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	Campus Name	Lewis Elementary	Superintendent	Dr. Rodney Watson	Principal	Grace Leal
District Number	101-919	Campus Number	000000123	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?	NA	Was TAP Implementation Ordered or Voluntary?	NA	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 *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. Natasha Watson 10/30/20
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.	Grace Leal 10/30/20
Board Approval Date		

DATA ANALYSIS

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

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

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: To increase from 65 in 2019 to 75 in 2021 Rationale: By increasing overall STAAR performance for all of our students Domain 2B: To increase from 83 in 2019 to 85 in 2021 Rationale: By continuing to academic instruction and processes implemented, we will continue to grow in student progress. Domain 3: 85 Rationale: By increasing in Domain 3, all subgroups in the Academic Achievement area will be successful and meet student progress.
	What changes in student group and subject performance are included in these goals?	Domain 1: Moving students up a threshold will support increasing in Domain 1 Domain 2B: Progress Measure will increase with the threshold goal. Domain 3: The threshold goal will meet the student measure in this domain.
	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.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	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.	3 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	Teachers need support with the development of TEKS aligned lesson plans as a foundation to impact student achievement as well as the development and implementation of formative assessment to ensure mastery of learning objectives.	We recognized the need to develop consistent data practices on campus, especially in the data tracking of student progress towards meeting a measurable goal. For the 2020-2021 school year, looking deep at our student data and making instructional decisions based on that data is what is going to impact our student achievement for our campus.	
How will the campus build capacity in this area? Who will you partner with?	Collaborative PLCs will be implemented and the use of the PLC rubrics for systems, routines, instructional delivery, and student achievement will be used with fidelity. We will partner with the Workforce Development department for professional development and Region IV for support.	Instructional leadership team will meet with teachers after each assessment to review data captured on the Lewis Data Analysis Reality Check to identify the areas of need along with the necessary resources that will benefit the teacher and scholar. We will partner with the Workforce Development department and Region IV for professional development.	

Barriers to Address throughout this year	Barriers to address throughout the year are teachers' lack of capacity of the alignment of objectives, activities, differentiation for lesson planning to meet the needs of all students.	Barriers to address throughout the year are teachers' lack of capacity around data analysis and disaggregation, a consistent assessment calendar with identified times for data analysis, and aligned STAAR test bank to create valid and reliable test. It is also important to analyze data for both at home and in-person learning to identify potential anomolies.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Beginning of the year staff training will be conducted by the administrators and instructional leadership teams. The rubric will be presented to the staff. Examples will be modeled with feedback. Teacher leads will continue to model expectations through their planning. In regards to parents, we will communicate through parent phone calls, parent meetings, newsletters and text messages. Implementation feedback and celebrations will be incorporated to create buy in.	Beginning of the year staff training will be conducted by the administrators and instructional leadership teams on data driven instruction. Campus leaders will provide ongoing support to teachers and staff on data driven support. Teachers, staff, and the community will be a part of establishing the 2020-2021 academic performance goals and data trackers.	
Desired Annual Outcome	By the end of the 20-21 school year, 100% of teachers will collaborate in planning meetings to create data-driven lessons through the use of PLCs resulting in an increase in student achievement for all scholars in all academic content areas. PLC rubrics will be used to rate teachers proficiency in these areas.	By the end of the 20-21 school year, all teachers will be proficient in analyzing data results to identify areas of strengths and weaknesses, design an action plan to reteach the concepts not mastered, collaborate and model different instructional strategies to implement in the classroom utilizing disaggregating tools & rubrics with 100% accuracy.	
District Commitment Theory of Action	If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then the campus administration can provide opportunities for teachers to collaborate to develop data-driven lessons to meet the needs of all students.	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 instructional support team can facilitate Data PLCs where the focus is on disaggregating the data to design lessons that target specific skills and drive instruction and effective intervention.	If....then,

STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

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

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (STAAR BOY Assessment)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	74%	22%	Fall Interim Benchmark	45%		Spring Interim Benchmark	60%		Campus Assessment	75%		83%
		All	All	Reading	Meets	STAAR	36%	17%	Fall Interim Benchmark	10%		Spring Interim Benchmark	25%		Campus Assessment	35%		45%
		All	All	Reading	Masters	STAAR	13%	1.4%	Fall Interim Benchmark	6%		Spring Interim Benchmark	12%		Campus Assessment	18%		23%
		All	All	Mathematics	Approaches	STAAR	73%	14%	Fall Interim Benchmark	45%		Spring Interim Benchmark	60%		Campus Assessment	75%		83%
		All	All	Mathematics	Meets	STAAR	35%	2%	Fall Interim Benchmark	10%		Spring Interim Benchmark	25%		Campus Assessment	35%		45%
		All	All	Mathematics	Masters	STAAR	13%	0%	Fall Interim Benchmark	6%		Spring Interim Benchmark	12%		Campus Assessment	18%		23%
		5th	All	Science	Approaches	STAAR	61%	8%	Fall Interim Benchmark	35%		Spring Interim Benchmark	45%		Campus Assessment	60%		70%
		5th	All	Science	Meets	STAAR	22%	1%	Fall Interim Benchmark	10%		Spring Interim Benchmark	19%		Campus Assessment	29%		32%
		5th	All	Science	Masters	STAAR	11%	0%	Fall Interim Benchmark	6%		Spring Interim Benchmark	12%		Campus Assessment	18%		20%
		4th	All	Writing	Approaches	STAAR	62%	6%	Fall Interim Benchmark	30%		Spring Interim Benchmark	45%		Campus Assessment	60%		70%
		4th	All	Writing	Meets	STAAR	22%	1%	Fall Interim Benchmark	8%		Spring Interim Benchmark	18%		Campus Assessment	28%		32%
		4th	All	Writing	Masters	STAAR	3%	0%	Fall Interim Benchmark	5%		Spring Interim Benchmark	8%		Campus Assessment	10%		15%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	African American	Reading	Meets	STAAR	20%		Fall Interim Benchmark	8%		Spring Interim Benchmark	18%		Campus Assessment	28%		35%
		All	All Students	Reading	Meets	STAAR	36%		Fall Interim Benchmark	8%		Spring Interim Benchmark	20%		Campus Assessment	38%		46%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	African American	Math	Meets	STAAR	24%		Fall Interim Benchmark	6%		Spring Interim Benchmark	18%		Campus Assessment	28%		35%
		All	Hispanic	Math	Meets	STAAR	36%		Fall Interim Benchmark	6%		Spring Interim Benchmark	20%		Campus Assessment	35%		45%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	41%											48%

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 <u>during this cycle</u>.

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	By the end of the 20-21 school year, 100% of teachers will collaborate in planning meetings to create data-driven lessons through the use of PLCs resulting in an increase in student achievement for all scholars in all academic content areas. PLC rubrics will be used to rate teachers proficiency in these areas.	By the end of the 20-21 school year, all teachers will be proficient in analyzing data results to identify areas of strengths and weaknesses, design an action plan to reteach the concepts not mastered, collaborate and model different instructional strategies to implement in the classroom utilizing disaggregation tools & rubrics with 100% accuracy.	0
Desired 90-day Outcome	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.	Teachers will identify areas of strengths and weaknesses with 50% accuracy based on formative assessments with a greater emphasis on summative evidence of learning identified in baseline assessments.	
Barriers to Address During this Cycle	Teachers insufficient knowledge in the content area. The time management of disaggregating data for the purpose of aligning and designing instructional lessons.	Teachers lack of knowledge of how to utilize tools to disaggregate data to identify student's strengths and weakness. Resistance to student misconceptions in alignment with teacher's curriculum knowledge. Maintain momentum in teacher's acquirement of instructional strategies.	
District Actions for this Cycle	The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.	The district provide access to assessments aligned to the standards and the expected level of rigor.	

| District Commitment Theory of Action | If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then the campus administration can provide opportunities for teachers to collaborate to develop data-driven lessons to meet the needs of all students. | 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 instructional support team can facilitate Data PLCs where the focus is on disaggregating the data to design lessons that target specific skills and drive instruction and effective intervention. | |

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
Establish Weekly PLCs that aligned to the overall goals, mission and vision of the campus, and development of teachers and student achievement	5.1	August 17, 2020-December 17, 2020	Agenda, Calendar, Data	Principal Leal, Assistant Principal Garcia	Attendance Sign in	December 11, 2020		
Train teachers during PLCs on component parts of Spring Way Systems and Routines, and Configuration Board	5.3	August 17, 2020-December 17, 2020	SpringWays Systems and Routine -District and Campus Training.	Principal Leal, Assistant Principal Garcia, SSS-Akrie, ELL-Lawson, Literacy Coach-Rodriguez	Attendance Sign-in, Observations in classroom, alignment with lesson plan and configuration board.	December 11, 2020		
Establish Data Trackers for PK thru 5 to maintain data records of student's academic progress in areas of reading and math	5.3	August 17, 2020-December 17, 2020	Google Data Trackers	Principal Leal, Assistant Principal Jesus Garcia	Establishment of Data Trackers	December 11, 2020		
Introduce Data PLCs Teacher Training with Emphasis on Desegregating Data, Data Overview, Action Planning, and Instructional Strategies to use in the Classroom	5.1, 5.3	August 17, 2020-December 17, 2020	Assessments, Eduphoria, and Schoology	Principal Leal, Assistant Principal Garcia, SSS-Akrie, ELL-Lawson, Literacy	Lewis Data Reality Check Desegregation Sheet	December 11, 2020		
Design Common Assessment after each quarter to ensure that students are growing academically in the areas of math, reading, science, and writing	5.3	August 17, 2020-December 17, 2020	Lead4ward STAAR Sample Questions, Exam View, Standards, Scope and Sequence	Teachers and Leadership Team	STAAR Released Questions, agenda, lesson plans	December 11, 2020		

Create Data Driven Lesson Plans based on BOY Data, Checkpoints, CBAs, and Exit Tickets	5.1	August 17, 2020- December 17, 2020	Spring Scope and Sequence, Lesson Plan Template	Teachers and Leadership Team	Planning Agenda, Lesson Plan Format	December 11, 2020		

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 (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
Essential Action	5.1	5.3	0
Desired Annual Outcome	By the end of the 20-21 school year, 100% of teachers will collaborate in planning meetings to create data-driven lessons through the use of PLCs resulting in an increase in student achievement for all scholars in all academic content areas. PLC rubrics will be used to rate teachers proficiency in these areas.	By the end of the 20-21 school year, all teachers will be proficient in analyzing data results to identify areas of strengths and weaknesses, design an action plan to reteach the concepts not mastered, collaborate and model different instructional strategies to implement in the classroom utilizing disaggregating tools & rubrics with 100% accuracy.	0
Desired 90-day Outcome	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 identify areas of strengths and weaknesses with 70% accuracy based on formative assessments and design action plans that are aligned to students academic needs.	
Barriers to Address During this Cycle	Teachers not implementing consistently the strategies given from the Learning PLCs into the classrooms.	Teacher lack of creating SMART goals that aligned to the areas of weaknesses in academics.	
District Actions for this Cycle	District ensures high quality resources aligned to the state standards for all areas tested and PK-2 reading and math.	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.	

District Commitment Theory of Action	If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then the campus administration can provide opportunities for teachers to collaborate to develop data-driven lessons to meet the needs of all students.	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 instructional support team can facilitate Data PLCs where the focus is on disaggregating the data to design lessons that target specific skills and drive instruction and effective intervention.	

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
Support teachers in the use of the data protocol and development of differentiated activities to meet all learning needs.	5.1, 5.3	January 4, 2021-February 18, 2021	Eduphoria Data, Benchmark Data, Campus Data	Teachers and Leadership Team	Data Analysis Sheet, Item Analysis	February 18, 2021		
Provide professional development through planning and PLC's regarding formative assessment methods. Coaching and modeling support will be provided as needed for identified teachers	5.1	January 4, 2021-February 18, 2021	Spring Scope and Sequence, Lesson Plans	Teachers, Coaches, Principal and Assistant Principal	Agenda, Lesson Plans	February 18, 2021		
Utilize rubrics on the implementation of PLCs on component parts of Spring Way Systems and Routines, and Configuration Board	5.3	January 4, 2021-February 18, 2021	Spring Way Systems and Routine -District and Campus Training.	Principal Leal, Assistant Principal Garcia, SSS-Akrie, ELL-Lawson, Literacy Coach-Rodriguez	Attendance Sign-in, Observations in classroom, alignment with lesson plan and configuration board.	February 18, 2021		

Begin targeted tutoring (extended day virtually) and begin Saturday STAAR Camps (Feb) designed and implemented using data from CBA, benchmark assessments for students who did not master specific TEKS	5.1	January 4, 2021-February 18, 2021	CBA data, BOY Data, Benchmark Data	SSS-Akrie and Classroom Teachers	Attendance Sign-in, Observations in classroom, alignment with lesson plan and configuration board.	February 18, 2021	
The leadership team monitors lesson plans and provide feedback looking specifically for alternative ways to formatively assess other than a test	5.1	January 4, 2021-February 18, 2021	Spring Scope & Sequence, Lesson Plans	Campus Leadership Team	Lesson Plans, Formative Assessments	February 18, 2021	
Continue to Design Common Assessment after each quarter to ensure that students are growing academically in the areas of math, reading, science, and writing	5.1	January 4, 2021-February 18, 2021	Lead4ward STAAR Sample Questions, Exam View, Standards, Scope and Sequence	Teachers and Leadership Team	STAAR Released Questions, agenda, lesson plans	February 18, 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 (February-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 <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	5.1	5.3	0
Desired Annual Outcome	By the end of the 20-21 school year, 100% of teachers will collaborate in planning meetings to create data-driven lessons through the use of PLCs resulting in an increase in student achievement for all scholars in all academic content areas. PLC rubrics will be used to rate teachers proficiency in these areas.	By the end of the 20-21 school year, all teachers will be proficient in analyzing data results to identify areas of strengths and weaknesses, design an action plan to reteach the concepts not mastered, collaborate and model different instructional strategies to implement in the classroom utilizing disaggregating tools & rubrics with 100% accuracy.	0
Desired 90-day Outcome	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.	Teachers will identify areas of strengths and weaknesses with 100% accuracy based on formative assessments, design action plans that are aligned to students academic needs, and utilize instructional strategies to implement in the classroom using data tools & rubrics for student achievement.	
Barriers to Address During this Cycle	Teachers not implementing the strategies given by the coaching at-bats by their peers and instructional coach with consistency.	Teachers not following their own data designed action plans with fidelity to make the academic impact in student achievement.	
District Actions for this Cycle	District policies and practices support effective instruction in schools.	The district has effective systems for identifying and supporting struggling learners.	

| District Commitment Theory of Action | If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then the campus administration can provide opportunities for teachers to collaborate to develop data-driven lessons to meet the needs of all students. | 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 instructional support team can facilitate Data PLCs where the focus is on disaggregating the data to design lessons that target specific skills and drive instruction and effective intervention. | |

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
Analyze Benchmarks, CBA, and Campus STAAR released tests and to create a STAAR plan with teacher collaboration.	5.1, 5.3	February 20-May 19, 2021	Eduphoria Data, Benchmark Data, Campus Data	Teachers, Coaches, Principal and Assistant Principal	Data Analysis Sheet, Item Analysis	May 19, 2021		
Monitor the implementation of the collective commitments in planning, PLC's and general staff interactions with the SpringWays.	5.1, 5.3	February 20-May 19, 2021	Spring Way PLC Rubric, Lesson Plans	Teachers, Coaches, Principal and Assistant Principal	Ongoing, SpringWay Teacher Coaching Form	May 19, 2021		
Monitor lesson plans and formative assessment implementation, provide feedback to teachers, and encourage teachers to share successful lessons and formative assessment strategies campus wide through the use of PLCs	5.1, 5.3	February 20-May 19, 2021	Spring Scope & Sequence, Lesson Plans	Coaches, Principal and Assistant Principal	Ongoing	May 19, 2021		
Monitor groups for progress and special populations to review with teachers and leadership team and compare with data disaggregation form and/or intervention lesson plans.	5.1, 5.3	February 20-May 19, 2021	Eduphoria Data, Benchmark Data, Campus Data, Intervention Plans	Teachers, Coaches, Principal and Assistant Principal, SSS	Ongoing	May 19, 2021		

Continue Targeted tutoring (extended day virtually) and begin Saturday STAAR Camps (Mar-May) designed and implemented using data from CBA, benchmark assessments for students who did not master specific TEKS	5.1	February 20-May 19, 2021	CBA data, BOY Data, Benchmark Data	SSS-Akrie and Classroom Teachers	Attendance Sign-in, Observations in classroom, alignment with lesson plan and configuration board.	May 19, 2021	
Continue to Design Common Assessment after each quarter to ensure that students are growing academically in the areas of math, reading, science, and writing	5.1, 5.3	February 20-May 19, 2021	Lead4ward STAAR Sample Questions, Exam View, Standards, Scope and Sequence	Teachers and Leadership Team	STAAR Released Questions, agenda, lesson plans	May 19, 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?			