

## 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.

[DCSI Job Description](#)

**Campus Name:**

George Wagner Middle School

**District Coordinator of School Improvement (DCSI) Name, Role:**

Wes Vanicek, Chief Strategist for Assessment and Feedback

**Campus Number:**

246904045

**Superintendent Name:**

Dr. Fred Brent

Date:

Thursday, October 15, 2020





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	Georgetown ISD	Campus Name	George Wagner Middle School	Superintendent	Dr. Fred Brent	Principal	Danielle Holloway
District Number	246904	Campus Number	045	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2020-2021	Was TAP Implementation Ordered or Voluntary?	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 <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					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.					Danielle M Holloway, 9/15/2020	
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.						<a href="https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html">https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html</a>	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			<p>Domain 1 - Goal of 75 C is a gain of 13%. This can be achieved by increasing approaches by 15% from 62 to 77, increasing meets standard by 10% from 27 to 37 and increasing students who master by 5% from 9 to 14. Rationale: Focusing on data-driven instruction will increase student performance, resulting in an increased Domain 1 score.</p> <p>Domain 2 - Goal of 70 C is a gain of 14%. This can be achieved by increasing the percent of students making and exceeding growth by 10% from raw score 54 to raw score 66. This raw score scales to a 70 C. Rationale: Strengthening leadership roles on campus will result in more support for teachers as they increase their skills in providing students with a more personalized approach to learning. The result of this will be an increase in student performance and growth.</p> <p>Domain 3 - Goal of 71 C. Increasing the performance of each student group so that the percentage of Domain 3 indicators met will increase, resulting in a 70 Domain 3 score. Rationale: By consistently preparing daily lesson plans that clearly align to learning objectives and by providing formative assessments that indicate levels of mastery, performance in all student groups will increase, resulting in a higher Domain 3 score.</p>			
	What changes in student group and subject performance are included in these goals?			Our student outcomes are low across the board in content areas and domains. To achieve these goals in Domain 2 and 3 almost all of our student groups (Hispanic, White, Two or More Races, Economically Disadvantaged, ELLs) will have to experience significant increases.			
	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.	2 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Beginning Implementation
5.3 Data-driven instruction.	2 - 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	5.1	5.3
Rationale	<p>We recognize that while we have a variety of leadership roles established and actively encourage all staff to participate in some level of leadership around our campus work, we are limited in our ability to support growth in leadership skills and lack meaningful feedback loops. In addition, while our instructional leadership team meets regularly and provides instructional feedback to teachers, these meetings lack a protocol that allows for identification of trends and appropriate supports.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems that provide regular, meaningful supports to teachers as they grow in their skills in instruction and leadership.</p>	<p>We recognize that while we have established unit plan expectations, have provided training on Designing Engaging Work, and are committed to developing our GSD Learner Profile, we need to support teachers through meaningful feedback loops. In addition, we have added several new staff to our team this year that will need differentiated professional learning around designing lessons that are aligned to the state standards with a clear picture of mastery.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems and supports around unpacking our state standards, determining a clear picture of mastery, and ensuring alignment in all instructional decisions.</p>	<p>We recognize that we need to develop stronger data practices on our campus. While we have 1) established expectations around assessment and data collection and 2) systems in place to ensure teachers have time built into their daily schedule to collaborate, we are still growing in our implementation and use of both.</p> <p>In order to move towards a more personalized approach to instruction, it is important that we continuously review student data to inform instructional decisions so that we can support students in their growth towards mastery.</p>
How will the campus build capacity in this area? Who will you partner with?	We will partner with our district and other campuses that have created similar protocols with success. The Chief Strategists (Leadership and Culture & Assessment and Feedback) will support the ILT in creating the new processes/protocols, as well as provide ongoing coaching and support to the Principal and the ILT in this practice.	We will partner with our campus' Instructional Leadership Team and our district's Department for Teaching and Learning to ensure all core teachers effectively use the design process while ensuring alignment to content standards. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the design process.	We will partner with our campus' Instructional Leadership Team and our district's Department for Assessment and Feedback to ensure all core teachers consistently and effectively analyze student assessment data, identify of trends in data, determine root causes, and create learning experiences that support gaps based on individual student needs. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the progress monitoring process.

<b>Barriers to Address throughout this year</b>	Protected time to regularly meet. Lack of protocol to use time efficiently. Learning around leadership skill growth. Lacking intentional feedback loops around leadership skills.	Varying needs of professional learning around unpacking standards and content alignment, with increased number of new staff. Refinement of feedback structures focused on alignment and assessment. Refinement of unit plan templates. Lack of consistency in utilizing unit plan templates with fidelity.	Varying needs of professional learning around data collection and analysis. Lack of common assessments and data collection/tracking system. Access to resources of aligned assessment items. Structure needed for data meetings, including time and protocol. Refinement of feedback structures focused on assessment and feedback.
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Connect to our vision/mission/strategic framework, specifically our district belief of "developing leaders is vital to our success". Developing shared ownership enhances our ability to collectively accomplish our goals.	Connect to our vision/mission/strategic framework, specifically our district belief of "it is our responsibility to prepare students for their future". It is important that we prepare our students for the future of their choice, by growing them in both the Learner Profile attributes and the state standards.	Connect to our vision/mission/strategic framework, specifically our district belief of "instruction should be designed based on the needs of the learners". The ability to better identify students' progression towards mastery, allows teachers to respond appropriately in real-time.
<b>Desired Annual Outcome</b>	This year, we want to improve the structure of our weekly ILT meetings to ensure that we are focused on student and teacher data. We will establish a system to track campus observational data, along with walkthrough feedback/action steps shared with teachers. Using this data, our ILT team will identify campus or teacher trends and develop a plan of support. The ILT team will each write a measurable professional goal with regular feedback provided by the Principal.	This year, we aim to build capacity in all core content teachers around unpacking their standards and ensuring alignment. All staff will utilize our common unit plan template and receive feedback through a variety of established feedback loops. New core teachers will receive professional learning around the design process, including unpacking standards and ensuring alignment between standards, objectives, activities, and assessments.	This year, we aim to build capacity in all core content teachers around data-driven instruction. This will include training teachers and leaders on data driven instructional processes, incorporating regular data meetings, and responding to student needs through multi-tiered systems of support embedded into our practice. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
<b>District Commitment Theory of Action</b>	If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.	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 wish to add a heading, you must enter the data for that measurement in **Subgroup**.

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.

[illegible]

**CYCLE 1 90-DAY OUTCOMES (September - November)**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	This year, we want to improve the structure of our weekly ILT meetings to ensure that we are focused on student and teacher data. We will establish a system to track campus observational data, along with walkthrough feedback/action steps shared with teachers. Using this data, our ILT team will identify campus or teacher trends and develop a plan of support. The ILT team will each write a measurable professional goal with regular feedback provided by the Principal.	This year, we aim to build capacity in all core content teachers around unpacking their standards and ensuring alignment. All staff will utilize our common unit plan template and receive feedback through a variety of established feedback loops. New core teachers will receive professional learning around the design process, including unpacking standards and ensuring alignment between standards, objectives, activities, and assessments.	This year, we aim to build capacity in all core content teachers around data-driven instruction. This will include training teachers and leaders on data driven instructional processes, incorporating regular data meetings, and responding to student needs through multi-tiered systems of support embedded into our practice. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
<b>Desired 90-day Outcome</b>	A clear system for tracking campus observational data is established and implemented to provide teachers with consistent, meaningful feedback. The ILT team meets to review observational data, identify trends, and develop a plan(s) of support. Each ILT team member has written a measurable professional goal in alignment to our GISD Leadership Commitment.	Through professional learning, teachers regularly unpack content standards into student-friendly, measurable learning objectives with an aligned formative assessment. Unit plans reflect this process and demonstrate alignment of learning objectives, instructional activities, and formative/summative assessments of mastery. A variety of feedback loops are established to provide regular, meaningful feedback around content alignment and assessment.	Through professional learning, teachers intentionally plan formative assessment aligned to learning objectives to consistently measure a student's progression towards mastery and grade level/content teams collaboratively develop common summative assessments for each unit. Assessment data is collected in a campus data management system. Teachers engage in data conversations and student conferencing using BOY MAP results.
<b>Barriers to Address During this Cycle</b>	Lack of observational/walkthrough tool that allows data to be collected and analyzed over time. Admin meetings currently serve many purposes with little time available to review instructional needs/supports. ILT team is limited to campus administration, limiting the ability to support instructional needs campus-wide. Need for ILT team to have clear focus on leadership growth. Lack of expectations around frequency of walkthroughs. Not all ILT members have regularly scheduled opportunities for feedback/coaching around their role or leadership goals. Have not had the capability of reviewing campus-wide data in real-time.	Varying levels of teacher understanding around the process of unpacking standards to ensure alignment. Current unit plan template format lacks clarity around content alignment and requires refinement. Current feedback loop fails to offer content alignment feedback from individuals with content expertise and requires refinement. Varying levels of teacher implementation around the process of unpacking standards to ensure alignment. Inconsistent use of feedback loops with limited ability to ensure engagement.	Varying levels of teacher understanding around formative and summative assessments. Currently lack a common method for collecting formative and assessment data. Varying levels of teacher implementation around use of assessments. Lack clarity in data conversation protocol and ability to appropriately analyze data to inform instructional decisions. Learning needed around student goal-setting and conferencing.
<b>District Actions for this Cycle</b>	Campus support with best practices that result in teacher growth.	Campus support with unpacking standards and rich instructional activities that align to them.	District will provide access to high-quality assessments and will provide support with analysis of assessment data
<b>District Commitment Theory of Action</b>	If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.	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.	
<b>ACTION PLAN</b>			

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
Schedule weekly ILT meetings. Establish ILT meeting agenda.	1.1	Sept 22 - ongoing	Sample ILT protocols/agendas	Principal	ILT Meeting Agenda/Minutes	Nov 6		
Establish observational walkthrough tool with ability to collect data over time.	1.1	Sept 25 - ongoing	Wagner Pathway document, sample instructional feedback tools	Principal	Instructional Feedback Form	Nov 6		
Personalized, measurable leadership goal written by each member of the ILT.	1.1	Nov 19 - Nov 27	GISD Leadership Commitments	Principal	Sample Leadership Goals	Nov 27		
Professional learning focuses on importance of and method for unpacking standards to ensure alignment.	5.1	weekly, beginning Sept 23 - Nov 18	Unit Plan Template, Content Standards, Unpacking PL Resources	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Nov 27		
Teachers utilize the unit plan template to unpack standards and reflect alignment of standards, learning objectives, and assessments.	5.1	Aug 12 - ongoing	Unit Plan Template, Content Standards	ILT, Department Heads	Sample Unit Plans	Oct 21		
Establish feedback loops with clear focus on content alignment.	5.1	Aug 12 - ongoing	Critical Friends Protocol, Calendared Department Meetings, System for Housing/Accessing Unit Plans	ILT, Department Heads	Staff Handbook, Sample Department Meeting Agendas, Sample Unit Plan Feedback	Oct 21		
Professional learning focuses on importance of and methods for formatively and summatively assessing students' progression towards mastery and instructional response to data.	5.3	weekly, beginning Oct 14 - Nov 18	Learning resources around formative vs summative assessments	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Nov 27		
Grade level/content teams collaboratively design common summative assessments for each unit.	5.3	Aug 12 - ongoing	Aligned Assessment Items, Content Standards, Design Time	ILT, Department Heads	Sample Summative Assessments	Oct 30		
Introduction of Formative as campus-wide method for collecting assessment data.	5.3	Oct 14 - ongoing	Access to Formative	LDC, DLC, Principal	Formative Usage Reports	Oct 30		
Student conference with goal-setting using BOY MAP assessment data.	5.3	Oct 19 - Oct 30	MAP Data Reports, Goal Setting Framework/Resources	LDC, DLC, Principal	MAP Data Reports, Structured Time/Expectations around Student Conferencing	Oct 30		
<b>REFLECTION and PLANNING for NEXT 90-DAY CYCLE</b>								
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)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	This year, we want to improve the structure of our weekly ILT meetings to ensure that we are focused on student and teacher data. We will establish a system to track campus observational data, along with walkthrough feedback/action steps shared with teachers. Using this data, our ILT team will identify campus or teacher trends and develop a plan of support. The ILT team will each write a measurable professional goal with regular feedback provided by the Principal.	This year, we aim to build capacity in all core content teachers around unpacking their standards and ensuring alignment. All staff will utilize our common unit plan template and receive feedback through a variety of established feedback loops. New core teachers will receive professional learning around the design process, including unpacking standards and ensuring alignment between standards, objectives, activities, and assessments.	This year, we aim to build capacity in all core content teachers around data-driven instruction. This will include training teachers and leaders on data driven instructional processes, incorporating regular data meetings, and responding to student needs through multi-tiered systems of support embedded into our practice. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
Desired 90-day Outcome	Teachers receive instructional feedback utilizing our campus observational tool. Data from campus observations is reviewed during weekly ILT team meetings. The ILT team uses this data to identify teacher/department trends and develop a plan(s) of support. Support provided and teacher/department progress is regularly reviewed at ILT team meetings. ILT team members receive feedback on their leadership goal and reflect upon this feedback.	Teachers regularly begin the design process by unpacking standards to ensure content alignment. Unit plans consistently reflect this process and demonstrate clear alignment of learning objectives, instructional activities, and formative/summative assessments of mastery. Teachers engage in a variety of feedback loops focused on content alignment and assessment and use this feedback to intentionally revise their unit plans.	Teachers regularly plan aligned formative/summative assessments to intentionally measure student progress towards mastery of the learning objectives and state standards. Grade level-content teams schedule, in advance, data conversations to review assessment data, identify trends, and inform instructional decisions. Through professional learning, teachers utilize student conferencing to review assessment data and formulate individual goals.
Barriers to Address During this Cycle	Lack of observational/walkthrough tool that allows data to be collected and analyzed over time. Admin meetings currently serve many purposes with little time available to review instructional needs/supports. ILT team is limited to campus administration, limiting the ability to support instructional needs campus-wide. Need for ILT team to have clear focus on leadership growth. Lack of expectations around frequency of walkthroughs. Not all ILT members have regularly scheduled opportunities for feedback/coaching around their role or leadership goals. Have not had the capability of reviewing campus-wide data in real-time.	Varying levels of teacher understanding around the process of unpacking standards to ensure alignment. Current unit plan template format lacks clarity around content alignment and requires refinement. Current feedback loop fails to offer content alignment feedback from individuals with content expertise and requires refinement. Varying levels of teacher implementation around the process of unpacking standards to ensure alignment. Inconsistent use of feedback loops with limited ability to ensure engagement.	Varying levels of teacher understanding around formative and summative assessments. Currently lack a common method for collecting formative and assessment data. Varying levels of teacher implementation around use of assessments. Lack clarity in data conversation protocol and ability to appropriately analyze data to inform instructional decisions. Learning needed around student goal-setting and conferencing.
District Actions for this Cycle	Campus support with best practices that result in teacher growth. District will support leadership development of Principal, Assistant Principals as well as instructional leaders on campus by monthly professional learning and ongoing coaching support.	Campus support with unpacking standards and rich instructional activities that align to them. District will provide professional learning and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.	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



Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ILT team regularly reviews campus data and identifies areas of support.	1.1	Ongoing	Meeting Protocol, Calendared Meetings	Principal	Meeting Protocol, Calendared Meetings	Feb 12		
ILT team regularly provides instructional feedback throughly monthly walkthroughs.	1.1	Ongoing	Instructional Feedback Form, Calendared Walkthroughs	Principal	Instructional Feedback Responses	Feb 12		
Feedback opportunities are scheduled with ILT team members to provide feedback towards leadership goals.	1.1	Bi-monthly meetings, beginning Oct 6	Calendared Feedback Sessions, Leadership Goals	Principal	Calendared Feedback Sessions, Leadership Goals	Feb 12		
Unit plans regularly reflect the unpacking of content standards with clear alignment of learning objectives, instructional activities, and formative/summative assessments of mastery.	5.1	Ongoing	Unit Plan Templates, Unit Plan Folder in Faculty Drive, Possibly PL	ILT, Department Heads	Sample Unit Plans	Feb 12		
Teachers engage in a variety of feedback loops that focus on content alignment.	5.1	Ongoing	Feedback Loops Established, Calendared Department Meetings, Critical Friends Protocol	ILT, Department Heads	Department Meeting Agendas, Sample Unit Plan Feedback, Scheduled Coaching Sessions	Feb 19		
Formative is consistently used to collect formative and assessment data.	5.3	Nov 2 - ongoing	Access to Formative	LDC, DLC, Principal	Sample Data Reports from Formative	Feb 19		
Teachers intentionally schedule and engage in data conversations and utilize student data to inform instructional decisions to meet student needs.	5.3	Dec 2 - ongoing	Calendared Data Conversations on Unit Plans, Data Conversation Protocol	ILT, Department Heads	Calendared Data Conversations on Unit Plans, Data Conversation Protocol	Feb 26		
Teachers conference with students to review assessment data and assist student in setting individual goals.	5.3	Jan 13 - ongoing	PL Around Goal Setting and Student Conferencing	ILT, Department Heads	Calendared Student Conferences, Sample Student Goals	Feb 26		

### 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

### CYCLE 3 90-DAY OUTCOMES (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	This year, we want to improve the structure of our weekly ILT meetings to ensure that we are focused on student and teacher data. We will establish a system to track campus observational data, along with walkthrough feedback/action steps shared with teachers. Using this data, our ILT team will identify campus or teacher trends and develop a plan of support. The ILT team will each write a measurable professional goal with regular feedback provided by the Principal.	This year, we aim to build capacity in all core content teachers around unpacking their standards and ensuring alignment. All staff will utilize our common unit plan template and receive feedback through a variety of established feedback loops. New core teachers will receive professional learning around the design process, including unpacking standards and ensuring alignment between standards, objectives, activities, and assessments.	This year, we aim to build capacity in all core content teachers around data-driven instruction. This will include training teachers and leaders on data driven instructional processes, incorporating regular data meetings, and responding to student needs through multi-tiered systems of support embedded into our practice. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.
Desired 90-day Outcome	Teachers receive regular instructional feedback utilizing our campus observational tool. The ILT team meets weekly to progress monitor previous action steps and determine the extent that supports are needed. ILT team members regularly receive feedback on their leadership goal and reflect upon this feedback.	Teachers regularly begin the design process by unpacking standards to ensure content alignment. Unit plans and instructional practices consistently demonstrate clear alignment of standards, learning objectives, and assessments. Teachers consistently engage in a variety of feedback loops focused on content alignment and assessment and use this feedback to intentionally revise their unit plans.	Teachers regularly engage in data conversations and utilize student data to inform instructional decisions to meet student needs. Teachers utilize student conferencing to assist students in progress monitoring their identified goals.
Barriers to Address During this Cycle	Lack of observational/walkthrough tool that allows data to be collected and analyzed over time. Admin meetings currently serve many purposes with little time available to review instructional needs/supports. ILT team is limited to campus administration, limiting the ability to support instructional needs campus-wide. Need for ILT team to have clear focus on leadership growth. Lack of expectations around frequency of walkthroughs. Not all ILT members have regularly scheduled opportunities for feedback/coaching around their role or leadership goals. Have not had the capability of reviewing campus-wide data in real-time.	Varying levels of teacher understanding around the process of unpacking standards to ensure alignment. Current unit plan template format lacks clarity around content alignment and requires refinement. Current feedback loop fails to offer content alignment feedback from individuals with content expertise and requires refinement. Varying levels of teacher implementation around the process of unpacking standards to ensure alignment. Inconsistent use of feedback loops with limited ability to ensure engagement.	Varying levels of teacher understanding around formative and summative assessments. Currently lack a common method for collecting formative and assessment data. Varying levels of teacher implementation around use of assessments. Lack clarity in data conversation protocol and ability to appropriately analyze data to inform instructional decisions. Learning needed around student goal-setting and conferencing.
District Actions for this Cycle	Campus support with best practices that result in teacher growth. District will support leadership development of Principal, Assistant Principals as well as instructional leaders on campus by monthly professional learning and ongoing coaching support.	Campus support with unpacking standards and rich instructional activities that align to them. District will provide professional learning and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.	Support campus with providing professional learning aligned to using data to drive high quality instruction. District will provide access to high-quality assessments and will provide support with analysis of assessment data.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.	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			

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
ILT Team provides intentional supports to identified areas of need informed by a variety of data sources.	1.1	Ongoing	Meeting Protocol, Calendared Meetings	ILT	Meeting Protocol, Calendared Meetings	May 7		
Teachers regularly receive feedback on their instructional design and practices, through a variety of feedback loops.	1.1, 5.1, 5.3	Ongoing	Instructional Feedback Form, Calendared Walkthroughs	ILT, Department Heads	Instructional Feedback Responses	May 7		
Leadership team members regularly receive feedback that lead to growth towards their professional leadership goal.	1.1	Ongoing	Calendared Feedback Sessions, Leadership Goals	Principal	Calendared Feedback Sessions, Leadership Goals	May 7		
Unit plans consistently demonstrate a clear alignment of standards, learning objectives, and assessments.	5.1, 5.3	Ongoing	Unit Plan Templates, Unit Plan Folder in Faculty Drive, Possibly PL	ILT, Department Heads	Sample Unit Plans	May 14		
Teachers' instructional practices regularly demonstrates clear alignment of standards, learning objectives, and assessments.	5.1	Ongoing	Instructional Feedback Form, Unit Plans, Formative/Summative Data	ILT	Instructional Feedback Responses, Unit Plan Feedback, Formative/Summative Data	May 14		
Teachers regularly engage in data conversations and utilize student data to inform instructional decisions to meet student needs.	5.3	Ongoing	Calendared Data Conversations on Unit Plans, Data Conversation Protocol, Formative/Summative Data	ILT, Department Heads	Calendared Data Conversations on Unit Plans, Data Conversation Protocol	May 21		
Professional Learning focuses on importance of and methods for student goal setting and student ownership of data.	5.3	Feb 3 - ongoing	PL Around Goal Setting and Student Conferencing	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	May 21		
Professional Learning focuses on importance of and methods for student goal setting and student ownership of data.	5.3	Feb 17 - ongoing	Formative/Summative Data, Goal Setting/Reflection Resources	ILT, Department Heads	Sample Student Goals and/or Reflections	May 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?		
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			


