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 ISD	Campus Name	Salyers ES	Superintendent	Dr. Rodney Watson	Principal	Asia Whitehead-Presswood
District Number	101-919	Campus Number	000000117	District Coordinator of School Improvement (DCSI)	Dawn Oliver	ESC Number	4
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Nancy Webster

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 10/14/20
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.	Kimberly Fonteno 10/14/20
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.	Asia Whitehead-Presswood 10/14/20
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: 70 Rationale: By targeting a scale score of a 70 we will be able to achieve an overall grade of a C. Domain 2B: 70 Rationale: By targeting Domain 1 of a 70 an appropriately identifying the Economically Disadvantaged population we will be able to obtain an overall C. Domain 3: 73 Rationale: Closing the gap ;by achieving a scale score of 70 in domain 1, we will be able to achieve in domain 3 that will result in an overall C
	What changes in student group and subject performance are included in these goals?	Domain 1: Domain 2B: Domain 3:
	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.	2 - Planning for 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.	2 - Planning for 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.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.3
Rationale	Focusing on campus leaders roles and responsibilities will provide clarity, alignment, and expectations for leaders to ensure student achievement.	Communicate the purpose and the direction of Salyers Elementary to ensure increased student achievement.	Data-driven instruction is a high priority focus to improve teacher quality and to ensure every student is learning at high levels.
How will the campus build capacity in this area? Who will you partner with?	Leaders will be provided with ongoing professional development to build capacity. We will partner with Region IV and district representatives.	Stakeholders will meet on a monthly basis to review and determine the progress and effectiveness of the campus mission, vision, and goals. We will partner with our Assistant Superintendent.	Provide professional development in regards to using data to drive instruction. Teachers will participate in professional development from Region IV, Rice University and District.

Barriers to Address throughout this year	Barriers to address throughout the year are shifting the mindset of all leadership team members to be held accountable for increasing their knowledge in the areas of operations, planning, and instruction. ⬚	Barriers to address throughout the year is gaining buy-in from all stakeholders to truly believe in the vision, mission, and goals developed. In addition, we will have to shift the mindset of staff from compliance to commitment.	The barriers include teachers who know how to analyze data but do not use the data effectively. The data is provided in Eduphoria. Teachers have access but need guidance on what to do with the data.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Stakeholders will be informed of leadership roles and responsibilities through communications in campus team meeting and community meetings.	Stakeholders will be informed of the vision, mission, and goals through communication during staff meetings an community meetings. In addition, all information will be posted on the school's website. Finally, our mission will be printed on our monthly newsletter that is sent all parents/guardians.	Teachers will have a data action plan and will discuss during our PLCs throughout the school year. In addition, professional development through Region IV and district will be provided to the teachers. Students will also be responsible for their personal growth goals.
Desired Annual Outcome	By June 2021, academic achievement will increase in all grade levels. Effective, targeted support provided to scholars will increase, due to the leadership team's increased knowledge in the areas of operation, planning, and instruction.	By June 2021, all stakeholders will have a clear direction and guidance for academic achievement, with identified key priorities.	By June 2021, all teachers on our campus will be able to effectively use data to drive instruction and make decisions for adequate interventions.
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader then, academic achievement will increase in all grade levels.	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures) then, all stakeholders will be aware of the mission, vision, and goals of Salyers ES.	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, lessons will be strategic and intentional to increase student academic growth.

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	65		CBA	50		District Benchmark	60		District Benchmark	70		70
		All	All	Reading	Meets	STAAR	29		CBA	19		District Benchmark	29		District Benchmark	39		39
		All	All	Reading	Masters	STAAR	11		CBA	5		District Benchmark	10		District Benchmark	15		15
		All	All	Mathematics	Approaches	STAAR	51		CBA	50		District Benchmark	60		District Benchmark	70		70
		All	All	Mathematics	Meets	STAAR	20		CBA	19		District Benchmark	29		District Benchmark	39		39
		All	All	Mathematics	Masters	STAAR	7		CBA	5		District Benchmark	10		District Benchmark	15		15
		All	All	Science	Approaches	STAAR	59		CBA	50		District Benchmark	60		District Benchmark	70		70
		All	All	Science	Meets	STAAR	31		CBA	19		District Benchmark	29		District Benchmark	39		39
		All	All	Science	Masters	STAAR	9		CBA	5		District Benchmark	10		District Benchmark	15		15
		All	All	Social Studies	Approaches	STAAR	N/A		N/A	N/A		N/A	N/A		N/A			
		All	All	Social Studies	Meets	STAAR	N/A		N/a	N/A		N/A	N/A		N/A			
		All	All	Social Studies	Masters	STAAR	N/A		N/a	N/A		N/A	N/A		N/A			
		All	All	Writing	Approaches	STAAR	51		CBA	50		District Benchmark	60		District Benchmark	70		70
		All	All	Writing	Meets	STAAR	18		CBA	19		District Benchmark	29		District Benchmark	39		39
		All	All	Writing	Masters	STAAR	2		CBA	5		District Benchmark	10		District Benchmark	15		15
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ED	Reading	64/27/12	STAAR	64/27/12											
		All	ED	Mathematics	48/19/7	STAAR	48/19/7											
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	AA	Reading	59/23/9	STAAR	59/23/9											
		All	AA	Mathematics	41/12/6	STAAR	41/12/6											
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS												

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 <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	1.1	3.1	5.3
Desired Annual Outcome	By June 2021, academic achievement will increase in all grade levels. Effective, targeted support provided to scholars will increase, due to the leadership team's increased knowledge in the areas of operation, planning, and instruction.	By June 2021, all stakeholders will have a clear direction and guidance for academic achievement, with identified key priorities. Stakeholders will be aware of the mission, vision, and goals of Salyers ES.	By June 2021, all teachers on our campus will be able to effectively use data to drive instruction and make decisions for adequate interventions. By doing so, lessons will be strategic and intentional to increase student academic growth.
Desired 90-day Outcome	By the end of cycle 1, all leaders will have a process of creating a weekly schedule that will monitor the progress of their roles and responsibilities. There are check-in tools for their roles and responsibilities. On the first of every month the leaders will turn in a weekly check-in for what has been completing.	By the end of cycle 1, all stakeholders will be informed of the vision, mission, and goals through communication during staff and community meetings. In addition, all information will be posted on the school's website. Finally, our mission will be printed on our monthly newsletter that is sent to all parents/guardians.	By the end of cycle 1, teachers will engage and lead PLCS to analyze data and plan for effective interventions. Student data walls will be posted in each classroom.
Barriers to Address During this Cycle	Barriers to address throughout the year are shifting the mindset of all leadership team members to be held accountable for increasing their knowledge in the areas of operations, planning, and instruction. ▯	Barriers to address throughout the year is gaining buy-in from all stakeholders to truly believe in the vision, mission, and goals developed. In addition, we will have to shift the mindset of staff from compliance to commitment.	The barriers include teachers who know how to analyze data but do not use the data effectively. The data is provided in Eduphoria. Teachers have access but need guidance on what to do with the data.
District Actions for this Cycle	The district support staff, workforce and Region IV capacity builders will be used to support leadership development.	The district support staff, workforce and Region IV capacity builders will be used to support the campus in building a strong aligned mission and vision.	The district support staff, workforce and Region IV capacity builders will be used to support the campus in building a strong aligned mission and vision.
District Commitment Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader.	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).	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

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
Create SpringWay Systems tracker	1.1	9/01/20-11/30/20	SpringWay Systems Expectations, Google Forms	Presswood	SpringWay System Tracker	Daily at 9:00 a.m.	Significant Progress	
Develop weekly schedule for leaders to utilize	1.1	9/1/20-11/30/20	Schedule Template	Presswood	Sample Schedule	Schedules submitted Monday by 9:00 a.m.	Met	
Assign zone assignments	1.1	9/1/20-11/30/20	Tracker Form	Presswood, Perez, Leadership Team	Leadership Tracker Form	Daily at 9:00 a.m.	Some Progress	
Develop a campus mission and vision oversight team	3.1	9/1/20-10/30/20	Campus Improvement Plan, Campus Data	Presswood, Perez, Grade Level Team Leads	Finalize mission and vision	10/30/20	Some Progress	
Create Student Data Walls for student goal setting	5.3	10/01/20-11/30/20	Data from Eduphoria	Teachers	Walls posted and change is made from each assessment	10/26-11/30/20	Significant Progress	
Complete Data Analysis Form	5.3	10/26/20-11/30/20	Data Analysis Form	Teachers	Data Analysis Form	10/26/20-11/30/20	Some Progress	
Develop Student Data Trackers by TEKS	5.3	10/26/20-11/30/20	Data from Eduphoria	Teachers and Students	Student Data Folders	10/26/20-11/30/20	Some Progress	

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 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	1.1	3.1	5.3
Desired Annual Outcome	By June 2021, academic achievement will increase in all grade levels. Effective, targeted support provided to scholars will increase, due to the leadership team's increased knowledge in the areas of operation, planning, and instruction.	By June 2021, all stakeholders will have a clear direction and guidance for academic achievement, with identified key priorities. Stakeholders will be aware of the mission, vision, and goals of Salyers ES.	By June 2021, all teachers on our campus will be able to effectively use data to drive instruction and make decisions for adequate interventions. By doing so, lessons will be strategic and intentional to increase student academic growth.
Desired 90-day Outcome	By the end of cycle 2, all leaders will have a process of creating a weekly schedule that will monitor the progress of their roles and responsibilities. There are check-in tools for their roles and responsibilities. On the first of every month the leaders will turn in a weekly check-in for what has been completing.	By the end of cycle 2, all stakeholders will be informed of the vision, mission, and goals through communication during staff and community meetings. In addition, all information will be posted on the school's website. Finally, our mission will be printed on our monthly newsletter that is sent to all parents/guardians.	By the end of cycle 2, teachers will engage and lead PLCS to analyze data and plan for effective interventions. Student data walls will be posted in each classroom.
Barriers to Address During this Cycle	Barriers to address throughout the year are shifting the mindset of all leadership team members to be held accountable for increasing their knowledge in the areas of operations, planning, and instruction. ⬜	Barriers to address throughout the year is gaining buy-in from all stakeholders to truly believe in the vision, mission, and goals developed. In addition, we will have to shift the mindset of staff from compliance to commitment.	The barriers include teachers who know how to analyze data but do not use the data effectively. The data is provided in Eduphoria. Teachers have access but need guidance on what to do with the data.
District Actions for this Cycle	The district support staff, workforce and Region IV capacity builders will be used to support leadership development.	The district support staff, workforce and Region IV capacity builders will be used to support leadership development.	The district support staff, workforce and Region IV capacity builders will be used to support leadership development.

District Commitment Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader.	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).	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

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
Continue SpringWay Systems tracker	1.1	12/01-2/26/21	SpringWay Systems Expectations, Google Forms	Presswood	SpringWay System Tracker	Daily at 9:00 a.m.		
Develop weekly schedule for leaders to utilize	1.1	12/01-2/26/21	Schedule Template	Presswood	Sample Schedule	Schedules submitted Monday by 9:00 a.m.		
Assign zone assignments for leaders to monitor systems, routines, and procedures daily, in the morning and afternoon	1.1	12/01-2/26/21	Tracker Form	Presswood, Perez, Leadership Team	Leadership Tracker Form	Daily at 9:00 a.m.		
Post mission and vision and creed in all classrooms	3.1	12/01-2/26/21	Campus Improvement Plan, Campus Data	Presswood, Perez, Grade Level Team Leads	Finalize mission and vision	2/26/21		
Post mission, vision, and creed in parent newsletter, staff agendas, and school website	3.1	12/01-2/26/21	Mission, vision, and school creed	Presswood, Perez, Grade Level Team Leads	Visual in all school communication	2/26/21		
Continue Student Data Walls for student goal setting	5.3	12/01-2/26/21	Data from Eduphoria	Teachers	Walls posted and change is made from each assessment	2/26/21		
Complete Data Analysis Form	5.3	12/01-2/26/21	Data Analysis Form	Teachers	Data Analysis Form	2/26/21		
Continue with Student Data Trackers by TEKS	5.3	12/01-2/26/21	Student Tracker Form	Teachers	Student Tracker Form	2/26/21		

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	1.1	3.1	5.3
Desired Annual Outcome	By June 2021, academic achievement will increase in all grade levels. Effective, targeted support provided to scholars will increase, due to the leadership team's increased knowledge in the areas of operation, planning, and instruction.	By June 2021, all stakeholders will have a clear direction and guidance for academic achievement, with identified key priorities. Stakeholders will be aware of the mission, vision, and goals of Salyers ES.	By June 2021, all teachers on our campus will be able to effectively use data to drive instruction and make decisions for adequate interventions. By doing so, lessons will be strategic and intentional to increase student academic growth.
Desired 90-day Outcome	By the end of cycle 3, all leaders will have a process of creating a weekly schedule that will monitor the progress of their roles and responsibilities. There are check-in tools for their roles and responsibilities. On the first of every month the leaders will turn in a weekly check-in for what has been completing.	By the end of cycle 3, all stakeholders will be informed of the vision, mission, and goals through communication during staff and community meetings. In addition, all information will be posted on the school's website. Finally, our mission will be printed on our monthly newsletter that is sent to all parents/guardians.	By the end of cycle 3, teachers will engage and lead PLCS to analyze data and plan for effective interventions. Student data walls will be posted in each classroom.
Barriers to Address During this Cycle	Barriers to address throughout the year are shifting the mindset of all leadership team members to be held accountable for increasing their knowledge in the areas of operations, planning, and instruction. ⬚	Barriers to address throughout the year is gaining buy-in from all stakeholders to truly believe in the vision, mission, and goals developed. In addition, we will have to shift the mindset of staff from compliance to commitment.	The barriers include teachers who know how to analyze data but do not use the data effectively. The data is provided in Eduphoria. Teachers have access but need guidance on what to do with the data.
District Actions for this Cycle	The district support staff, workforce and Region IV capacity builders will be used to support leadership development.	The district support staff, workforce and Region IV capacity builders will be used to support leadership development.	The district support staff, workforce and Region IV capacity builders will be used to support leadership development.

District Commitment Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader.	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).	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.

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
Continue SpringWay Systems tracker	1.1	03/01-5/28/21	SpringWay Systems Expectations, Google Forms	Presswood	SpringWay System Tracker	Daily at 9:00 a.m.		
Develop weekly schedule for leaders to utilize	1.1	3/01-5/28/21	Schedule Template	Presswood	Sample Schedule	Schedules submitted Monday by 9:00 a.m.		
Assign zone assignments for leaders to monitor systems, routines, and procedures daily, in the morning and afternoon	1.1	03/01-5/28/21	Tracker Form	Presswood, Perez, Leadership Team	Leadership Tracker Form	Daily at 9:00 a.m.		
Post mission and vision and creed in all classrooms	3.1	3/01-5/28/21	Campus Improvement Plan, Campus Data	Presswood, Perez, Grade Level Team Leads	Finalize mission and vision	3/01-5/28/21		
Post mission, vision, and creed in parent newsletter, staff agendas, and school website	3.1	12/01-2/26/21	Mission, vision, and school creed	Presswood, Perez, Grade Level Team Leads	Visual in all school communication	2/26/21		
Continue Student Data Walls for student goal setting	5.3	03/1-5/28/21	Data from Eduphoria	Teachers	Walls posted and change is made from each assessment	3/01-5/28/21		

Complete Data Analysis Form	5.3	3/01-5/28/21	Data Analysis Form	Teachers	Data Analysis Form	3/01-5/28/21		
Continue Student Data Trackers by TEKS	5.3	3/01-5/28/21	Student Tracker Form	Teachers	Student Tracker Form	3/01-5/28/21		

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?			