2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency
(LEA) meets one or more of the following criteria:

• the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
• a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
• a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
• the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DSCI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Pat Cooper Elementary School	Wes Vanicek, Chief Strategiest of Assessement
Campus Number:	Superintendent Name:

246904104	Fred Brent
Date:	
Sunday, August 30, 2020	

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	Georgetown ISD	Campus Name	Pat Cooper Elementary School	Superintendent	Fred Brent	Principal	Tish Ptomey
District Number	246904	Campus Number	246904104	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Kendra Monk

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.	Wes Vanicek 9/15/2020
Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Lindsay Harris 9/15/2020
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.	Tish Ptomey 8/30/20
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: Domain 1 - increase approaches by 10% to 73, meets by 10% to 40 and masters by 10% to 24 resulting in overall domain score of 74. Rationale: With a focus on data-driven instruction, student performance will increase and the goals above will be met. Domain 2B:Increase the percentage of students at the approaches, meets and masters level by 10% each, which will result in a Domain 2B score of 75. Rationale: With improved fidelity in daily lesson plans that are objective-driven, student performance will increase, resulting in meeting our Domain 2B goal. Domain 3: Increase student performance in all student groups, resulting in a, increase in the Domain 3 score from 1 (43 scale score) to 48 (70 scale score). The three Domain scores would result in an overall rating of 78 - C. Rationale: Teachers and other campus leaders will regularly participate in PLCs which focus on data-driven decisions, impacting the growth of all students.
	What changes in student group and subject performance are included in these goals?	Our student outcomes are low in both overall achievement and each domain and student group. To achieve these goals in Domain 2 and 3 almost all of our student groups (low SES, Hispanic, African American, SPED and LEP) will have to experience significant increases. We would like to see our "meets" achievement indicator increase by 10% points across the board.
	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.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Beginning 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	5.1	5.3	
Rationale	Writing summative and formative assessments and determining personalization opportunities is a lesson plan expectation but is not evident in most lesson plans across the campus. There is a need to ensure that formative assessments are aligned and measure student learning in a way that will inform mastery of the TEKS. A systemic protocol for lesson plan feedback based on alignment to written expectations, alignment to the standards, and expected level of rigor is not in place.	Currently instructional leaders do not have a set meeting to review and disaggregate data in order to provide evidence -based feedback to teachers. Teachers have time blocked to meet in PLCs, but the current practices don't include a written protocol or tracking tool for data analysis, identifying gaps between student work and an exemplar, or scripting and practicing reteach lessons. Additionally, there is not a campus-wide system for tracking student progress toward measurable goals.	
How will the campus build capacity in this area? Who will you partner with?	Leadership will provide a consistent template for teachers to use weekly. Learning Design Coach and admin will support teachers with the planning process and lesson plan template expectations. Leadership will develop a consistent plan to give feedback on lesson plans.	Administration and LDC will attend ongoing DDI training through Region 13 in order to support teachers. We will also partner with Region 13 for year 2 PLC implementation. The district will provide curriculum, NWEA Map, a digital support throughout the year. Our LDC will attend weekly professional learning with the district to develop her role.	

Barriers to Address throughout this year	Teacher mindset that lesson plans are an extra step and feeling overwhelmed already due to remote and in person teaching. Teachers need support with understanding and aligning formative and summatives. Shift to planning with the end in mind.	Teachers are learning the PLC process and expectations. Teachers do not have ownership of the PLCs and rely on others to facilitate. Administration is not able to attend on PLC mtgs. Interventionists that lead the meetings are learning the process of PLCs.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	We plan to communicate with the community through quarterly site-based meetings. Our CLT will meet monthly to examine data to make informed decisions.	We plan to communicate with the community through quarterly site-based meetings. Our CLT will meet monthly to examine data to make informed decisions.	
Desired Annual Outcome	Teachers will use the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments.	PLCs conduct data meetings with fidelity using common formative & summative assessments. Teachers are using data to make decisions to personalize in order to meet each students needs.	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.		

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 two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. 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 (El/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)	% of Assessments									2021 Accountability Goal
									Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
		All	All	Reading	Approaches	STAAR	67		NWEA MAP	30%	33%	NWEA MAP	36%		NWEA MAP	40%		

Domain	Description	Group	Subgroup	Subject	Level	Assessment	#		Assessment	%	%	Assessment	%		Assessment	%		
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Meets	STAAR	34		NWEA MAP	25%	21%	NWEA MAP	23%		NWEA MAP	26%		
		All	All	Reading	Masters	STAAR	17		NWEA MAP	15%	13%	NWEA MAP	15%		NWEA MAP	15%		
		All	All	Mathematics	Approaches	STAAR	67		NWEA MAP	30%	40%	NWEA MAP	43%		NWEA MAP	47%		
		All	All	Mathematics	Meets	STAAR	32		NWEA MAP	25%	10%	NWEA MAP	12%		NWEA MAP	14%		
		All	All	Mathematics	Masters	STAAR	18		NWEA MAP	10%	6%	NWEA MAP	8%		NWEA MAP	9%		
		All	All	Science	Approaches	STAAR	52					STAAR Interim						
		All	All	Science	Meets	STAAR	26					STAAR Interim						
		All	All	Science	Masters	STAAR	8					STAAR Interim						
		All	All	Writing	Approaches	STAAR	46											
		All	All	Writing	Meets	STAAR	18											
		All	All	Writing	Masters	STAAR	2											
2. Domain 3 Focus 1	Student Success	All	All	Reading	All	STAAR	67		NWEA MAP									
		All				STAAR												
3. Domain 3 Focus 2	Student Success	All	ELL	Reading	All	STAAR	49		NWEA MAP									
		All				STAAR												
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	10											

Campus Name: Pat Cooper Elemen Campus Number: 246904104

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	5.1	5.3	
Desired Annual Outcome	Teachers will use the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments.	PLCs conduct data meetings with fidelity using common formative & summative assessments. Teachers are using data to make decisions to personalize in order to meet each students needs.	
Desired 90-day Outcome	Teachers will write student-friendly daily lesson objectives that are aligned to the lesson.	Teachers will understand the PLC practice and structure along with expectations.	
Barriers to Address During this Cycle	Lack of understanding of lesson objectives and how to write "I can" statements that are aligned to the lesson.	We are still developing consistent expectations for PLCs. Teachers made growth last year in knowing the PLC process but we did not get to a point that we consistently brought data and made decisions based on data.	
District Actions for this Cycle	District policies and practices support effective instruction in schools.	The district provides schools with access to student academic, behavioral, and on-track to graduate data (present & historical).	

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	

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
Partner with Region 13 to continue PLC coaching	5.3	Oct - Nov	PLC Checklist, PLC Agenda	Admin, LDC, Elena	Calendar, Agenda	Nov.		
Provide feedback to teachers on lesson plans to ensure alignment of objective and teaching	5.1	Sept - May	Lesson Plan template	Admin, LDC	Lesson Plans	Nov.		
During professional learning, teachers will be supported in understanding how to use NWEA Map data	5.3	Sept - Oct	Access to BOY NWEA Map rosters & reports	LDC	Calendar, Agenda	Oct.		
Grade-level teams will create common formative & summative assessments that are aligned and measure mastery.	5.1	Oct - May	curriculum docs	Admin, LDC, teachers	Assessments, curriculum documents	Nov.		
Develop a consistent plan to use data to meet with remote learners in a small group setting for targeted instruction.	5.1 & 5.3	October	Survey data, performance data	Admin, LDC, teachers	PLC Agenda	Oct.		
Teachers will continue to be supported in unpacking the standards/HPLS in order to have a deeper understanding before designing the how	5.1	October	curriculum docs, unpacking and webbing docs	Admin, LDC	Unpacking & webbing documents	Oct.		
Provide professional learning on student-friendly objectives aligned to TEKS	5.1	September	Lead4ward docs	Admin, LDC	Lesson Plans	Sept.		
Provide professional learning on student conferencing and goal setting	5.3	Oct. - Nov.	Goal-setting sheets	Admin, LDC	Goal-setting records	Nov.		
Professional Learning using Eduphoria to create common formative & summative assessments.	5.1 & 5.3	November	Certica, Eduphoria, TFAR	Admin, LDC	Formatives & Summative assessments	Nov.		

| Give Interim and use data to track student progress | 5.3 | November | Technology, TestNav | Admin, LDC, teachers | Review data and make small groups based on data | Nov. | | |

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?		

Campus Name: Pat Cooper Eleme   Campus Number: 246904104

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	5.1	5.3	
Desired Annual Outcome	Teachers will use the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments.	PLCs conduct data meetings with fidelity using common formative & summative assessments. Teachers are using data to make decisions to personalize in order to meet each students needs.	
Desired 90-day Outcome	Teachers will align daily lesson objectives with formative assessments.	Teachers will bring data from formative and summatives to PLC to analyze and discuss best teaching practices.	
Barriers to Address During this Cycle	We do not have a process to ensure alignment of assessments to mastery of standards.	Teachers need support in understanding/analyzing the data and what to do next.	
District Actions for this Cycle	District policies and practices support effective instruction in schools.	The district provides schools with access to student academic, behavioral, and on-track to graduate data (present & historical).	

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.	

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
Provide feedback to teachers on lesson plans to ensure alignment of objective and teaching	5.1	Sept - May	Lesson Plan template	Admin, LDC	Lesson Plans	Feb		
During professional learning teachers will be supported in understanding how to use NWEA Map MOY data	5.3	January	Access to NWEA Map rosters & reports	LDC	Calendar, Agenda	January		
Grade level teams will create common formative & summative assessments that are aligned and measure mastery.	5.1	Oct. - May	curriculum docs	Admin, LDC, teachers	Assessments, curriculum documents	Feb		
Ensure that remote learners needs are being met in a small group setting at least twice a week.	5.1 & 5.3	Dec - May	Data	Admin, LDC, teachers	Running records, MAP, Interims	Feb		
Teachers will continue to be supported in unpacking the standards/HPLS in order to have a deeper understanding before designing the how	5.1	Dec.	curriculum docs, unpacking and webbing docs	Admin, LDC	Unpacking & webbing documents	Dec.		
MOY check in with teachers on goal-setting and student conferencing.	5.3	Dec.	goal-setting sheets	Admin, LDC, teachers	goal-setting records	Dec.		
Create a feedback tool to assess alignment of formative & summative assessments	5.1 & 5.3	Dec.	Curriculum documents	Admin, LDC	alignment tool	Dec.		

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 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	
Desired Annual Outcome	Teachers will use the lesson planning template to ensure that daily lesson plans are aligned from lesson objectives to assessments.	PLCs conduct data meetings with fidelity using common formative & summative assessments. Teachers are using data to make decisions to personalize in order to meet each students needs.	
Desired 90-day Outcome	Teachers will consistently align daily lesson objectives with mastery of all assessments.	Teachers will continue to bring data from formative and summatives to PLC to analyze and discuss best teaching practices.	
Barriers to Address During this Cycle	We do not have a process to ensure alignment of assessments to mastery of standards as well as daily lessons.	Teachers need support in understanding/analyzing the data and what to do next.	
District Actions for this Cycle	District policies and practices support effective instruction in schools.	The district provides schools with access to student academic, behavioral, and on-track to graduate data (present & historical).	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.		

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
Provide feedback to teachers on lesson plans to ensure alignment of objective and teaching	5.1	Sept - May	Lesson Plan template	Admin, LDC	Lesson Plans	May		
Use NWEA Map EOY data to track growth	5.3	May	Access to NWEA Map rosters & reports	LDC	Calendar, Agenda	May		
Grade level teams will create common formative & summative assessments that are aligned and measure mastery.	5.1	Oct. - May	curriculum docs	Admin, LDC, teachers	Assessments, curriculum documents	May		
Ensure that remote learners needs are being met in a small group setting at least twice a week.	5.1 & 5.3	Dec - May	Data	Admin, LDC, teachers	Running records, MAP, Interims	May		
Teachers will continue to be supported in unpacking the standards/HPLS in order to have a deeper understanding before designing the how	5.1	Mar	curriculum docs, unpacking and webbing docs	Admin, LDC	Unpacking & webbing documents	March		
Use feedback tool to assess alignment of formative & summative assessments	5.1 & 5.3	Mar-May	Curriculum documents	Admin, LDC	alignment tool	May		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

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	#REF!	#REF!	#REF!
Desired Annual Outcome	#REF!	#REF!	#REF!
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

Cooper ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 39% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)
39%	COVID	41%	43%	46%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	17%	27%	59%	-	-	-	*	*	18%	*	20%	42%	32%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	22%	32%	60%	-	-	-	*	*	23%	*	25%	46%	37%
2022	29%	38%	61%	-	-	-	*	*	30%	*	32%	49%	42%
2023	37%	45%	61%	-	-	-	*	*	38%	*	40%	54%	48%
2024	48%	53%	62%	-	-	-	*	*	49%	*	50%	58%	55%
2025	63%	63%	63%	-	-	-	*	*	63%	*	63%	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 37% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)
37%	COVID	39%	42%	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	0%	30%	55%	-	-	-	*	*	24%	*	40%	27%	24%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2%	35%	57%	-	-	-	*	*	29%	*	44%	32%	29%
2022	5%	40%	58%	-	-	-	*	*	35%	*	48%	38%	35%
2023	12%	47%	60%	-	-	-	*	*	43%	*	53%	45%	43%
2024	28%	54%	61%	-	-	-	*	*	52%	*	58%	53%	52%
2025	63%	63%	63%	-	-	-	*	*	63%	*	63%	63%	63%