

## 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>	
Lamar Primary		Kristin Monk, Assistant Superintendent	
<b>Campus Number:</b>		<b>Superintendent Name:</b>	
112901104		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	Lamar Primary	Superintendent	Michael Lamb	Principal	Chandra Crawford
District Number	112901	Campus Number	112901104	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, December 10, 2020	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal 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.					Chandra Crawford	
Board Approval Date	Monday, December 14, 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.						<a href="https://ipeds1.tea.texas.gov/perf/report/tap/2019/index.html">https://ipeds1.tea.texas.gov/perf/report/tap/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><b>Domain 1:</b> Scale Score Goal - 74 <b>Rationale:</b> 2019 STAAR data drives our scale score goal of 74; to achieve that goal, Lamar Primary students must Approach at 70%, Meet at 47% and Master at 20% on all STAAR assessments.</p> <p><b>Domain 2B:</b> Relative Performance Grade - 82 (B) <b>Rationale:</b> 2019 STAAR data establishes our current relative performance grade of 70 (C) and drives our relative performance grade goal of 82 (B); to achieve that goal, Lamar Primary economically disadvantaged students Meet at 47% and Master at 20% on all STAAR assessments.</p> <p><b>Domain 3:</b> Scale Score Goal - 68 <b>Rationale:</b> 2019 STAAR data drives our scale score goal of 68 in Domain; to achieve that goal, Lamar Primary students must meet 6 of 8 targets in Academic Achievement and 3 out of 6 in Student Success. To do so, we will focus our efforts on the sub-populations of economically disadvantaged and white students.</p>			
	What changes in student group and subject performance are included in these goals?			<p><b>Domain 1:</b> It is critical that Lamar Primary improve classroom instruction and intervention in order to increase the number of students "Meeting" and "Mastering" STAAR reading and math assessments by 20% and 25%, respectively. To achieve this goal, the percentage of students "Meeting" STAAR Reading assessment markers must increase by 9%, while the percentage of students "Mastering" STAAR Reading must remain, at least, at 20%, while the percentage of students "Meeting" and "Mastering" STAAR Math assessment markers must increase by 15% and 11%, respectively.</p> <p><b>Domain 2B:</b> N/A</p> <p><b>Domain 3:</b> It is critical that Lamar Primary close gaps in learning for underperforming students by focusing efforts on interventions to increase the number of students from the economically disadvantaged subpopulations "Meeting" and "Mastering" STAAR math and reading assessments by 47% and 20%, respectively. Likewise for students from the white subpopulation, who should be "Meeting" and "Mastering" STAAR math and reading assessments by 60% and 20%, respectively.</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		N/A		
Rationale	With a new principal and academic specialist, instructional leaders will work to fulfill roles outlined in the 19-20 school year, in addition to fulfilling new responsibilities.		With a new principal and academic specialist, 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		
Barriers to Address throughout this year	Time restraints limit efficacy of weekly Instructional Leadership Team (ILT) meetings and data discussions to shape coaching focus.		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.		N/A		
How will you communicate these priorities to your stakeholders? How will you create buy-in?	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.		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.		N/A		
Desired Annual Outcome	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.		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.		N/A		
District Commitment Theory of Action	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.		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.		N/A		

STUDENT DATA																
Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments									
							2019 Results	Assessment	2020 Baseline (BOY) September 2020	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 (77 students for school year 2020-2021)	3	All	Reading	Approaches	STAAR	68%	TPRI	9%	Unit 1 CBA (October)	50%	61%	Unit 2 CBA (December)	60%	63%	STAAR Simulation (March)
		3	All	Reading	Meets	STAAR	38%	TPRI	40%	Unit 1 CBA (October)	30%	37%	Unit 2 CBA (December)	40%	31%	STAAR Simulation (March)
		3	All	Reading	Masters	STAAR	20%	TPRI	23%	Unit 1 CBA (October)	15%	21%	Unit 2 CBA (December)	20%	10%	STAAR Simulation (March)
		3	All	Mathematics	Approaches	STAAR	63%	Readiness Assessment	17%	Unit 1-2 CBA (October)	50%	52%	Unit 5 CBA (February)	60%	51%	STAAR Simulation (March)
		3	All	Mathematics	Meets	STAAR	32%	Readiness Assessment	9%	Unit 1-2 CBA (October)	30%	27%	Unit 5 CBA (February)	40%	33%	STAAR Simulation (March)
		3	All	Mathematics	Masters	STAAR	9%	Readiness Assessment	3%	Unit 1-2 CBA (October)	15%	17%	Unit 5 CBA (February)	20%	6%	STAAR Simulation (March)
Domain 2	N/A	All	-	-	-	STAAR	-	-	-	-	-	-	-	-	-	-
		All	-	-	-	STAAR	-	-	-	-	-	-	-	-	-	-
Domain 3	5 Students ELP Component (Minimum 25 students required)	3	English Learners (ELs)	TELPAS	All	TELPAS	42% (Target - 36%)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Domain 3 Focus Area - 1	61 (Minimum 25 students required) Academic Achievement and Student Success Indicators are being tracked	3	Eco-Dis	Reading	Meets	STAAR	30%	TPRI	40%	Unit 1 CBA (October)	30%	30%	Unit 2 CBA (December)	40%	25%	STAAR Simulation (March)
		3	Eco-Dis	Reading	Masters	STAAR	14%	TPRI	23%	Unit 1 CBA (October)	15%	17%	Unit 2 CBA (December)	20%	5%	STAAR Simulation (March)
		3	Eco-Dis	Mathematics	Meets	STAAR	25%	Readiness Assessment	9%	Unit 1-2 CBA (October)	30%	24%	Unit 5 CBA (February)	40%	28%	STAAR Simulation (March)
		3	Eco-Dis	Mathematics	Masters	STAAR	4%	Readiness Assessment	3%	Unit 1-2 CBA (October)	15%	14%	Unit 5 CBA (February)	20%	7%	STAAR Simulation (March)
Domain 3 Focus Area - 2	60 (Minimum 25 students required) Academic Achievement and Student Success Indicators are being tracked	3	White	Reading	Meets	STAAR	50%	TPRI	40%	Unit 1 CBA (October)	30%	56%	Unit 2 CBA (December)	40%	33%	STAAR Simulation (March)
		3	White	Reading	Masters	STAAR	21%	TPRI	23%	Unit 1 CBA (October)	15%	25%	Unit 2 CBA (December)	20%	17%	STAAR Simulation (March)
		3	White	Mathematics	Meets	STAAR	38%	Readiness Assessment	9%	Unit 1-2 CBA (October)	30%	26%	Unit 5 CBA (February)	40%	34%	STAAR Simulation (March)
		3	White	Mathematics	Masters	STAAR	15%	Readiness Assessment	3%	Unit 1-2 CBA (October)	15%	18%	Unit 5 CBA (February)	20%	3%	STAAR Simulation (March)

CYCLE 1 90-DAY OUTCOMES (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction (DDI)	N/A
<b>Desired Annual Outcome</b>	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 T-PESS analysis directly aligned to reteach. A more specific teacher observation calendar will be implemented including time allocated for feedback and follow-up post observations.	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
<b>Desired 90-day Outcome</b>	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
<b>Barriers to Address During this Cycle</b>	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
<b>District Actions for this Cycle</b>	Academic Specialist attends DDI training to reciprocate actions with DCS, Principal and CLT. Targeted coaching sessions created bi-weekly with focus on DDI protocols including appropriate time allotment for implementation and productive campus instructional leadership.	Academic Specialist under direction of DCS 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 passes for each lesson cycle.	N/A
<b>District Commitment Theory of Action</b>	If the DCS 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 with a day of the assessment, then the campus will establish stronger data-driven instructional practices, more communication 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 Spiceworks)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Life at Lamar (Communication Tool for Families and Staff)	1	09/01/2020 - 11/30/2020	Sample calendars (one for staff and one for family) requiring input from campus leadership (principal, academic specialist, counselor, therapy support teacher and grade/content level teacher leaders)	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Weekly Calendars	11/30/2020	Significant Progress	New 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 20-21. Families will receive the upcoming calendar of events before Monday of the upcoming week.
Personal growth from Leadership Blueprint results with assistance from the DCS	1	09/01/2020 - 11/30/2020	Leadership Blueprint results	DCS	T-PESS Appraisal Results	When profiles arrive in the district from the Hogan Group	Not Yet Started	New campus leaders will reflex efforts to improve upon their own Leadership Blueprint results with the DCS and concentrate on necessary growth for school year 20-21.
New social contracts posted in PLC meeting room with participation from all stakeholders. All should be signed/initialed and used daily as needed.	2	09/01/2020 - 11/30/2020	Social contracts and completed PLC agendas	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Signed Social Contracts	11/30/2020	Significant Progress	Professional Learning Communities have met meeting norms and participation is at an all-time high. New campus leaders will be responsible for continued participation in school year 20-21.
Clearly defined, roles and division of assignments/responsibilities.	1	09/01/2020 - 11/30/2020	Updated Diagram and Job Description	Instructional Leadership (Principal and Academic Specialist)	Written roles and responsibilities	11/30/2020	Significant Progress	Updated roles and responsibilities for campus staff have been finalized and will remain a topic of conversation for school year 20-21.
Specified time allotted for weekly campus instructional leaders' meetings including observation calendars, coaching/mentoring, Vertical Works, 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	11/30/2020	Significant Progress	With IET 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 20-21.
Ongoing formative assessments will drive re-teach and re-test components of lesson cycles	2	09/01/2020 - 11/30/2020	Updated lesson Plan Template	Instructional Leadership/Principal and Academic Specialist(s) in addition to new teacher members	Copy of lesson plans with specified assessment and reteach added; re-test assessment data	Plans updated weekly in Aware	Significant Progress	Instructional staff will continue to use student-produced data to develop focused interventions and improve face-to-face and virtual instruction for school year 20-21.

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan that fits 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?	Lamar Primary reached the 90-day outcomes for each Prioritized Focus Area with the exception of one, assessing personal growth for campus IET members. A later school start date, the implementation of SDCS Virtual Learning Academy, and the troubleshooting required to successfully implement face-to-face and virtual instruction for all stakeholders is to blame. Blueprint Leadership profiles will be created and initiated no later than January 29, 2021.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Lamar Primary's beginning of year and Cycle 1 data is very promising. Lamar Primary students are not where we want them to be, yet. Through the focused efforts of cyclical data collection and disaggregation, instructional planning and delivery, intervention and assessment (formative and summative) and the hard work of our teachers and student, Lamar Primary students are poised to make student gains.
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 align="center"><b>Carryover Action Steps</b> <span style="float:right"><b>New Action Steps</b></span></p> <p>Lamar Primary will carryover all Action Steps for Cycle 2, as all steps are integral to the success of Lamar Primary.</p> <p>At this time, Lamar Primary will not add any New Action Steps. We will continue to improve upon the current Action Steps.</p>

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	N/A
<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 calendar 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 TRES analysis directly aligned to retach development of the desired skills. 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 retach 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/retest will be implemented with fidelity and observed by the ILT. The required lesson cycle will include review of student misconceptions, retach 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.	SSSD will continue to provide Lamar 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 NSA (No Sub Available) is listed on the daily substitute teacher assignment list pushed out each morning from Central Office. The barrier is the campus' continued inability to have everyone in their assigned role performing their outlined responsibilities. <b>Target:</b> 100% of staff to be in their assigned role for student success.	Time continues to be a barrier. Additional teachers have been hired to take on the District's Virtual Learning Academy, freeing up classroom teachers to focus on the students in front of them each day. However, classroom teachers are still responsible for the virtual instruction of their face-to-face students who must quarantine due to illness or exposure. <b>Target:</b> 100% of classroom teachers are provided an additional 30 minutes weekly designated for remote learning support.	N/A
<b>District Actions for this Cycle</b>	SSSD 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.	SSSD will continue to provide flexibility at the campus level for adjustments to be made to the master schedule for improved instruction, intervention and extension. Newly hired virtual teachers will receive training from the District's Curriculum, Instruction and Assessment (CIA) team, along with PLC time with face-to-face classroom teachers in order to better support our virtual academy 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' 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 Lamar 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

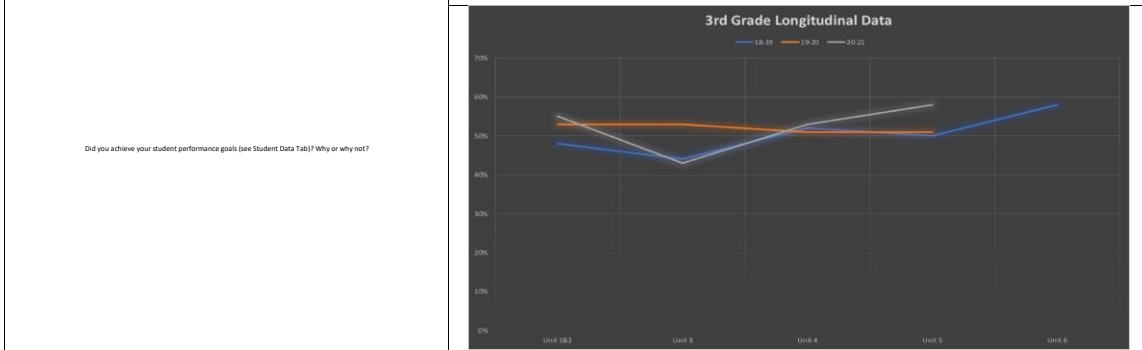
ACTION PLAN									
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps	
Life at Lamar (Communication Tool for Families and Staff)	1	12/01/2020 - 2/26/2021	Sample calendar (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	2/26/2021	Complete	New 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 20-21. 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	12/01/2020 - 2/26/2021	Leadership Blueprint Results and Champions of Hope Training	DCSI and Principal	T-PASS Appraisal Results	New Blueprint Leadership Results (Spring 2021)	Some Progress	New campus leaders will continue efforts to improve upon their own Leadership Blueprint results with the DCSI and concentrate on necessary growth for school year 20-21. New campus leaders will also attend the Champions of Hope training the natural progression of Capturing Kids' Hearts training.	
New social contracts posted in PLC meeting room with participation from all stakeholders. All should be signed/initialed and updated as needed.	2	12/01/2020 - 2/26/2021	Social contracts and completed PLC agendas	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Signed Social Contracts and PLC Agendas reflect the DDEE model. All new staff have now been trained in Capturing Kids' Hearts.	2/26/2021	Complete	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 20-21, specifically developing more effective data conversations.	
Clearly defined, roles and division of assignments/responsibilities.	1	12/01/2020 - 2/26/2021	Updated Diagram and Job Description	Instructional Leadership (Principal and Academic Specialist)	Written roles and responsibilities	2/26/2021	Complete	Updated roles and responsibilities for campus staff have been finalized and will remain a topic of conversation for school year 20-21. An alternate roles and responsibilities plan has been created due to staff shortages created by COVID. The alternate plan is implemented as needed.	
Observation calendar planned for weekly classroom walkthroughs by the ILT.	1 and 2	01/05/21 - 02/26/21	CKH Walkthrough Form	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Walkthrough Forms, Feedback; Start, Work and Target chart	2/26/2021	Significant Progress	An ongoing list of teacher feedback entitled "Star, Wish and Target" documents the ILT deliver of the previous week's walkthroughs.	
Specified time allotted for weekly campus instructional leader meetings including observation calendar, coaching/mentoring, Walkthroughs, etc.	1 and 2	12/01/2020 - 2/26/2021	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	2/26/2021	Complete	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 review data from staff and concentrate on necessary adjustments due to COVID.	
Ongoing formative assessments will drive re-teach and re-test components of lesson cycles	2	12/01/2020 - 2/26/2021	No new resources needed	Instructional Leadership (Principal and Academic Specialist) in addition to new teacher mentors	Copy of lesson plans with specified assessment and re-teach/retest assessment data	Plans updated weekly in Aware	Significant Progress	Instructional staff will continue to use student-produced data to develop focused interventions and improve face-to-face and virtual instruction for school year 20-21.	

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	1.1	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.	No	15 of 18 teachers are consistently scoring "Accomplished" on 90% of the CKH Walkthrough targets. The ILT will continue to defend each week and make a plan to provide support and encouragement to those still "Developing" in the majority of the target areas.
	5.3	SSSD will continue to provide Lamar 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.	No	We have large gaps to close due to the lack of educational opportunity created by COVID-19 and the low socioeconomic status of our students. We will continue to study our data, adjust our instruction and coach to the best of our ability.

Our students exceeded the formative goal of 62% for "All Students Approaching" on the Unit 2 CSA in Reading by 3% points; 63% of third grade students approached grade level. We still have a lot of work to do in our reading classrooms but we are seeing progress. While we did not meet any formative goals in math, we did see increases in the number of All Students, Eco-Dis Students, and White Students who "Meet" performance from the curriculum based assessments administered in Cycle 2 and we are steadily closing in on our goals! Why are we not achieving our goals by cycle? We realize we are up against the harsh reality that is a high low socioeconomic population and a pandemic that took valuable teaching and learning time away from us. We have best practices in place and are striving to meet the needs of our students, as our motto states, Every Child, Every Chance, Every Day.



	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?	Personal growth from Leadership Blue print results with assistance from the DCSI. Observation calendar planned for weekly classroom walkthroughs by the ILT. Ongoing formative assessments will drive re-teach and re-test components of lesson cycles	N/A N/A N/A

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	N/A					
<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> 18 of 18 teachers will score "Accomplished" on 90% of CKH walkthrough targets.	SSISD will continue to provide Lamar 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 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. The additional teachers hired to take on the District's Virtual Learning Academy, will continue to instruct the students assigned to them while building a bank of lessons for face-to-face teachers to utilize with face-to-face students still quarantining due to illness or exposure. <b>Target:</b> 100% of face-to-face classroom teachers will be provided a 30 minutes each week to contact quarantine students and have the ability to utilize lessons from the Virtual Learning Academy bank of resources.	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 Lamar 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					
<b>ACTION PLAN</b>								
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none"> <li>- the prioritized essential action it is aligned to,</li> <li>- the start date/end date during this specific cycle,</li> <li>- the resources needed to accomplish this task,</li> <li>- the person(s) responsible for ensuring task is accomplished,</li> <li>- the evidence that will be used to determine progress toward the action step, and</li> <li>- the date evidence will be collected.</li> </ul> <p>At the end of each cycle:</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Personal growth from Leadership Blue print results with assistance from the DCSI	1	3/1/2021 - 05/26/2021	Blueprint Leadership Results	DCSI and Principal	T-PESS Appraisal Results	5/28/2021	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	3/1/2021 - 05/21/2021	CKH Walkthrough Form	Instructional Leadership (Principal and Academic Specialist) and Instructional Leadership Team	Walkthrough Forms; Feedback; Star, Wish and Target Chart	5/29/2021	Significant Progress	An ongoing list of teacher feedback entitled "Star, Wish and Target" documents the ILT debrief of the previous week's walkthroughs. Instructional staff will continue to use student-produced data to develop focused interventions and improve face-to-face and virtual instruction for school year 20-21. Instructional staff will use student-
Ongoing formative assessments will drive re-teach and re-test components of lesson cycles	2	3/1/2021 - 05/21/2021	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.	5/28/2021	Complete	
<b>REFLECTION and PLANNING for NEXT 90-DAY CYCLE</b>								
<p>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.</p>								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	1.1	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> 18 of 18 teachers will score "Accomplished" on 90% of CKH walkthrough targets.		Goal not met. 17 of 18 teachers, 94%, scored "Accomplished" on the CKH walkthrough targets.	We did not meet 100% even though expectations were set, modeled, and growth conversations took place, one teacher chose not to make consistent changes in her classroom (did not follow CKH processes) and is choosing to retire instead of continuing to close instructional gaps.			

CYCLE 4 90-DAY OUTCOMES (June-August)								
	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>	Lamar 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 climate.			Lamar 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>	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 the pressure and stigma an F rating brings.			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 created because all staff are ready to work without the pressure and stigma an F rating brings.			N/A	
<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. The required PLC feedback documentation from teachers will include the reteach with specificity and aligned TEKS referenced.			N/A	
<b>Desired 90-Day Outcome</b>	During Cycle 4, the ILT will review student achievement by teacher and will establish target goals for personal and student growth. "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 plans, instruction and reteaching. Wildcat Walks will be revised and begin Aug. 2021. Target: 18 of 18 teachers will score "Accomplished" on 90% of COH walkthrough targets.			SSISD will provide Lamar 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 by 20% in all student populations.			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 COH 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 COH 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 provide a full-time math interventionist for Lamar Primary.			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: Capturing Kids' Hearts. This targeted plan aligns with growing future district leaders from Lamar Primary.			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 discretion.			N/A	
<b>ACTION PLAN</b>								
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
Personal Growth of campus's instructional leaders	1.1	06/01/21	Blueprint Leadership Profile and Supporting Documents	DCS, Campus Principal	Blueprint Leadership Traction Plan (COH)	6/2/2021	Significant Progress	Campus leaders will continue efforts to improve upon their own BlueprintLeadership results with the DCSI and concentrate on necessary growth for school year 21-22.
Training of campus's new hires	1.1	07/29/2021 - 08/13/2021	Curriculum and Instructional Technology Resources	CIA Team, DCSI, and Campus Principal	Sign-in Sheets/Agendas/PD Calendar	8/27/2021	Not yet started	Continue to interview for best fit new hires and reassign current staff members to the correct seats.
ILT Leadership Retreat	1.1	07/26/2021 - 07/30/2021	Lamar Student Data	Campus Principal	Sign-in Sheet/Agenda	7/30/2021	Not yet started	Revisit ILT Roles and Responsibilities with Fidelity and feedback
Data Talks	5.3	05/28/2021 - 06/10/2021	Student Performance Data/Education Records	DCS, Campus Principal	Sign-in Sheets	05/29/2021, 06/03/2021, 06/07/2021, 06/10/2021	Significant Progress	Take data nuggets revealed by individual student data review and target instructional practices to close gaps.