

## 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](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Travis Primary	Kristin Monk, Assistant Superintendent
<b>Campus Number:</b>	<b>Superintendent Name:</b>
112901105	Michael Lamb
<b>Date:</b>	
Tuesday, December 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	Sulphur Springs ISD	Campus Name	Travis Primary	Superintendent	Michael Lamb	Principal	Michelle Wallace
District Number	112901	Campus Number	112901105	District Coordinator of School Improvement (DCSI)	Kristin Monk	ESC Number	8
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Jakeb Goff

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.					Kristin Monk, November 30, 2021	
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.					N/A	
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.					Michelle Wallace	
Board Approval Date	N/A						

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/taipr/2019/index.html">https://rptsrv1.tea.texas.gov/perfreport/taipr/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: Scale Score Goal - 74 Rationale: Based on 2021 STAAR data, we feel that a scale score of 74 is an attainable goal based on current student performance data and will allow Travis Primary to move from the current rating of D to an attainable, and much preferred, rating of C.</p> <p>Domain 2B: N/A Rationale: N/A</p> <p>Domain 3: Scale Score Goal - 71 Rationale: Based on 2021 STAAR data, we feel that a scale score of 71 is an attainable goal based on current student demographic and performance data and will allow Travis Primary to move from the current rating of D to an attainable, and much preferred, rating of C.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: It is critical that we improve classroom instruction and interventions in order to increase the number of students "Meeting" and "Mastering" STAAR reading and math by 35% and 20%, respectively</p> <p>Domain 2B: N/A Rationale: N/A</p> <p>Domain 3: It is critical that we close gaps in learning for our underperforming students by focusing efforts on interventions to increase the number of students "Meeting" and "Mastering" reading and mathematics assessments.</p>
	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.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.3	
Rationale	Instructional leaders will work to fulfill roles outlined in the 21-22 school year, in addition to fulfilling new responsibilities.	Data-Driven Instruction (DDI) protocols will be implemented and facilitated by Instructional Leadership Team (ILT) members following the review of student data with a plan for reteach to be conducted within the following week.	N/A
How will the campus build capacity in this area? Who will you partner with?	Instructional Leadership Team (ILT) has established weekly/bi-weekly meetings with a focus on classroom instructional practices and mentoring roles and peer-teacher opportunities (Wildcat Walks). Flippen Group/Blueprint leadership training will be beneficial to grow ILT leadership skills.	Instructional Leadership Team (ILT) has established weekly/bi-weekly meetings with a focus on classroom instructional practices and mentoring roles and peer-teacher opportunities (Wildcat Walks). Region 8 will be beneficial to growing ILT leadership skills in this area.	N/A

<p><b>Barriers to Address throughout this year</b></p>	<p>Time restraints limit efficacy of weekly Instructional Leadership Team (ILT) meetings and data discussions to shape coaching focus.</p>	<p>Small PLC teams of only two teachers per content area per grade level, can be very limiting with ideas and work load. Also, we will be working to carve-out time for re-teach.</p>	<p>N/A</p>
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>Targeted coaching sessions are scheduled each week with a focus on Data Driven Instruction protocols, including appropriate time allotment for implementation (PLC, class time, conference period, before/after school) and weekly campus instructional leadership meetings with a focus on improving leadership and relationship building skills. As coaches and teachers develop a rapport and see classroom successes, buy-in will be a given.</p>	<p>The Academic Specialist, under direction of the campus principal and DCSI, will ensure formal data discussions and documentation result in targeted plans for common formative assessments. Additionally, the Academic Specialist will further utilize Data Driven Instruction (DDI) protocols to facilitate Instructional Leadership Team (ILT) coaching when teachers plan re-teach and re-test pieces for each lesson cycle.</p>	<p>N/A</p>
<p><b>Desired Annual Outcome</b></p>	<p>The Instructional Leadership Team (ILT) will be trained with a clearly defined division of responsibility; including but not limited to, weekly calendars with scheduled observations and planned feedback opportunities, data collection and dissemination for review prior to meetings, and PLC responsibilities. ILT will have more strategic data discussions including formal TEKS analysis directly aligned to reteach development of the desired skill. Additionally, a more specific teacher observation calendar with one weekly informal walkthrough by administration, and one appraisal by ILT member once per month for nine months will be implemented including time allocated for feedback and follow-up post observations. Lesson plans will reflect the desired reteach timeline and student data sources will outline the post-check growth measures.</p>	<p>Instructional Leadership Team (ILT) facilitates PLCs and utilizes Data Driven Instruction (DDI) protocols following the administration of district unit assessments and teacher-created formative assessments. Specific plans for re-teach/re-test will be implemented with fidelity. The required lesson cycle will include review of student misconceptions, reteach plan, and post checks with student outcomes.</p>	<p>N/A</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the DCSI and Instructional Leadership Team (ILT) provide ongoing coaching while the Principal and Academic Specialist facilitate the implementation of Data Driven Instruction (DDI) protocols and development of the ILT, then the district will ensure that the campus has access to high-quality unit assessments for all tested grades and subjects, and will facilitate providing test results within one day of assessment. The campus will establish stronger data-driven instructional practices, more commonalities with formative assessments, and the ILT will engage in leadership activities more effectively, frequently and with clearly defined roles and responsibilities.</p>	<p>If the DCSI and Instructional Leadership Team (ILT) provide ongoing coaching while the Principal and Academic Specialist facilitate the implementation of Data Driven Instruction (DDI) protocols and development of the ILT, then the district will ensure that the campus has access to high-quality unit assessments for all tested grades and subjects, and will facilitate providing test results within one day of assessment. The campus will establish stronger data-driven instructional practices, more commonalities with formative assessments, and the ILT will engage in leadership activities more effectively, frequently and with clearly defined roles and responsibilities.</p>	<p>N/A</p>

STUDENT DATA																	
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	2021 Results	Assessment	2021 Baseline (BOY) September 2021	Cycle 1 (Sept-Nov)			Cycle 2 (Dec-Feb)			Assessment Type
											Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
Domain 1	% of Students at Approaches, Meets and Masters (68 students for school year 2020-2021)	3	All	Reading	Approaches	STAAR	65%	44%	DIBELS/IDEL	48%	Unit 1 CBA (October)	50%	53%	Unit 2 BA (December)	60%		STAAR Simulation (March)
		3	All	Reading	Meets	STAAR	35%	16%	DIBELS/IDEL	17%	Unit 1 CBA (October)	30%	22%	Unit 2 BA (December)	40%		STAAR Simulation (March)
		3	All	Reading	Masters	STAAR	14%	7%	DIBELS/IDEL	35%	Unit 1 CBA (October)	15%	8%	Unit 2 BA (December)	20%		STAAR Simulation (March)
		3	All	Mathematics	Approaches	STAAR	63%	34%	Computational Fluency	65%	Unit 1-2 CBA (October)	50%	60%	Unit 3 BA (December)	60%		STAAR Simulation (March)
		3	All	Mathematics	Meets	STAAR	30%	9%	Computational Fluency	25%	Unit 1-2 CBA (October)	30%	25%	Unit 3 BA (December)	40%		STAAR Simulation (March)
		3	All	Mathematics	Masters	STAAR	9%	1%	Computational Fluency	10%	Unit 1-2 CBA (October)	15%	8%	Unit 3 BA (December)	20%		STAAR Simulation (March)
Domain 2	N/A	All	-	-	-	STAAR	-	-	-	-	-	-	-	-	-	-	-
		All	-	-	-	STAAR	-	-	-	-	-	-	-	-	-	-	-
Domain 3	X# Students ELP Component (Minimum 25 students required)	3	English Learners (ELs)	TELPAS	All	TELPAS	42% (Target - 36%)										
Domain 3 Focus Area - 1	62 Students (Minimum 25 students required) Academic Achievement and Student Success Indicators are being tracked	3	Eco-Dis	Reading	Meets	STAAR	33%	13%	DIBELS/IDEL	37%	Unit 1 CBA (October)	30%	24%	Unit 2 BA (December)	40%		STAAR Simulation (March)
		3	Eco-Dis	Reading	Masters	STAAR	13%	5%	DIBELS/IDEL	9%	Unit 1 CBA (October)	15%	7%	Unit 2 BA (December)	20%		STAAR Simulation (March)
		3	Eco-Dis	Mathematics	Meets	STAAR	29%	8%	Computational Fluency	11%	Unit 1-2 CBA (October)	30%	24%	Unit 3 BA (December)	40%		STAAR Simulation (March)
		3	Eco-Dis	Mathematics	Masters	STAAR	7%	2%	Computational Fluency	11%	Unit 1-2 CBA (October)	15%	7%	Unit 3 BA (December)	20%		STAAR Simulation (March)
Domain 3 Focus Area - 2	47 Students (Minimum 25 students required) Academic Achievement and Student Success Indicators are being tracked	3	Hispanic	Reading	Meets	STAAR	48%	17%	DIBELS/IDEL	30%	Unit 1 CBA (October)	30%	21%	Unit 2 BA (December)	40%		STAAR Simulation (March)
		3	Hispanic	Reading	Masters	STAAR	20%	4%	DIBELS/IDEL	2%	Unit 1 CBA (October)	15%	5%	Unit 2 BA (December)	20%		STAAR Simulation (March)
		3	Hispanic	Mathematics	Meets	STAAR	30%	6%	Computational Fluency	9%	Unit 1-2 CBA (October)	30%	16%	Unit 3 BA (December)	40%		STAAR Simulation (March)
		3	Hispanic	Mathematics	Masters	STAAR	8%	0%	Computational Fluency	9%	Unit 1-2 CBA (October)	15%	5%	Unit 3 BA (December)	20%		STAAR Simulation (March)



CYCLE 1 90-DAY OUTCOMES (September - November)								
Essential Action	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
Desired Annual Outcome	1.1 Campus Leadership Team (CLT) will be trained with a clearly defined division of responsibilities, including but not limited to, weekly calendar with scheduled observations and planned feedback opportunities. CLT will have more strategic data discussions including formal TEKS analysis directly aligned to reteach. A more specific teacher observation calendar will be implemented including time allocated for feedback and follow-up post observations.	5.3 CLT facilitates PLCs and utilizes DDI protocol following district unit assessments and teacher created formative assessments as needed. Specific plan for re-teach/re-test is implemented with fidelity.	N/A					
Desired 90-day Outcome	CLT establishes bi-weekly meetings with focus on classroom instructional practices and on mentoring roles and peer teacher opportunities.	DDI protocol is implemented and facilitated by CLT member following data review of unit assessments with reteach conducted within the following week.	N/A					
Barriers to Address During this Cycle	Time restraints limit consistency among campus administrators' weekly meetings/data discussions.	A smaller PLC team with only two teachers per content area is limiting. There is no formal re-teach process or time allocation.	N/A					
District Actions for this Cycle	Academic Specialist attends DDI training to reciprocate actions with DCSI, Principal and CLT. Targeted coaching sessions created bi-weekly with focus on DDI protocols including appropriate time alignment for implementation and productive campus instructional leadership.	Academic Specialist under direction of DCSI ensures formal data discussions and documentation result in targeted plans for common formative assessments. Academic Specialist further utilizes DDI protocol to facilitate CLT when planning re-teach and re-test pieces for each lesson cycle.	N/A					
District Commitment Theory of Action	If the DCSI and curriculum leaders provide ongoing coaching while the Academic Specialist facilitates the implementation of DDI and development of the campus leadership team, and the district ensures that the campus has access to high-quality unit assessments for all tested grades and subjects, and the district continues to provide test results within a day of the assessment, then the campus will establish stronger data-driven instructional practices, more commonalities with formative assessments, and the CLT will engage in the leadership activities more effectively, frequently and with clearly defined roles and responsibilities.							
ACTION PLAN								
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
Communication Tool for Families and Staff	1	09/01/2021-11/30/2021	Sample calendars (one for staff and one for family) requiring input from campus leadership - principal, academic specialist, counselor, literacy support teacher and instructional leadership team	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Weekly Calendars	30-Nov	Significant Progress	Campus leadership will plan to continue to share weekly calendars with staff each Tuesday afternoon and will work to further improve communication in areas other than the calendar of events for school year 21-22. Families will receive the upcoming calendar of events before Monday of the upcoming week.
Personal growth from Leadership Blue print results with assistance from the DCSI	1	09/01/2021-11/30/2021	Leadership Blueprint results	DCSI	T-PESS Appraisal Results	When profiles arrive in the district from the Flynn Group	Not Yet Started	Campus leaders will refocus efforts to improve upon their own Leadership Blueprint results with the DCSI and concentrate on necessary growth for school year 21-22.
New social contracts posted in PLC meeting room with participation from all stakeholders. All should be signed/initialed and used daily as needed.	2	09/01/2021-11/30/2021	Social contracts and completed PLC agendas	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Improved student performance for school year 20-21	30-Nov	Significant Progress	Professional Learning Communities have reset meeting norms and participation is at an all-time high. New campus leaders will be responsible for continued participation in school year 21-22.
Clearly defined roles and division of assignments/responsibilities.	1	09/01/2021-11/30/2021	Updated Diagram and Job Description	Instructional Leadership (Principal and Academic Specialist)	Staff Survey Data	30-Nov	Significant Progress	Updated roles and responsibilities for campus staff have been finalized and will remain a topic of conversation for school year 21-22
Specified time allotted for weekly campus instructional leaders' meetings including observation calendars, coaching/mentoring, Wildcat Walks, etc.	1 and 2	09/01/2020-11/30/2020	No new resources needed	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Copies of meeting agendas, sign-in sheets and follow-up plan	30-Nov	Significant Progress	With ILT meeting regularly, upcoming events, staff concerns, improvement ideas, etc. can be addressed, planned and carried out. Meetings will continue and will study newly acquired student benchmark data and survey data from staff and concentrate on necessary adjustments for school year 21-22.
Ongoing formative assessments will drive re-teach and re-test components of lesson cycles	2	09/01/2021-11/30/2021	Updated Lesson Plan Template	Instructional Leadership (Principal and Academic Specialist) in addition to new teacher mentors	Copy of lesson plans with specified assessment and reteach added; re-test assessment data	30-Nov	Significant Progress	Instructional staff will continue to use student produced data to develop focused interventions and improve classroom instruction for school year 21-22.
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?			Travis Primary reached the 90-day outcomes for each Prioritized Focus Area with the exception of one, assessing personal growth for campus ILT members. Time constraints for meeting held up the process.					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			Travis Primary's beginning of year and Cycle 1 data is very promising. No, Travis Primary students are not yet where we want them to be, but through the hard work of our teachers, students are poised to make gains.					
			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?			Travis Primary will carryover all Action Steps for Cycle 2, as all steps are integral to the success of Travis Primary.			At this time, Travis Primary will not add any New Action Steps. We will continue to improve upon the current Action Steps.		

**CYCLE 2 90-DAY OUTCOMES (December-February)**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.3	9
<b>Desired Annual Outcome</b>	The Instructional Leadership Team (ILT) will be trained with a clearly defined division of responsibility; including but not limited to, weekly calendars with scheduled observations and planned feedback opportunities, data collection and dissemination for review prior to meetings, and PLC responsibilities. ILT will have more strategic data discussions including formal TEKS analysis directly aligned to reteach development of the desired skill. Additionally, a more specific teacher observation calendar with one weekly informal walkthrough by administration, and one appraisal by ILT member once per month for nine months will be implemented including time allocated for feedback and follow-up post observations. One hundred percent of submitted lesson plans will reflect the desired reteach timeline and student data sources will outline the post-check growth measures.	Instructional Leadership Team (ILT) facilitates PLCs each week and utilizes Data Driven Instruction (DDI) protocols (or the 4 PLC questions) following the administration of district unit assessments and teacher-created formative assessments. All plans for re-teach/re-test will be implemented with fidelity and observed by the ILT. The required lesson cycle will include review of student misconceptions, reteach plan, and post checks with student outcomes.	N/A
<b>Desired 90-day Outcome</b>	During Cycle 2, the ILT will conduct classroom observations at the rate of one appraisal per week. Feedback, via the Capturing Kids' Hearts Walkthrough form, is shared with the teacher from the ILT appraiser. During the post conference, targeted goals for personal and student growth are set. "Accomplished" targets will be affirmed and new goals set for personal and student growth, while "Developing" targets will continue to be addressed. <b>Target:</b> All teachers will score "Accomplished" on 90% of CKH walkthrough targets.	SSISD will continue to provide Travis Primary staff with targeted coaching and guidance from the DCSI and the district's Curriculum, Instruction and Assessment (CIA) team, district appointed and trained mentorship will continue between veteran and new teachers on campus, in addition to the creation of rigorous district-created assessments and prompt access to student performance data. <b>Target:</b> Data-driven decisions will show improved student performance by 20% in all student populations.	N/A
<b>Barriers to Address During this Cycle</b>	The lack of substitute teachers due to the pandemic calls for "other" campus staff, in the form of the campus principal, academic specialist, interventionists, instructional aides, secretaries, parent volunteers, etc. to cover classrooms and duty stations when there is NSA or "No Sub Available" listed numerous times on the substitute teacher assignment list pushed out each morning from Central Office. The barrier to be addressed in this cycle is the campus's inability to have everyone in their newly assigned role performing their newly outlined responsibilities.	Time for lesson planning, and instruction and intervention planning/scheduling is the barrier to address during Cycle 1.	N/A
<b>District Actions for this Cycle</b>	SSISD will continue to provide support of, and to, the DCSI via the district's Curriculum, Instruction and Assessment (CIA) team. CIA appointed, and trained, mentorship will continue from veteran to new teachers on campus. Additionally, rigorous, district-created assessments and prompt access to student performance data will continue to support and drive data-driven decisions.	SSISD will continue to provide flexibility at the campus level for adjustments to be made to the master schedule for improved instruction, intervention and extension.	N/A
<b>District Commitment Theory of Action</b>	If the DCSI and Instructional Leadership Team (ILT) continue to monitor classrooms with walkthroughs and collect data via the campus's Capturing Kids' Hearts Walkthrough form, the district will continue to provide support and resources via The Flippen Group. Specific support programs within the district plan include: Capturing Kids' Hearts. This targeted plan aligns with growing future district leaders from Travis Primary.	If the DCSI and Instructional Leadership Team (ILT) continue to provide ongoing coaching to teachers and facilitate Data Driven Instruction (DDI) protocols during weekly PLCs, to establish stronger data-driven instructional practices, including the use of formative assessments, then the district will ensure that the campus has access to the district's CIA team for support, high-quality unit assessments for all tested grades and subjects and will facilitate providing test results within one day of assessment and district-level support for results coaching.	N/A

**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
Communication Tool for Families and Staff	1	01/05/22 - 02/28/22	Sample calendars (one for staff and one for family) requiring input from campus leadership - principal, academic specialist, counselor, literacy support teacher and grade/content level teacher leaders	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Weekly Calendars	28-Feb	Significant Progress	Campus leadership will plan to continue to share weekly calendars with staff each Thursday afternoon and will work to further improve communication in areas other than the calendar of events for school year 21-22. Families will receive the upcoming calendar of events before Monday of the upcoming week.
Personal growth from Leadership Blue print results with assistance from the DCSI	1	01/05/22 - 02/28/22	Leadership Blueprint results	DCSI	T-PESS Appraisal Results	When profiles arrive in the district from the Flippen Group	Not Yet Started	Campus leaders will refocus efforts to improve upon their own Leadership Blueprint results with the DCSI and concentrate on necessary growth for school year 21-22
New social contracts posted in PLC meeting room with participation from all stakeholders. All should be signed/initialed and used daily as needed.	2	01/05/22 - 02/28/22	Social contracts and completed PLC agendas	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Improved student performance for school year 20-21	28-Feb	Significant Progress	Professional Learning Communities have reset meeting norms and participation is at an all-time high. New campus leaders will be responsible for continued participation in school year 21-22.
Clearly defined roles and division of assignments/responsibilities.	1	01/05/22 - 02/28/22	Updated Diagram and Job Description	Instructional Leadership (Principal and Academic Specialist)	Staff Survey Data	28-Feb	Significant Progress	Updated roles and responsibilities for campus staff have been finalized and will remain a topic of conversation for school year 21-22.
Observation calendar planned for weekly classroom walkthroughs by the ILT.	1 and 2	01/05/22 - 02/28/22	CKH Walkthrough Form	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Walkthrough Forms; Feedback; Start, Wish and Target chart	28-Feb	Significant Progress	An ongoing list of teacher feedback entitled "Star, Wish and Target" documents the ILT debrief of the previous week's walkthroughs.

Specified time allotted for weekly campus instructional leaders' meetings including observation calendars, coaching/mentoring, Wildcat Walks, etc.	1 and 2	01/05/22 - 02/28/22	No new resources needed	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Copies of meeting agendas, sign-in sheets and follow-up plan	28-Feb	Significant Progress	With ILT meeting regularly, upcoming events, staff concerns, improvement ideas, etc. can be addressed, planned and carried out. Meetings will continue and will study newly acquired student benchmark data and survey data from staff and concentrate on necessary adjustments for school year 21-22.
Ongoing formative assessments will drive re-teach and re-test components of lesson cycles	2	01/05/22 - 02/28/22	Updated Lesson Plan Template	Instructional Leadership(Principi and Academic Specialist) in addition to new teacher mentors	Copy of lesson plans with specified assessment and reteach added; re-test assesement data	28-Feb	Significant Progress	Instructional staff will continue to use student produced data to develop focused interventions and improve classroom instruction for school year 21-22.

**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? N/A at time of submission

Did you achieve your student performance goals (see Student Data Tab)? Why or why not? No Cycle 2 Data is currently available.

	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?	Travis Primary will carryover all Action Steps for Cycle 2, as all steps are integral to the success of Travis Primary.	At this time, Travis Primary will not add any New Action Steps. We will continue to improve upon the current Action Steps.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.3	
<b>Desired Annual Outcome</b>	The Instructional Leadership Team (ILT) will be trained with a clearly defined division of responsibility, including but not limited to, weekly calendars with scheduled observations and planned feedback opportunities, data collection and dissemination for review prior to meetings, and PLC responsibilities. ILT will have more strategic data discussions including formal TEKS analysis directly aligned to reteach development of the desired skill. Additionally, a more specific teacher observation calendar with one weekly informal walkthrough by administration, and one appraisal by ILT member once per month for nine months will be implemented including time allocated for feedback and follow-up post observations. One hundred percent of submitted lesson plans will reflect the desired reteach timeline and student data sources will outline the post-check growth measures.	Instructional Leadership Team (ILT) facilitates PLCs each week and utilizes Data Driven Instruction (DDI) protocols (or the 4 PLC questions) following the administration of district unit assessments and teacher-created formative assessments. All plans for re-teach/re-test will be implemented with fidelity and observed by the ILT. The required lesson cycle will include review of student misconceptions, reteach plan, and post checks with student outcomes.	N/A
<b>Desired 90-day Outcome</b>	During Cycle 3, the ILT will continue to conduct classroom observations at the rate of one appraisal per week until the campus target is met. Feedback, via the Capturing Kids' Hearts Walkthrough form is shared with the teacher from the ILT appraiser. Feedback provided to teachers will target goals for personal and student growth. "Accomplished" targets will continue to be affirmed and new goals set for personal and student growth, while "Developing" targets will continue to be addressed. <b>Target:</b> 16 of 16 teachers will score "Accomplished" on 90% of CKH walkthrough targets.	SSISD will continue to provide Travis Primary staff with targeted coaching and assistance from either the DCSI and/or the district's Curriculum, Instruction and Assessment (CIA) team to improve teacher and student performance data. <b>Target:</b> Data-driven decisions will show improved student performance by 20% in all student populations.	N/A
<b>Barriers to Address During this Cycle</b>	The lack of quality substitute teachers will again be a barrier to success in this prioritized action plan. The district will continue it's masking plan as we attempt to have all staff on campus and in their assigned roles. When campus leadership and support are pulled to substitute in the classrooms building leadership and support suffers. <b>Target:</b> 100% of staff to be in their assigned role for student success.	Time continues to be a barrier to address.	N/A
<b>District Actions for this Cycle</b>	SSISD will continue to provide support of, and to, the DCSI via the district's Curriculum, Instruction and Assessment (CIA) team. CIA appointed, and trained, mentorship will continue from veteran to new teachers on campus. Additionally, rigorous, district-created assessments and prompt access to student performance data will continue to support and drive data-driven decisions.	SSISD will continue to provide flexibility at the campus level for adjustments to be made to the master schedule for improved instruction, intervention and extension. Training for our classroom and virtual teachers will continue from the district's Curriculum, Instruction and Assessment (CIA) team, along with shared PLC times both campus and district-wide, in order to better support all students.	N/A
<b>District Commitment Theory of Action</b>	If the DCSI and Instructional Leadership Team (ILT) continue to monitor classrooms with walkthroughs and collect data via the campus's Capturing Kids' Hearts Walkthrough Form, the district will continue to provide support and resources via the Flippen Group. Specific support programs within the district plan include: Capturing Kids' Hearts. This targeted plan aligns with growing future district leaders from Travis Primary.	If the DCSI and Instructional Leadership Team (ILT) continue to provide ongoing coaching to teachers and facilitate Data Driven Instruction (DDI) protocols during weekly PLCs, to establish stronger data-driven instructional practices, including the use of formative assessments, then the district will ensure that the campus has access to the district's CIA team for support, high-quality unit assessments for all tested grades and subjects and will facilitate providing test results within one day of assessment and district-level support for results coaching.	N/A

**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
Personal growth from Leadership Blue print results with assistance from the DCSI	1	3/1/2022 - 05/24/2022	Blueprint Leadership Results	DCSI and Principal	T-PESS Appraisal Results	5/27/2022	Significant Progress	Campus leaders will continue efforts to improve upon their own Leadership Blueprint results with the DCSI and concentrate on necessary growth for school year 21-22.
Observation calendar planned for weekly classroom walkthroughs by the ILT.	1 and 2	3/1/2022 - 05/24/2022	CKH Walkthrough Form	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Walkthrough Forms; Feedback; Star, Wish and Target Chart	5/27/2022	Significant Progress	An ongoing list of teacher feedback entitled "Star, Wish and Target" documents the ILT debrief of the previous week's walkthroughs.
Ongoing formative assessments will drive re-teach and re-test components of lesson cycles	2	3/1/2022 - 05/24/2022	No new resources needed	Instructional Leadership(Principal and Academic Specialist) in addition to new teacher mentors	Lesson plans with specified assessment and reteach added; re-test assessment data.	5/27/2022	Complete	Instructional staff will continue to use student-produced data to develop focused interventions and improve face-to-face and virtual instruction for school year 21-22. Instructional staff will use student-produced data to update curriculum documents for school year 21-22.

**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?	N/A at time of submission
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No Cycle 2 Data is currently available.
<b>Carryover Action Steps</b>	<b>New Action Steps</b>

<p>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?</p>	<p>Travis Primary will carryover all Action Steps for Cycle 2, as all steps are integral to the success of Travis Primary.</p>	<p>At this time, Travis Primary will not add any New Action Steps. We will continue to improve upon the current Action Steps.</p>
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**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	1.1	5.3	N/A
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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.3	N/A
<b>Rationale</b>	Travis Primary will pull forward Essential Action 1.1 to live one full school year with the focus area to achieve desired outcomes for staff expectations, student achievement and campus culture and Stakeholders will receive communication about Prioritized Focus Area 1.1 during August Professional Development days prior to the start of school. The ILT will share the plan with new and existing staff, as we prepare all for a more hands-on approach to be taken by the ILT, specifically with regard to lesson plan writing. Buy-in will be created because all staff are ready to work without	Travis Primary will pull forward Essential Action 5.3 to live one full school year with the focus area to achieve desired outcomes for instruction and student achievement.	N/A
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	The Instructional Leadership Team (ILT) will be trained with a clearly defined division of responsibility; including but not limited to, weekly calendars with scheduled observations and planned feedback opportunities, data collection and dissemination for review prior to meetings, and PLC responsibilities. ILT will have more strategic data discussions including formal TEKS analysis	Stakeholders will receive communication about Prioritized Focus Area 5.3 during August Professional Development days prior to the start of school. The ILT will study student performance data with new and existing staff, as we prepare all for a more hands-on approach from the ILT with regard to the study of TEKS objectives and student data its impact on student achievement. Buy-in will be	N/A
<b>Desired Annual Outcome</b>	During Cycle 4, the ILT will review student achievement by teacher and will establish target goals for personal and student growth.	The Instructional Leadership Team (ILT) facilitates PLCs each week and utilizes Data Driven Instruction (DDI) protocols (or the 4 PLC questions) following the administration of district unit assessments and teacher-created formative assessments. All plans for re-teach/re-test will be implemented with fidelity and observed by the ILT. The required lesson cycle will include review of student misconceptions.	N/A
<b>Desired 90-Day Outcome</b>	"Accomplished" targets will continue to be affirmed while new goals are set for personal and student growth. Teachers found to remain or fall in the "Developing" range on targets will be addressed with conversation regarding the expected rigor expected and required in weekly lesson	SSISD will provide Travis Primary leadership with targeted coaching and assistance from the DCSI and the district's Curriculum, Instruction and Assessment (CIA) team to improve teacher and student performance through the focused study of individual student STAAR data as compared to student reading level. Target: Data-driven decisions create improved student performance	N/A
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Capacity will be built by strengthening relationships with staff, and continued partnerships with The Flippen Group, Region 8 ESC and Lead4ward.	Capacity will be built by strengthening relationships with all stakeholders, continued partnerships with The Flippen Group, Region 8 ESC and Lead4ward.	N/A
<b>Barriers to Address throughout the year</b>	Fidelity of implementation of CKH processes and effective instruction by individual classroom teachers. Target: 100% of staff to be in their assigned role, doing their assigned job and doing it well.	Fidelity of implementation of CKH processes and effective instruction by individual classroom teachers, in addition to individual student performance. Target: 100% of staff and students will be in their assigned role, doing their assigned job and doing it well.	N/A
<b>District Actions for this Cycle</b>	SSISD will continue to provide support to the DCSI and Campus leaders via the district's Curriculum, Instruction and Assessment (CIA) team.	SSISD will continue to provide flexibility at the campus level for adjustments to be made to the master schedule for improved instruction, intervention and extension. Additionally, SSISD will	N/A
<b>District Commitment Theory of Action</b>	If the DCSI and Instructional Leadership Team (ILT) continue to monitor classroom data and address weaknesses, the district will continue to provide support and resources via The Flippen Group. Specific support programs within the district plan include:	If the DCSI and Instructional Leadership Team (ILT) continue to make data-driven decisions with regard to new hires and assignments/reassignments, the district will continue to provide access to the CIA team and all of its many resources at the campus's	N/A

**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.

