.	9/30		
Train teachers on Backward design protocols and aligning student tasks to assessment and standards for both in-person and remote learners.	5.1	10/01 - 12/18	Training ppt; Sign-in Sheet; Teacher work samples	ILT	Agenda and sign in sheets	11/9		

Monitor implementation of effective lesson plan to support in-person and remote learners that align TEKS, test and student tasks. Provide instructive feedback on alignment.	5.1	10/01 - 10/20	Lesson plan tracker and walkthroughs	ILT	Tracker and lesson plan folder on Google Drive	12/11		
Implement WIT intervention block using data from formative assessments to work with targeted groups for reteach.	5.1	10/15 - 10/30	Reteach plan	Teachers/ILT	Reteach plan	10/30		
Establish a schedule that ensures students learning remotely are in both the AM and PM synchronous instruction blocks.	5.1 and 5.3	11/01 - 12/18	Schedules, Student attendance in remote learning, Student achievement data	Teachers/ILT	Attendance and Schedules for Remote Learners	12/11		
Teachers will use action plans to implement the reteach during small group instruction for remote and in-person learners.	5.3	09/21 - 12/18	Action Plan Template	Teachers/ILT	Teacher action plans	12/11		
Train ILT and teachers on DDAP protocols including collecting student work to identify misconceptions and aggressive monitoring in a virtual setting.	5.3	11/20	Training materials	Teachers/ILT	Agenda and sign in sheets	11/20		
Consistently utilize the DDAP (one-pager) during planning.	5.3	11/20	DDAP one-pager; Calendar of DDAP PLC	Teachers/ILT	Agenda, PLC minutes, one-pager, and sign in sheets	12/11		
Monitor the data trackers and provide coaching feedback.	5.3	09/21 - 12/18	Data tracker for ILT members to monitor expectations	ILT	Data tracker for ILT	10/30		

**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 (January-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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	The members of the ILT will be able to observe classroom instruction and provide teachers with bite-sized, actionable feedback; debrief findings after classroom observations; and review lesson plans with meaningful feedback all on a weekly basis.	The teachers will be able to create and implement more effective lessons aligned to student objectives and assessments.	The members of the ILT will be able to lead DDAP PLCs that create systems for effective collaborative planning, data analysis, and the the development of reteach plans along with progress monitoring.
<b>Desired 90-day Outcome</b>	ILT is observing teacher instruction, reviewing lesson plans, and providing teachers feedback at least 3x each month.	Teachers will be proficient in three out of the four types of PLCs (planning , learning, DDAP) and be able to implement strategies for effective design of instruction to meet the needs of all students. Teachers will acquire knowledge of effective strategies to implement in student learning.	Teachers will be able to take ownership of the DDAP process by using a corrective instruction action planning process, individually and in PLC's to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
<b>Barriers to Address During this Cycle</b>	Time management due to MOY activities (Benchmark testing and analysis, extra-curricular activities). Ensuring Principal has time and is able to coach ILT in these responsibilities.	Follow through with aligned tasks agreed upon during the PLC planning meetings. Creating tasks that can be delivered virtually will need to be addressed.	Being able to collect work samples to analyze student misconceptions for virtual learners is an issue.
<b>District Actions for this Cycle</b>	The Assistant Superintendent will continue observing campus operations and classroom instruction, and providing feedback and coaching to the principal and members of the ILT. Assistant Superintendent will attend coaching conversations with Principal and members of ILT to provide feedback to Principal on his coaching.	See It, Name It, Do It training. Purposeful visits.	DDAP - Region IV one pager implementation. Progress monitoring template.

<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leaders and supports principals by protecting their time dedicated for school instructional leadership, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-5th grade, then we will create lessons aligned to the student objectives and assessments.	If the district has effective systems for identifying and supporting struggling learners, then we will utilize those systems to ensure all students have the necessary tools and supports based on the data to fill academic gaps.
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## 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
ILT members calendars will focus on coaching feedback, PLC's and DDAP's.	1.1	1/4 - 2/18	ILT Calendars	ILT	Calendars	2/11		
Principal and ILT will review evidence collected during previous cycle to determine if classroom observation schedules have been followed as designed, and discuss if changes are needed.	1.1	1/4 - 2/18	Observation Notes; Master Schedule	Principal & ILT	Updated classroom observation schedules	2/11		
Principal and ILT will review evidence collected during the previous cycle to determine if lesson plan submission process is working, and discuss if changes are needed.	1.1 and 5.1	1/4 - 2/18	Lesson Plan Feedback forms; Current lesson plan submission process	Principal & ILT	Next Steps list developed during meeting between Principal and ILT.	2/11		
Principal and ILT will attend district-provided leadership training on coaching strategies.	1.1	1/4/2021	Pre-reading for district training	Principal & ILT	Coaching Strategies; notes from the training	1/5		
Principal will ensure he is coaching each member of ILT at least one time per week on the observation/feedback cycle.	1.1	1/4 - 2/18	Scheduled observations, observation forms,	Principal	Coaching notes from Principal's coaching of ILT members	01/08, 01/22, 2/5		

During leadership team meetings Principal and ILT will engage in a lesson plan feedback calibration activity to build skill in this area.	1.1 and 5.1	1/4 - 2/18	Lesson plans brought to meetings; lesson plan look-fors,	Principal	Leadership team meeting agenda, calibration activates,	01/18, 2/1		
All teachers will be trained on TAFR test bank usage to create quality common assessments.	5.1	1/4/2021	TAFR test bank, Pacing Calendar, STAAR Readiness / Supporting TEKS	CTC	Campus Based Assessments	1/04 - 02/18		
Continue to monitor implementation of effective lesson plan that align TEKS, test and student task. Track completion of student task established during PLC. Ensure in-person and remote learners are receiving the same lesson and completing the same task. Schedule specialized teacher training based on needs.	5.1	1/4 - 2/18	Lesson Plan Feedback forms; Instructional tracking forms	ILT	Tracking Sheet	01/18, 2/1		
Monitoring of WIT intervention block using data from campus created and aligned formative assessments to work with targeted groups.	5.1	1/4 - 2/18	Reteach plans/groups; Progress Monitoring docs; reassessment scores	ILT	Reteach plans	01/08, 01/22, 2/5		
Teachers will use action plans to implement the reteach during small group instruction. Misconception analysis will be used for students needing to meet approaches, meets and/or masters. Work samples will be collected for both in-person and remote learners.	5.3	1/4 - 2/18	Reteach plans/groups; Progress Monitoring docs; reassessment scores	ILT	Reteach plan; Action plans; Student groups by TEKS; DDAP forms with misconceptions identified	01/08, 01/22, 2/5		
Teachers will be trained on the two reteach models: Guided Discourse and Modeling through Learning PLC.	5.1 and 5.3	1/4/2021	Modeling Reteach video; Guided Discourse Reteach video	ILT	Reteach plan; Action plans; Student groups by TEKS; DDAP forms with misconceptions identified	2/11		

**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 style="text-align: center;"><b>Carryover Action Steps</b></p>	<p style="text-align: center;"><b>New Action Steps</b></p>

## CYCLE 3 90-DAY OUTCOMES (Feb-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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	The members of the ILT will be able to observe classroom instruction and provide teachers with bite-sized, actionable feedback; debrief findings after classroom observations; and review lesson plans with meaningful feedback all on a weekly basis.	The teachers will be able to create and implement more effective lessons aligned to student objectives and assessments.	The members of the ILT will be able to lead DDAP PLCs that create systems for effective collaborative planning, data analysis, and the development of reteach plans along with progress monitoring.
<b>Desired 90-day Outcome</b>	ILT is observing teacher instruction, reviewing lesson plans, and providing teachers weekly feedback.	Teachers will complete the fourth type of PLC to be proficient in the four types of PLCs (planning, learning, DDAP, At-Bats) and be able to implement strategies for effective design of instruction and delivery to meet students needs in the classroom.	The staff will empower students to progress towards individual achievement goals and mastery of objectives. This is visible in every classroom throughout the campus to foster student ownership in goal setting.
<b>Barriers to Address During this Cycle</b>	Time management due to EOY activities (Benchmark testing and analysis, Logistics of STAAR testing, extra-curricular activities). Ensuring the investment in lesson plan feedback and classroom observation cycles remains high at this point in the year.	Conflicting meetings and campus responsibilities pulling ILT from giving precise feedback regularly.	Monitoring and attaining the goals with virtual students will be the challenge.
<b>District Actions for this Cycle</b>	The Assistant Superintendent will continue observing campus operations and classroom instruction, and providing feedback and coaching to the principal and members of the ILT.	Workforce development training: CFU, SpringWay Systems and Habits of Discussion	Workforce development training: Aggressive monitoring with virtual learners, Blended learning and Misconception analysis.

<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leaders and supports principals by protecting their time dedicated for school instructional leadership, then campus leadership will have the tools they need to support teachers on a consistent basis, thereby improving student outcomes.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-5th grade, then we will create lessons aligned to the student objectives and assessments.	If the district has effective systems for identifying and supporting struggling learners, then we will utilize those systems to ensure all students have the necessary tools and supports based on the data to fill academic gaps.
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### 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 PLAN								
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
Principal will ensure he is coaching each member of ILT at least once every other week on the observation/feedback cycle.	1.1	2/19 - 5/31	Scheduled observations, observation forms, debrief agendas	Principal	Coaching notes from Principal's coaching of ILT members	3/5, 3/19, 4/2, 4/9, 4/16, 4/23, 5/7		
Principal and ILT will participate in joint observation rounds to ensure calibration on feedback	1.1	2/19 - 5/31	Master schedule, observation schedule	Principal & ILT	Observation notes and feedback	3/5, 3/19, 4/16, 4/23		
During leadership team meetings Principal and ILT will engage in classroom observation debrief conversation calibration activities to build skill in this area.	1.1	2/19 - 5/31	Scheduled observations, observation forms, debrief agendas	Principal & ILT	Notes from Leadership team meetings, next steps captured	3/8, 3/22, 4/5, 4/19, 5/3		
Principal will provide feedback to members of ILT on lesson plan feedback at least 2x per month	1.1	2/19 - 5/31	lesson plan feedback from ILT, lesson plan look-fors, feedback protocol	Principal	Feedback provided to ILT, next steps captured	3/8, 3/22, 4/5, 4/19, 5/3		

Continue to monitor implementation of effective lesson plan that align TEKS, test and student task. Track completion of student task established during PLC. Provide constructive feedback during "At Bats" to support student outcomes.	5.1	2/19 - 5/31	Lesson plans and walk throughs	ILT	Lesson Plans and Walk throughs	3/8, 3/22, 4/5, 4/19, 5/3		
Monitoring of WIT intervention block using data from formative assessments to work with targeted groups.	5.1	2/19 - 5/31	Reteach plan	ILT	Reteach plan	3/8, 3/22, 4/5, 4/19, 5/3		
Continue to monitor teachers use of action plans to implement the reteach during small group instruction based on Guided Discourse or Model protocols. Misconception analysis will be used for students needing to meet approaches, meets and/or masters.	5.3	2/19 - 5/31	Action Plan	ILT	Action Plan	2/19, 3/12, 4/16, 5/14		
Students will monitor their own goals and progress.	5.3	2/19 - 5/31	Student Goal Sheets	ILT	Student Goal Sheets	2/19, 3/12, 4/16, 5/14		
Implement after school tutorials to support lost instructional time due to teachers/students out from Covid -19.	5.3	2/19 - 5/31	Data Trackers	ILT	Sign-in, student attendance	2/19, 3/12, 4/16, 5/14		

**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>

## 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?			