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:
Texas Serenity Academy-Gano	Steve Roberts

Campus Number:	Superintendent Name:
000000004	Hagmon Simmons

Date:
Monday, August 24, 2020

Texas Education Agency

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	Texas Serenity Academy Charter School	Campus Name	GANO CAMPUS	Superintendent	Hagmon Simmons	Principal	Rondalyn Pointer
District Number	170-81	Campus Number	000000004	District Coordinator of School Improvement (DCSI)	Steve Roberts	ESC Number	6
Is this a Turnaround Implementation Plan?	NO	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Jada Mullins

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.	Steve Roberts, August 24, 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.	Steve Roberts August 24, 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.	Rondalyn Pointer, August 24, 2020
Board Approval Date	12/16/2020	

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: For the 2020/2021 school year, our campus will increase our Domain 1 component score 49 (scaled score of 77) to a 53 (scaled score of 80) by increasing the approaches percentage to 91 and maintaining meets at 45 and masters at 22. This will support our campus in achieving an overall B rating for 2021. Rationale: We believe these results are feasible for us if we continue to implement the processes we have in place such as increasing the effectiveness of our instructional team through weekly unit meetings, professional development, and strong lesson plans, walkthroughs and observations providing effective feedback for continued growth. Domain 2B: We will be focusing on Domain 2B. Our goal is to maintain a component score of 89 (scaled score of 94). Rationale: We have an economically disadvantaged percentage 98.9%. We will focus on campus relative performance this year. We believe this is possible for our students to ensure they can achieve at similar or higher levels compared to other schools with similar demographics. Domain 3: We will maintain our Domain 3 score of 83 for 2021 school year. Rationale: By Spring 2020, our campus will ensure that the subgroup African American and Economically Disadvantaged students will maintain passing standards through continued growth to close the gaps. We will ensure this through targeted professional development tailored to teacher's individual needs to increase classroom instructional strategies.
	What changes in student group and subject performance are included in these goals?	Domain 1: We will increase our approaches score from 81 to 91 in order to increase the overall Domain 1 score from a C to a B. 98.9% of the student population is economically disadvantaged. We will continue to prioritize moving more of this subgroup and African Domain 2: We will maintain a score of 94. We will prioritize our African American and Economically Disadvantaged subgroups to maintain this achievement in 5th grade Science. Domain 3: We will maintain our score of 83. We will focus on student achievement in the African American and Economically Disadvantaged subgroups in all grade levels and subject areas in order to maintain our overall score of 83 under this Domain.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	5 - Full Implementation
5.3 Data-driven instruction.	

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	
Rationale	The rationale for curriculum and assessments aligned to the TEKS are as follow: • Utilizing the curriculum as a framework in meeting the needs of all learners K-5th grade • Ensure the needs of all students are met • Alignment of the curriculum with the TEKS designed to assist teachers in preparing students for state assessments such as the STAAR Test and the Essential Knowledge and Skills that is state mandated.	The rationale for objective driven daily lesson plans with formative assessments is as follows: • Improve teacher instructional delivery • Le	
How will the campus build capacity in this area? Who will you partner with?	Our campus will build capacity in curriculum and assessments aligned t • Collaborating and planning with our feeder school team through ou • Plan with our EEP (Educator Effectiveness Process Rubric) • Utilizing additional resources such as: o Lead4ward o TEKS Resource System o DMAC Student Data Reports o Consumable TEKS Aligned Workbooks o Creating assessments in DMAC	Our campus will build capacity in objective-driven daily lesson plans with formative assessments as follows:Collaborating and planning wi	
Barriers to Address throughout this year	Covid-19, student attendance due to Covid-19, and limited or lack of stud	Covid-19, student attendance due to Covid-19, and student access to technology and internet. **Add teacher attendance here as this could	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Through email communications, presenting and sharing template in adm	Through email communications, presenting and sharing template in administrative meetings, posting on school website, school messenge	

Desired Annual Outcome			
	The desired annunual outcome is overall improvement in student achiev	The District's instructional staff will continue to participate in district wide planned learning communities and encourage a culture of collab	
District Commitment Theory of Action	If the district provides resources for continued Professional Development and student resources to support Domain 1, Student achievement, then we will be able to continue to grow our Economically Disadvantaged sugroup population of 98.9%. With the support of district wide planned learning communities and on going	If the district provides resources to ensure the instructional staff has continued training and developement on the YAG, TEKS Resources, Leadforward, understands the Instructional Focus document in depth, utilizing the lesson cycl, then we will be more effective in providing classroom instruction to ensure growth in student achievement. The District's instructional staff will continue to participate in district wide planned learninng communities and encourage a culture of collaboration and data-driven instruction. The district will develop campus instructional leaders (principal and teacher leaders) with clear roles and responsibilities and through continued	

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.
Please enter a Summative Goal as well.

- 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.
Please enter a Summative Goal as well.

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 enter a Summative Goals as well.
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	3rd grade	All	Reading	Approaches/Meets/Masters	STAAR	91%/73%/73%		CBA	53/76/85	0%/57%/20%							92/74/74
		4th grade	All	Reading	Approaches/Meets/Maste	STAAR	83%/50%/0%		CBA	53/75/86	0%/50%/0%							84/51/1
		5th grade	All	Reading	Approaches/Meets/Maste	STAAR	90%/20%/10%		CBA	58/76/87	40%/0%/20%							91/21/11
		3rd grade	All	Mathematics	Approaches/Meets/Maste	STAAR	91%/73%/55%		CBA	53/75/88	38%/13%/13%							92/74/56
		4th grade	All	Mathematics	Approaches/Meets/Maste	STAAR	83%/33%/8%		CBA	50/71/82	25%/0%/25%							84/34/9
		5th grade	All	Mathematics	Approaches/Meets/Maste	STAAR	80%/40%/30%		CBA	50/72/83	25%/13%/0%							81/41/31
		5th grade	All	Science	Approaches	STAAR	50%		CBA	61	14%							51
		5th grade	All	Science	Meets	STAAR	20%		CBA	78	0%							21
		5th grade	All	Science	Masters	STAAR	0%		CBA	89	0%							1
		N/A	All	Social Studies	Approaches	STAAR	N/A		N/A	N/A	N/A							N/A
		N/A	All	Social Studies	Meets	STAAR	N/A		N/A	N/A	N/A							N/A
		N/A	All	Social Studies	Masters	STAAR	N/A		N/A	N/A	N/A							N/A
		4th grade	All	Writing	Approaches	STAAR	75%		CBA	56	0%							76
		4th grade	All	Writing	Meets	STAAR	50%		CBA	72	0%							51
		4th grade	All	Writing	Masters	STAAR	0%		CBA	84	0%							1
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	5th	Eco Dis	Science	Approaches	STAAR	50%		CBA	78	14%							
		5th	Afr. Amer.	Science	Approaches	STAAR	44%		CBA	78	14%							
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	3rd-5th	Eco Dis	ELAR	Approaches	STAAR	33%		CBA	50								
		3rd-5th	Afr. Amer.	ELAR	Approaches	STAAR	32%		CBA	50								
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	N/A	N/A	TELPAS	All	TELPAS	N/A		N/A	N/A	N/A							

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	4.1	5.1	
Desired Annual Outcome	The desired annunal outcome is overall improvement in student achievement and closing the gaps in all subpopulations. Teachers will show at least a .5 to 1 point increase out of a 5 point observation rubric scale.Narrow the focus to just 4.1 so could add something here about lesson plans showing evidence of aligned instruction and assessments, PLC meetings being teachcer-led, etc.	The District's instructional staff will continue to participate in district wide planned learning communities and encourage a culture of collaboration and data-driven instruction that can be implemented in both the classroom and through virtual learning. The district will develop campus instructional leaders (principal and teacher leaders) with clear roles and responsibilities and through continuous professional developments, coaching, and effective	
Desired 90-day Outcome	The leadership team will conduct walkthroughs weekly, and at least 1 formal unannounced observ	The instructional leadership team will review lesson plans which are s	
Barriers to Address During this Cycle	Reporting accurate data due to remote learning and student performance in regards to student att	Covid-19, student attendance due to Covid-19, and student access to	
District Actions for this Cycle	Continuous review and evaluation of the effectiveness of the curriculum, integrating technology and addressing students needs due to COVID-19 by adjusting the curriculum, instructional practices and activities to make it more adaptable to remote learners. Gaining new knowledge on ways to increase the effectiveness of remote learning through innovative, interactive, technological advances.	Providing high quality curriculum and professional development on campus during the cycle to help all instructional staff with the implementation of objective driven lesson plans with formative assessments that supports both on campus an remote learners.	
District Commitment Theory of Action	If the district provides resources for continued Professional Development and student resources to support Domain 1, Student achievement, then we will be able to continue to grow our Economically Disadvantaged sugroup population of 98.9%. With the support of district wide planned learning communities and on going development to encourage a culture of collaboration and data driven instruction, we will develop campus instructional leaders (principal and teacher leaders) with clear roles and responsibilities through continued coaching, and	If the district provides resources to ensure the instructional staff has continued training and developement on the YAG, TEKS Resources, Leadforward, understands the Instructional Focus document in depth, utilizing the lesson cycl, then we will be more effective in providing classroom instruction to ensure growth in student achievement. The District's instructional staff will continue	

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
Teachers will submit lesson plans 6 weeks in advance through Google Drive for review by instructional leadership team.	5.1	September 1-November 30	YAG, instructional focus documents	Leadership Team, Instructional Staff	lesson plans, google docs, PLC notes	ongoing	Some Progress	
Conducting job embedded P.D. to improve classroom instructional strategies to increase student comprehension and retention of curriculum.	4.1	September 1-November 30	YAG, instructional focus documents	Principal	Student Data, teacher evaluations	ongoing	Significant 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	4.1	5.1	
Desired Annual Outcome	The desired annunual outcome is overall improvement in student achievement and closing the gaps in all subpopulations. Teachers will show at least a .5 to 1 point increase out of a 5 point observation rubric scale.Narrow the focus to just 4.1 so could add something here about lesson plans showing evidence of aligned instruction and assessments. PLC meetings being teachcer-led, etc.	The District's instructional staff will continue to participate in district wide planned learning communities and encourage a culture of collaboration and data-driven instruction that can be implemented in both the classroom and through virtual learning. The district will develop campus instructional leaders (principal and teacher leaders) with clear roles and responsibilities and through continuous professional	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides resources for continued Professional Development and student resources to support Domain 1, Student achievement, then we will be able to continue to grow our Economically Disadvantaged sugroup population of 98.9%. With the support of district wide planned learning communities and on going development to encourage a	If the district provides resources to ensure the instructional staff has continued training and developement on the YAG, TEKS Resources, Leadforward, understands the Instructional Focus document in depth, utilizing the lesson cycl, then we will be more effective in providing classroom instruction to ensure growth in student achievement. The District's instructional	

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

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	4.1	5.1	
Desired Annual Outcome	The desired annunal outcome is overall improvement in student achievement and closing the gaps in all subpopulations. Teachers will show at least a .5 to 1 point increase out of a 5 point observation rubric scale.Narrow the focus to just 4.1 so could add something here about lesson plans showing evidence of aligned instruction and assessments, PLC meetings being teachcer-led, etc.	The District's instructional staff will continue to participate in district wide planned learning communities and encourage a culture of collaboration and data-driven instruction that can be implemented in both the classroom and through virtual learning. The district will develop campus instructional leaders (principal and teacher leaders) with clear roles and responsibilities and through continuous professional	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides resources for continued Professional Development and student resources to support Domain 1, Student achievement, then we will be able to continue to grow our Economically Disadvantaged sugroup population of 98.9%. With the support of district wide planned learning communities and on going development to encourage a	If the district provides resources to ensure the instructional staff has continued training and developement on the YAG, TEKS Resources, Leadforward, understands the Instructional Focus document in depth, utilizing the lesson cycl, then we will be more effective in providing classroom instruction to ensure growth in student achievement. The District's instructional	

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

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			
Desired Annual Outcome			
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