McCamey Independent School District McCamey Primary School - TIP 2020-2021 Targeted Improvement Plan

Superintendent:
District Coordinator of School
Improvement (DCSI):

Michael Valencia Michael Valencia Principal: ESC Case Manager: ESC Region: Michelle Schreiner Dolores Cano 18

Assurances

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.

Signature: Michael Valencia

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.

Signature: Michael Valencia

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.

Signature: Michelle Schreiner

Attestation

2020-2021 District Coordinator of School Improvement 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 20 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 Name:Michael ValenciaSuperintendent Name:Michael ValenciaDCSI Title/Position:SuperintendentDate:Wed, Oct 7, 2020

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Data Analysis

Domain 1

Domain 1: Describe your accountability goal for this domain.

The domain one goal for McCamey Primary is 75% Approaches, 45% Meets, and 15% Masters. This will give us a component score of 45 and a scale score of 73. We do feel this an imposing goal considering the following factors: our students normally enter school lacking academic skills and possess underdeveloped noncognative skills. These deficiencies have been exacerbated due to the extended school closure necessary as a response to the Covid pandemic. Despite the daunting task ahead of us, the staff is committed to meeting this challenge.

Domain 1: Describe the student groups and/or subject areas that need to improve to meet that goal.

The three student groups that will require intensive focus will be all students, Hispanics, and our economically disadvantaged students in reading, math, and writing.

Domain 2B

Domain 2B: Describe your accountability goal for this domain.

The accountability goal for domain 2B is a component score of 45 with a scale score of 77 (75% Approaches, 45% Meets, and 15% Masters) We do feel this an imposing goal considering the following factors: our students normally enter school lacking academic skills and possess underdeveloped noncognative skills. These deficiencies have been exacerbated due to the extended school closure necessary as a response to the Covid pandemic. Despite the daunting task ahead of us, the staff is committed to meeting this challenge.

Domain 2B: Describe the student groups and/or subject areas that need to improve to meet that goal.

The three student groups that will require intensive focus will be all students, Hispanics, and our economically disadvantaged students in both reading and math.

Domain 3

Domain 3: Describe your accountability goal for this domain.

The accountability goal for domain 3 is a component score of 55 with a scale score of 72 (75% Approaches, 45% Meets, and 15% Masters). We do feel this an imposing goal considering the following factors: our students normally enter school lacking academic skills and possess underdeveloped noncognative skills. These deficiencies have been exacerbated due to the extended school closure necessary as a response to the Covid pandemic. Despite the daunting task ahead of us, the staff is committed to meeting this challenge.

Domain 3: Describe the student groups and/or subject areas that need to improve to meet that goal.

The three student groups that will require intensive focus will be all students, Hispanics, and our economically disadvantaged students in both reading and math.

Cycles

Cycle 1 - (Sept - Nov)

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale: Some progress has been made in this area, but we need to continue to work on the alignment in both ELAR and math.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time is a constant barrier. The lack of outside specialists to provide additional training. The Covid gap has increased our students' academic deficiencies.

How will you communicate these priorities to your stakeholders? How will create buy-in?: CIT members will share with other staff members. Staff meetings and community meetings will be held.

Buy in will come from the CIT being an integral part of the development of the TIP.

Desired Annual Outcome: All ELAR and math teachers will utilize a lesson plan template that includes all of the required elements. CBAs will be administered across grade levels ELAR (K-2 every 6 weeks and 3-4 every 3 weeks) and at the completion of each math unit.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside consultant who provides assistance in math for grades K-4. Funding is also available to contract with an outside ELAR consultant if one can be identified. Appropriate resources and trainings are available for staff.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Testing calendars established. Data meetings scheduled. Consistent ELAR lesson plan template established. Data analysis forms in place.

Barriers to Address this Cycle: Time for teachers to plan effectively. Time for the principal to evaluate lesson plans and provide feedback. Time for consistent PLCs. Locating or creating a valid ELAR lesson plan

District Actions: The district will provide funding for necessary resources and substitutes.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Identify and emphasis the ELAR and math power standards for grades K-4. Evidence Used to Determine Progress: Generated lists for power standards for each grade level. Person(s) Responsible: Principal Teachers ESC representative Resources Needed: TRS DMAC reports Lead4ward resources Start Date: October 6, 2020 - Frequency: Ongoing - Evidence Collection Date: October 12, 2020	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 2: Formulate a procedure for unpacking standards in both ELAR and math. Evidence Used to Determine Progress: Completed documentation of specific standards per six weeks Person(s) Responsible: Teachers Principal Resources Needed: TRS YAG TRS VAD TRS IFD Document for tracking Start Date: October 30, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 3: Utilize the iReady Teacher Toolbox and data analysis to support differentiated instruction for students who have failed to master grade level power standards. Evidence Used to Determine Progress: Progress monitoring within iReady Person(s) Responsible: Teachers Principal Resources Needed: iReady Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 4: Administer BOY tests to K-4 students to determine gaps and deficiencies. Evidence Used to Determine Progress: Scheduled dates for k-4 reading and math assessments and revising and editing assessment for 4th graders. Person(s) Responsible: Principal Resources Needed: Released STAAR test questions Start Date: September 2, 2020 - Frequency: One Time - Evidence Collection Date: September 4, 2020	Progress toward Action Steps Necessary Adjustments/Next Steps:

Action Step 5: Arrange for outside math consultant to provide ongoing PD and data analysis for K-4 math teachers.	Progress toward Action Steps				
Evidence Used to Determine Progress: Calendar of scheduled PD meetings Notes from meetings	Necessary Adjustments/Next Steps:				
Person(s) Responsible: Principal Outside consultant					
Resources Needed: Master calendar Math consultant's availability					
Start Date: July 28, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021					
Action Step 6: ELAR assessments created that are aligned to the TEKS, with a focus on the readiness standards, and at the igor level of STAAR. They will be administered every 6 weeks for K-2 and every 3 weeks for 3-4. Evidence Used to Determine Progress: ELAR assessments with corresponding dates. Answer keys identifying SEs. Assessment calendars.	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:				
Person(s) Responsible: Principal					
Teachers					
Resources Needed: Released STAAR tests Reading A-Z TAG Past assessments					
Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021					
Action Step 7: Math assessments created that are aligned to the TEKS, with a focus on the readiness standards, and at the igor level of STAAR. They will be administered at the conclusion of each unit. Evidence Used to Determine Progress: Assessment calendars Data analysis reports	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:				
Person(s) Responsible: Consultant Principal Teacher					
Resources Needed: Assessments Data Analysis forms					
Start Date: October 5, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021					
No Progress Accomplished — Continue/Modify	X Discontinue				

Cycle 1 - (Sept – Nov)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Progress has been made in this area, but additional work is needed.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time will be a barrier as teachers are required to plan for both in class instruction as well as remote instruction. Time will also be a barrier for the principal as she attends trainings, admin meetings, special population meetings, and addresses the daily occurrences that arise on campus.

How will you communicate these priorities to your stakeholders? How will create buy-in?: Staff meetings, calendars

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Desired Annual Outcome: Teachers will be well versed in designing lesson plans utilizing backwards design. Teachers will also be successful in reteaching and reassessing SEs.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside math consultant for grades K-4. Funding is also available for an outside ELAR consultant if one can be located. The district ensures that appropriate resources and trainings are available for the campus.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Teachers will submit weekly lesson plans that include clear objectives, opening activities, time allotments for each step of the lesson, differentiated paths of instruction, and daily formative assessments. Teachers will also prepare exemplar responses to upcoming assessments before they begin teaching the lesson or unit.

Barriers to Address this Cycle: All math assessments are already prepared, but the reading assessments are not. Selecting or creating a lesson plan template for ELAR that fulfills all of the requirements has been very difficult.

District Actions: The district will provide funds for outside consultants as well as for subs for teacher meetings. The district will also provide coverage for the campus when the principal is in training.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Calendar schedule of recurring PLC meetings led by administration to include connections between data analysis, reteach plans, and appropriate instructional materials. Evidence Used to Determine Progress: Agendas Data analysis forms RTI resources Calendar of scheduled PLCS	Progress toward Action Steps Necessary Adjustments/Next Steps:
Person(s) Responsible: Teachers Principal	
Resources Needed: Master schedule Testing schedules School calendar	
Start Date: September 15, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	

Action Step 2: Exemplar assessments will be completed prior to the beginning of each unit or lesson cycle and be **Progress toward Action Steps:** No Review reviewed and disaggregated during PLCs prior to the beginning of the unit or cycle. **Necessary Adjustments/Next Steps: Evidence Used to Determine Progress:** Completed exemplars PLC agendas Notes from PLCs Person(s) Responsible: Teachers **Resources Needed:** Assessments prior to instruction TRS IFD for SEs Start Date: November 2, 2020 - Frequency: Ongoing - Evidence Collection Date: November 2, 2020 Action Step 3: Teachers will submit math and ELAR lesson plans at least one week prior to lesson delivery so that the **Progress toward Action Steps:** No Review principal can provide frequent feedback. **Necessary Adjustments/Next Steps: Evidence Used to Determine Progress:** Lesson plans Feedback provided to teachers Person(s) Responsible: Principal **Teachers** Resources Needed: TRS YAG and IFD Lesson plan template Assessments to backwards design Start Date: November 2, 2020 - Frequency: Ongoing - Evidence Collection Date: December 15, 2020 No Progress Accomplished Continue/Modify X Discontinue

Cycle 2 - (Dec – Feb)

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale: Some progress has been made in this area, but we need to continue to work on the alignment in both ELAR and math.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time is a constant barrier. The lack of outside specialists to provide additional training. The Covid gap has increased our students' academic deficiencies.

How will you communicate these priorities to your stakeholders? How will create buy-in?: CIT members will share with other staff members. Staff meetings and community meetings will be held.

Buy in will come from the CIT being an integral part of the development of the TIP.

Desired Annual Outcome: All ELAR and math teachers will utilize a lesson plan template that includes all of the required elements. CBAs will be administered across grade levels ELAR (K-2 every 6 weeks and 3-4 every 3 weeks) and at the completion of each math unit.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside consultant who provides assistance in math for grades K-4. Funding is also available to contract with an outside ELAR consultant if one can be identified. Appropriate resources and trainings are available for staff.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Testing calendars followed. Data meeting analysis forms completed on time and data meetings held within two day of assessment. Consistent ELAR lesson plan template in place and consistently followed.

Barriers to Address this Cycle: Time for teachers to plan effectively. Time for the principal to evaluate lesson plans and provide frequent feedback. Time for consistent PLCs.

District Actions: The district will provide funding for necessary resources and substitutes.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Unpack power standards in both ELAR and math before instruction begins.	Progress toward Action Steps
Evidence Used to Determine Progress: Completed documentation of specific standards per six weeks	Necessary Adjustments/Next Steps:
Person(s) Responsible: Teachers	Treessary ragustinents/rrent steps:
Principal	
Resources Needed: TRS YAG	
TRS VAD	
TRS IFD	
Document for tracking	
Start Date: October 30, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	

Action Step 2: Utilize the iReady Teacher Toolbox and data analysis to support differentiated instruction for students who have failed to master grade level power standards.	Progress toward Action Steps Necessary Adjustments/Next Steps:
Evidence Used to Determine Progress: Progress monitoring within iReady Person(s) Responsible: Teachers Principal	
Resources Needed: iReady	
Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	
Action Step 3: Track the two most impactful but most unsuccessful SEs from each ELAR and math assessment. reteach those SEs during WIN, and retest students on these SEs on the next assessment. Evidence Used to Determine Progress: WIN reteaching plans Data analysis forms Assessments with retaught SEs	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
Person(s) Responsible: Teachers Principal	
Resources Needed: Data analysis forms Data meeting minutes Resources to be utilized for reteaching	
Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	
Action Step 4: Benchmark assessments will be administered to all students in K-4 in ELAR and math. Evidence Used to Determine Progress: Benchmarks Assessment calendars Data analysis forms	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
Person(s) Responsible: Principal Teachers Consultant	
Resources Needed: STAAR released tests TAG Motivation assessments	
Start Date: December 14, 2020 - Frequency: One Time - Evidence Collection Date: January 5, 2021	
No Progress Accomplished — Continue/Modify	X Discontinue

Cycle 2 - (Dec – Feb)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Progress has been made in this area, but additional work is needed.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time will be a barrier as teachers are required to plan for both in class instruction as well as remote instruction. Time will also be a barrier for the principal as she attends trainings, admin meetings, special population meetings, and addresses the daily occurrences that arise on campus.

How will you communicate these priorities to your stakeholders? How will create buy-in?: Staff meetings, calendars

Desired Annual Outcome: Teachers will be well versed in designing lesson plans utilizing backwards design. Teachers will also be successful in reteaching and reassessing SEs.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside math consultant for grades K-4. Funding is also available for an outside ELAR consultant if one can be located. The district ensures that appropriate resources and trainings are available for the campus.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Teachers submit weekly lesson plans that include clear objectives, opening activities, time allotments for each step of the lesson, differentiated paths of instruction, and daily formative assessments. Teachers prepare exemplar responses to upcoming assessments before they begin teaching the lesson or unit.

Barriers to Address this Cycle: Creating valid reading assessments prior to instruction.

District Actions: The district will provide funds for outside consultants as well as for subs for teacher meetings. The district will also provide coverage for the campus when the principal is in training.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Recurring PLC meetings led by administration to include connections between data analysis, reteach plans, and appropriate instructional materials.

Evidence Used to Determine Progress: Agendas

Data analysis forms

RTI resources

Calendar of scheduled PLCS

Person(s) Responsible: Teachers

Principal

Resources Needed: Master schedule

Testing schedules School calendar

Start Date: September 15, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021

Progress toward Action Steps
Necessary Adjustments/Next Steps:

Action Step 2: Assessment data will be utilized to drive tier one instruction, as well as WIN time instruction.

Evidence Used to Determine Progress: WIN reteaching plans

Data analysis agendas

Person(s) Responsible: Principal

Teachers

Resources Needed: Data analysis forms

WIN structure

Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021

Progress toward Action Steps: No Review **Necessary Adjustments/Next Steps:**



% No Progress



Accomplished



Continue/Modify



Discontinue

Cycle 3 - (Mar – May)

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale: Some progress has been made in this area, but we need to continue to work on the alignment in both ELAR and math.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time is a constant barrier. The lack of outside specialists to provide additional training. The Covid gap has increased our students' academic deficiencies.

How will you communicate these priorities to your stakeholders? How will create buy-in?: CIT members will share with other staff members. Staff meetings and community meetings will be held.

Buy in will come from the CIT being an integral part of the development of the TIP.

Desired Annual Outcome: All ELAR and math teachers will utilize a lesson plan template that includes all of the required elements. CBAs will be administered across grade levels ELAR (K-2 every 6 weeks and 3-4 every 3 weeks) and at the completion of each math unit.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside consultant who provides assistance in math for grades K-4. Funding is also available to contract with an outside ELAR consultant if one can be identified. Appropriate resources and trainings are available for staff.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Testing calendars followed. Data meeting analysis forms completed on time and data meetings held within two day of assessment. Consistent ELAR lesson plan template in place and consistently followed.

Barriers to Address this Cycle: Time for teachers to plan effectively. Time for the principal to evaluate lesson plans and provide frequent feedback. Time for consistent PLCs.

District Actions: The district will provide funding for necessary resources and substitutes.

Start Date: October 30, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Unpack power standards in both ELAR and math before instruction begins.

Evidence Used to Determine Progress: Completed documentation of specific standards per six weeks

Person(s) Responsible: Teachers

Principal

Resources Needed: TRS YAG

TRS VAD

TRS IFD

Document for tracking

Action Step 2: Utilize the iReady Teacher Toolbox and data analysis to support differentiated instruction for students who **Progress toward Action Steps** have failed to master grade level power standards. **Necessary Adjustments/Next Steps:** Evidence Used to Determine Progress: Progress monitoring within iReady Person(s) Responsible: Teachers Principal Resources Needed: iReady Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021 Action Step 3: Track the two most impactful but most unsuccessful SEs from each ELAR and math assessment. reteach **Progress toward Action Steps** those SEs during WIN, and retest students on these SEs on the next assessment. **Necessary Adjustments/Next Steps: Evidence Used to Determine Progress:** WIN reteaching plans Data analysis forms Assessments with retaught SEs Person(s) Responsible: Teachers Principal Resources Needed: Data analysis forms Data meeting minutes Resources to be utilized for reteaching Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021 Continue/Modify o% No Progress 100% Accomplished Discontinue

Cycle 3 - (Mar – May)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Progress has been made in this area, but additional work is needed.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time will be a barrier as teachers are required to plan for both in class instruction as well as remote instruction. Time will also be a barrier for the principal as she attends trainings, admin meetings, special population meetings, and addresses the daily occurrences that arise on campus.

How will you communicate these priorities to your stakeholders? How will create buy-in?: Staff meetings, calendars

Desired Annual Outcome: Teachers will be well versed in designing lesson plans utilizing backwards design. Teachers will also be successful in reteaching and reassessing SEs.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside math consultant for grades K-4. Funding is also available for an outside ELAR consultant if one can be located. The district ensures that appropriate resources and trainings are available for the campus.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Teachers will submit weekly lesson plans that include clear objectives, opening activities, time allotments for each step of the lesson, differentiated paths of instruction, and daily formative assessments. Teachers will also prepare exemplar responses to upcoming assessments before they begin teaching the lesson or unit.

Barriers to Address this Cycle: All math assessments are already prepared, but the reading assessments are not. Selecting or creating a lesson plan template for ELAR that fulfills all of the requirements has been very difficult.

District Actions: The district will provide funds for outside consultants as well as for subs for teacher meetings. The district will also provide coverage for the campus when the principal is in training.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Recurring PLC meetings led by administration to include connections between data analysis, reteach plans, and appropriate instructional materials.

Evidence Used to Determine Progress: Agendas

Data analysis forms

RTI resources

Calendar of scheduled PLCS

Person(s) Responsible: Teachers

Principal

Resources Needed: Master schedule

Testing schedules School calendar

Start Date: September 15, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021

Progress toward Action Steps

Necessary Adjustments/Next Steps:

Action Step 2: Assessment data will be utilized to drive tier one instruction, as well as WIN time instruction. **Progress toward Action Steps Evidence Used to Determine Progress:** WIN reteaching plans **Necessary Adjustments/Next Steps:** Data analysis agendas Person(s) Responsible: Principal Teachers Resources Needed: Data analysis forms WIN structure Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021 Action Step 3: STAAR released math and reading assessments will be administered to 3rd and 4th graders. A revising and **Progress toward Action Steps:** No Review editing assessment will also be administered to the 4th graders. **Necessary Adjustments/Next Steps: Evidence Used to Determine Progress:** Assessments Data analysis forms Person(s) Responsible: Principal Teachers **Resources Needed:** STAAR released tests Start Date: March 1, 2021 - Frequency: One Time - Evidence Collection Date: March 3, 2021 % No Progress Accomplished Continue/Modify Discontinue

Cycle 4 - (Jun - Aug)

Addendums

Student Data Tab Park Crest MS

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (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 your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

				% of Assessments														
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
								(Optional)	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
		All	All	Reading	Approaches	STAAR	68	20	Checkpoints	45		Release Test	60		Cumulative Tests	75		75
		All	All	Reading	Meets	STAAR	32	3.5	Checkpoints	20		Release Test	30		Cumulative Tests	45		45
		All	All	Reading	Masters	STAAR	10	3.5	Checkpoints	5		Release Test	10		Cumulative Tests	15		15
		All	All	Mathematics	Approaches	STAAR	61	14	Checkpoints	45		Release Test	60		Cumulative Tests	75		75
		All	All	Mathematics	Meets	STAAR	34	1.5	Checkpoints	20		Release Test	30		Cumulative Tests	45		45
		All	All	Mathematics	Masters	STAAR	16	0	Checkpoints	5		RElease Test	10		Cumulative Tests	15		15
		All	All	Science	Approaches	STAAR	NA											
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Science	Meets	STAAR	NA											
		All	All	Science	Masters	STAAR	NA											
		All	All	Social Studies	Approaches	STAAR	NA											
		All	All	Social Studies	Meets	STAAR	NA											
		All	All	Social Studies	Masters	STAAR	NA											
		All	All	Writing	Approaches	STAAR	49	3	Checkpoints	45		Release Test	60		Cumulative Tests	75		75
		All	All	Writing	Meets	STAAR	12	0	Checkpoints	20		Release Test	30		Cumulative Tests	45		45
		All	All	Writing	Masters	STAAR	2	0	Checkpoints	5		Release Test	10		Cumulative Tests	15		15
	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd-4th	Hispanic	Reading	Meets	STAAR	34	2	Checkpoints	20		Release Test	30		Cumulative Tests	45		45
2. Domain 3 Focus 1		3rd - 4th	ECO Dis	Reading	Meets	STAAR	25	3	Checkpoints	20		Release Test	30		Cumulative Tests	45		45
	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd - 4th	Hispanic	Mathematics	Meets	STAAR	34	0	Checkpoints	20		Release Test	30		Cumulative Tests	45		45
3. Domain 3 Focus 2		3rd - 4th	ECO Dis	Mathematics	Meets	STAAR	31	0	Checkpoints	20		Release Test	30		Cumulative Tests	45		45
4. Domain 3 Focus 3	ELP Component	3rd -4th	English Learners (ELs)	TELPAS	All	TELPAS	NA											