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	Meyer Elementary	Superintendent	Rodney Watson	Principal	C'ne Dawkins
District Number	101919	Campus Number	101919106	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 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.	Kim Fontenot 10/30/2020
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.	C'ne Dawkins 10/30/2020
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.	Domain 1: Student Achievement, goal is to obtain a scale score of 75. Rationale: By targetting a scale score of 75 we will be able to achieve an overall grade of a letter B. Domain 2B: Relative Performance, our goal is to obtain a scale score of 77. Rationale: By targeting Domain 1 and appropriately identifying the Economically Disadvantaged population we will be able to obtain an overall B rating. Domain 3: Closing the Gaps, our goal is to obtain a scale score of 75. Rationale: By achieving a scale score of 75 in domain 1, we will be able to achieve the same score in domain 3 which will result in an overall grade of a letter B.
	What changes in student group and subject performance are included in these goals?	Domain 1: In 2019, 34% of the "All students" group was at the meets performance level in the Reading STAAR assessments. For 2021, we are targeting an 11% growth so this group can be at the 45% meets performance level in the Reading STAAR assessments. In 2019, 36% of the "All students" group was at the meets performance level in the Math STAAR assessments. For 2021, we are targeting a 14% growth so this group can be at the 50% meets performance level in the Math STAAR assessments. In 2019, 29% of the "All students" group was at the meets performance level in the Science STAAR assessment. For 2021, we are targeting a 11% growth so this group can be at the 40% meets performance level in the Science STAAR assessment. In 2019, 30% of the "All students" group was at the meets performance level in the Writing STAAR assessment. For 2021, we are targeting a 15%

		N/A
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial 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.	4 - Partial 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.	4 - Partial 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	5.3	5.1	
Rationale	Focusing on data will allow us to be more strategic with instruction. This will allow us to provide more effective and timely feedback to teachers and students when gaps are identified.	Due to the consequences of the school closures and the changes to the curriculum because of the project based learning during March of 2019, about 10% of TEKS were not taught and the planned out assessments from our school TIP were not implemented. After identifying the focus TEKS from each grade level we have strategically directed instruction to target these focus TEKS and follow-up with systematic assessments that target and provide re-teach until students reach meets performance.	

How will the campus build capacity in this area? Who will you partner with?	Provide professional development in regards to Itematica, Exact Path, and BOY assessments. We will partner with product consultants and representatives.	The Campus Academic Specialist, instructional specialist, digital coach and student support specialist will provide professional development in regards to PLC protocols, technology resources and campus based assessments.	
Barriers to Address throughout this year	Prior to the school closures during March of 2020, only a few teachers were beginning to use certain parts of Schoology and no one was using video conferencing. About 70% of teachers were using technology for intervention but were not proficient to use the data for instructional design. Therefore knowledge of instructional technology has been	Lesson design did not identify focused TEKS and assessments were not consistently aligned. Therefore, the first barrier is the need of development in identifying focus TEKS and creating high leverage instruction plans and using the vertical alignment to create effective exit tickets. In addition, elements of an effective lesson plan were not present	
How will you communicate these priorities to your stakeholders? How will create buy-in?	We will communicate student academic progress through continuous two way communication with students and parents via data conferencing and emailed reports. We will make parents aware of how the data was collected and how the performance level was determined for the student. Teachers will disaggregate the data and represent it in a data wall to monitor progress, reassess and reteach.	We will communicate our nine week focus areas of instruction. We will provide parents via newsletter, each grade level's instructional focus. The campus will create its own scope and sequence document and guide teachers through the focus TEKS and activities necessary for effective instruction. We will ensure consisten implementation through planning PLC's and instructional support.	
Desired Annual Outcome	Our desired annual outcome will be increased teacher capacity in the use of technological applications, data analysis and increased proficiency in using this data to drive instruction.	Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching that strategically addresses the specific needs of the idenfied groups with rigor.	
District Commitment Theory of Action	If the the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then teachers will be able to create effective plans and instruction to meet the expectations of the current grade level.	If the district provides access to assessments aligned to the standards and the expected level of rigor, then Meyer will be able to track student data to target student instructional needs.	

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 (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	70%	18%	Fall Benchmark	55%		Spring Benchmark	65%		STAAR Released 2019	67%		70%
		All	All	Reading	Meets	STAAR	34%	5%	Fall Benchmark	30%		Spring Benchmark	35%		STAAR Released 2019	37%		40%
		All	All	Reading	Masters	STAAR	12%	2%	Fall Benchmark	10%		Spring Benchmark	12%		STAAR Released 2019	13%		15%
		All	All	Mathematics	Approaches	STAAR	70%	15%	Fall Benchmark	60%		Spring Benchmark	65%		STAAR Released 2019	67%		70%
		All	All	Mathematics	Meets	STAAR	36%	3%	Fall Benchmark	30%		Spring Benchmark	35%		STAAR Released 2019	37%		40%
		All	All	Mathematics	Masters	STAAR	17%	1%	Fall Benchmark	15%		Spring Benchmark	10%		STAAR Released 2019	13%		15%
		All	All	Science	Approaches	STAAR	49%	4%	Fall Benchmark	50%		Spring Benchmark	55%		STAAR Released 2019	57%		60%
		All	All	Science	Meets	STAAR	29%	1%	Fall Benchmark	15%		Spring Benchmark	18%		STAAR Released 2019	19%		20%
		All	All	Science	Masters	STAAR	4%	0%	Fall Benchmark	5%		Spring Benchmark	6%		STAAR Released 2019	7%		8%
		All	All	Social Studies	Approaches	STAAR												
		All	All	Social Studies	Meets	STAAR												
		All	All	Social Studies	Masters	STAAR												
		All	All	Writing	Approaches	STAAR	70%	11%	Fall Benchmark	40%		Spring Benchmark	45%		STAAR Released 2019	50%		60%
		All	All	Writing	Meets	STAAR	30%	8%	Fall Benchmark	10%		Spring Benchmark	12%		STAAR Released 2019	13%		15%
		All	All	Writing	Masters	STAAR	4%	0%	Fall Benchmark	2%		Spring Benchmark	3%		STAAR Released 2019	4%		5%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	African American	Reading	Approaches Meets Masters	STAAR	61% 25% 9%	7% 1% 0%	Fall Benchmark	30% 10% 3%		Spring Benchmark	50% 20% 6%		STAAR Released 2019	60% 27% 8%		70% 32% 10%
		All	Non-Continuously Enrolled	Reading	Approaches Meets Masters	STAAR	65% 27% 10%	20% 4% 0%	Fall Benchmark	30% 10% 3%		Spring Benchmark	50% 20% 6%		STAAR Released 2019	60% 27% 8%		70% 32% 10%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	African American	Mathematics	Approaches Meets Masters	STAAR	58% 23% 5%	12% 0% 0%	Fall Benchmark	40% 20% 5%		Spring Benchmark	60% 25% 8%		STAAR Released 2019	67% 35% 10%		75% 46% 15%
		All	Non-Continuously Enrolled	Mathematics	Approaches Meets Masters	STAAR	67% 30% 10%	8% 0% 0%	Fall Benchmark	20% 10% 5%		Spring Benchmark	60% 25% 8%		STAAR Released 2019	67% 35% 10%		75% 46% 15%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	49%	25% 8% 3%	Fall Benchmark	25%		TELPAS Assessments	30%		STAAR Released 2019	33%		36%

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	5.3	5.1	0
Desired Annual Outcome	Our desired annual outcome will be increased teacher capacity in the use of technological applications, data analysis and increased proficiency in using this data to drive instruction.	Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching that strategically addresses the specific needs of the idenfied groups with rigor.	0
Desired 90-day Outcome	By the end of the 90 day cycle 85% of teachers will have received professional development to address instructional technology needs in order to build capacity. This will ehance skillset and address the various ways instruction will need to be delivered.	By the end of the 90 day cycle 85% of teachers will be able to identify focus TEKS and create high leverage instruction plans.	
Barriers to Address During this Cycle	Knowledge of instructional technology so data can be analyzed to target instruction.	There is a need for development in identifying focus TEKS and creating high leverage instruction plans and looking at the vertical alignment to create effective exit tickets	
District Actions for this Cycle	The district will provide adequate training so teachers can retrieve and interpret Benchmark, MAP and TPRI data reports. Provide Data training on A-F accountability system.	Instructional coaches will need to provide walkthrough feedback so they can coach, model and support teachers to our desired outcomes.	
District Commitment Theory of Action	If the the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then teachers will be able to create effective plans and instruction to meet the expectations of the current grade level.	If the district provides access to assessments aligned to the standards and the expected level of rigor, then Meyer will be able to track student data to target student instructional needs.	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
By the end of this cycle 85% of teachers will be trained in instructional technology In order to build teacher capacity and ehance their skillset and address the various ways instruction will need to be delivered. This strategic professional development will increase student achievement.	Focus Area 2, 5.1 Objective-driven daily lesson plans with formative assessments.	Aug 17-Dec-17	Schoology, Google Meets, Collaborative Web Apps, Home Access Center and Online Instructional resources/ assessment tools.	Calderon, Mosley, Hogan and Smith	Presentations, Courses in Schoology, Sign in sheets	12/15/2020		
By the end of this cycle 85% of teachers will conduct student data conferences to determine misconceptions, identify gaps, and develop the appropriate method of instruction for intervention.	Focus Area 1, 5.3 Data-driven instruction.	Aug 17-Dec-17	Student data tracking tools and assessment data	Teachers	Student tracker	12/15/2020		
By the end of this cycle 85% of teachers will be trained on the protocols and processes during the PLC data meetings. Campus Academic specialist will model these practices so teachers know how they should be implemented. The products from PLC will result in the identification of the Focus TEKS to guide instruction.	Focus Area 1, 5.3 Data-driven instruction.	Aug 17-Dec-17	Assessment data, Data Analysis Tool and re-teach plan	Calderon and teachers	DDAP Analysis Tools, Signed agendas, re-teach assessment	12/15/2020		

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 (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	5.3	5.1	0
Desired Annual Outcome	Our desired annual outcome would be to increase teacher capacity in analyzing data to target the identified groups: All Students, African American, Non-Continuously Enrolled and Economically Disadvantaged.	Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching that strategically addresses the specific needs of the idenfied groups with rigor.	0
Desired 90-day Outcome	85% of teachers will be able to identify high leverage TEKS that they can target from data analysis.	85% of teachers will be able to design aligned evidence of planning as noted from feedback provided by campus coaches and support staff.	
Barriers to Address During this Cycle	A second barrier is identifying high leverage TEKS that can be targeted from data analysis.	The second barrier we identified was teachers needing development in regards to effective lesson planning and a campus culture of coaching needed to be established.	
District Actions for this Cycle	The district will provide assessments aligned to high leverage TEKS (Benchmarks).	The district will provide ongoing professional development that aligns to continuous improvement to the evidence of planning design.	

| District Commitment Theory of Action | If the the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then teachers will be able to create effective plans and instruction to meet the expectations of the current grade level. | If the district provides access to assessments aligned to the standards and the expected level of rigor, then Meyer will be able to track student data to target student instructional needs. | 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
By the end of this cycle 75% of teachers will be able to identify focus TEKS as a result from Data Driven Action Plan PLC protocols.	Focus Area 1, 5.3 Data-driven instruction.	Dec 17-Feb 18	DDAP Analysis Tool, Data from assessments (Eduphoria and Mentoring Minds), PLC protocols.	Calderon, Mosley, Hogan and Smith	DDAP Analysis Tools, PLC Signed agendas, evidence of planning document.	2/16/2021		
By the end of this cycle 80% of teachers will receive constructive feedback to ensure that all the elements of lesson design (hook, gradual release, check for understanding) are noted in their evidence of planning document.	Focus Area 2, 5.1 Objective-driven daily lesson plans with formative assessments.	Dec 17-Feb 18	Planning document, Guide for effective lesson planning guide and scope and sequence	Teachers, Calderon, Hogan, Smith, Dawkins, and T. Jackson.	Comments on lesson plan and email feedback, PLC planning document.	2/16/2021		

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)

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	5.3	5.1	0
Desired Annual Outcome	Our desired annual outcome would be to increase teacher capacity in analyzing data to target the identified groups: All Students, African American, Non-Continuously Enrolled and Economically Disadvantaged.	Our desired annual outcome will be to increase the instructional capacity of teachers through ongoing coaching that strategically addresses the specific needs of the idenfied groups with rigor.	0
Desired 90-day Outcome	85% of teachers will develop high leverage strategic plans in response to data analysis.	85% of teachers will be able to deliver aligned lessons according to their planning document.	
Barriers to Address During this Cycle	Third barrier is developing high leverage strategic plans from target TEKS identified by data.	Third barrier is a need for professional development in regards to lesson delivery.	
District Actions for this Cycle	The district will provide the data disaggregation of assessments through Eduphoria.	The district will provide professional development on SpringWay Routines and procedures that will support teachers in delivering their lessons effectively.	

District Commitment Theory of Action	If the the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, then teachers will be able to create effective plans and instruction to meet the expectations of the current grade level.	If the district provides access to assessments aligned to the standards and the expected level of rigor, then Meyer will be able to track student data to target student instructional needs.	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
By the end of this cycle 75% of teachers will be able to design a reteach plan based on the results from the Data Driven Action Plan PLC. Systems will be created for effective collaborative planning, data analysis and the development of re-teach plans.	Focus Area 1, 5.3 Data-driven instruction.	Feb 19 - May 20	DDAP Analysis Tool, Vertical Alignment documents, Frequency Distribution Tables, and assessment data,	Calderon, Mosley, Hogan and Smith	Re-teach plan in DDAP Analysis tool	5/18/2021		
By the end of this cycle 75% of teachers will demonstrate proficiency in lesson delivery from walkthrough feedback.	Focus Area 2, 5.1 Objective-driven daily lesson plans with formative assessments.	Feb 19 - May 20	Walkthrough form, walkthrough calendar	Calderon, Dawkins, T. Jackson, Mosley, Hogan and Smith	Completed Walkthrough form	5/18/2021		

By establishing the protocols for At-Bats in PLC, 75% teachers will be able to deliver high quality initial instruction.	Focus Area 2, 5.1 Objective-driven daily lesson plans with formative assessments.	Feb 19 - May 20	At-Bat rubric, At-Bat reflection document	Calderon and teachers	Completed At-Bat rubrics and At-Bat reflection documents.	5/18/2021		

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?		

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