

# Goodwater Montessori School

## 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>	
Goodwater Montessori School		Jenny Wilson, School Improvement Coordinator	
<b>Campus Number:</b>		<b>Superintendent Name:</b>	
246802-001		Dr. Bruce Tabor, Superintendent	
<b>Date:</b>			
Monday, December 07, 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	Goodwater Montessori School	Campus Name	Goodwater Montessori School	Superintendent	Dr. Bruce Tabor	Principal	Dr. Bruce Tabor
District Number	246802	Campus Number	246802-001	District Coordinator of School Improvement (DCSI)	Jenny Wilson	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Kendra Monk

**ASSURANCES**

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Jenny Wilson 12/8/20
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 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.	Dr. Bruce Tabor 12/8/20
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.	Dr. Bruce Tabor 12/8/20
Board Approval Date	15-12-2020	

**DATA ANALYSIS**

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsr1.tea.texas.gov/perfreport/tap/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For the 2020/2021 school year, our campus will increase our Domain 1 component score from a 43 (scaled score of 72) to a 50 (scaled score of 77) by increasing percent Approaches to 80%, Meets to 50%, and Masters to 20%. This move our campus rating from a 72 to a 78 overall for 2021. Rationale: Using BOY MAP data to identify students for RTI should improve STAAR scores in both Math and Reading. Domain 2B: Our goal is to reach a component score of 75 (scaled score of 80) specifically for our Economically Disadvantaged students in 2021. Rationale: By focusing on our Economically Disadvantaged students in reading will raise scores in all content areas. Domain 3: We will increase our Domain 3 score of 44 (scaled score of 68) to a score of 63 (scaled score of 74) in 2021. Rationale: By using RTI to improve our Reading scores, we should be able to push our Academic Achievement up by 2, Growth by 1, and Student Success by 2.
	What changes in student group and subject performance are included in these goals?	Domain 1: We need to focus on our reading instruction. Our data is particularly low in this area across all grades, and it is impacting our student outcomes. Domain 2B: If we increase our Economically Disadvantaged reading scores from 61 to 65% Approaches, 17 to 22% Meets, and 6 to 11% Masters. Domain 3: By increasing the percentage by 5% at meets in both reading and math for All, Hispanic, and White students we will have met 6 out of 8 indicators.
	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.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full 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.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

**PRIORITIZED FOCUS AREAS**

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

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasessf.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1	4.1	5.1
Rationale	Goodwater Montessori School has a large turnover that includes: as of December 9th, Director of Curriculum and Instruction, 1 Primary Guide, 2 Elementary Guides, and 3 Classroom Assistants.	Goodwater Montessori School needs to ensure the scope and sequence is fully aligned to the TEKS, with an emphasis on readiness standards, and structured in logically sequenced units of instruction through the use of backward design.	Goodwater Montessori School needs to enhance instruction to ensure all students are grasping the concepts required by the TEKS but through a Montessori method of instruction that promotes self-directed learning, and to have data that substantiates the learning process.

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>Goodwater Montessori School partners with our Board members, staff, and families, NCMPs (National Center Montessori Public Sector), Public Charter Schools and Montessori Charter School Leaders in Texas and across the country.</p>	<p>The DCI will monitor weekly lesson plans, one on one meetings with DCI weekly to assess progress of guides, work in tandem with the DCI and Montessori Coach to ensure Guides are integrating the TEKS into the Montessori method of instruction.</p>	<p>The DCI will monitor weekly lesson plans, one on one meetings with DCI weekly to assess progress of guides, work in tandem with the DCI and Montessori Coach to ensure Guides are integrating the TEKS into the Montessori method of instruction.</p>
<p><b>Barriers to Address throughout this year</b></p>	<p>The barriers to address throughout this year COVID-19 and the possibility of the school being required to pivot from in-school instruction to remote instruction because of confirmed cases. Hiring can be difficult in the best of times, but it is much harder this year due to COVID-19.</p>	<p>The barriers to address throughout this year is having people that can do the alignment crosswalk, the adaptation for the COVID regulations for in-person and remote, and ensuring everyone sees the value in triangulating the TEKS, Montessori method, assessment, and the instruction.</p>	<p>The barriers to address throughout this year are the difficult task of finding a qualified DCI and/or Montessori Coach, ensuring everyone sees the value in triangulating the TEKS, Montessori method, assessment, and the instruction, and making sure that lessons are differentiated to ensure all students are grasping the concepts required by the TEKS.</p>
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>Leadership will communicate these priorities through weekly communication to staff, job placement advertising, school website, share with families what positions are open, update advertising sites on a regular basis, and communicate to other school leaders across the country.</p>	<p>Leadership will communicate these priorities through weekly meetings with each grade level, to Leadership Team (LT) on a weekly basis, and work closely with DCI and Montessori Coach. Leadership will also provide professional development on backward design.</p>	<p>Leadership will communicate these priorities through daily conversations with Guides in their classroom after observations, weekly meetings will include looking at data, and explaining how to use the data to inform instruction.</p>
<p><b>Desired Annual Outcome</b></p>	<p>The desired outcome is that all positions on our campus will be consistently filled throughout the school year.</p>	<p>The desired outcome is that the one-year scope and sequence can be adapted for remote and in-school instruction (with the new COVID-19 regulations) by the end of the school year for both modes of instruction.</p>	<p>The desired outcome will be that all guides can enhance their skill level if they understand how data can provide valuable information relating to student success. Leadership will continue the progress in integrating the Montessori lessons with the TEKS by supporting teachers in creating and submitting daily lesson plans that include clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides the campus with sufficient control over the hiring process then, the campus can implement strategies to recruit high-quality candidates and reduce the turnover rate.</p>	<p>If the district provides a data assessment platform to capture assessment data then, the campus will have time to review data in PLCs to ensure the lessons are aligned with the Montessori method and the TEKS.</p>	<p>If the district ensures access to high-quality formative assessment resources aligned to state standards then, the campus PLCs will be able to write lesson plans that are aligned with both the TEKS and the Montessori method.</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR second 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: 62/20/18).

If you prefer to enter the data by each grade-level, you may still want to accommodate each grade.

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

For each cycle, please enter Assessment Type. Remember to use comparable STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

For Domain 2, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combination of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

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

How: For each cycle, please identify what assessment you are using to track the progress of students (ie primary for TELPAS). You can adjust the data you provide, based on the data you collect. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

If you administered a summative assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency. Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement: Track Meets ONLY.

For tracking Student Success (SS) 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 CSDE.

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

For each cycle, please identify what assessment you are using to track the progress of students (ie primary for TELPAS). You can adjust the data you provide, based on the data you collect. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

Please communicate with your TCA 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 pages, select the View tab and click the Freeze Form button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% of Assessments									2021 Accountability Goal
									Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	
1. Domain 1	% of Students at Approaches, Meets and Masters	AS	AS	Reading	Approaches	STAAR	77%					MSWP Benchmark 1	79		MSWP Benchmark 1	82	85	
		AS	AS	Reading	Meets	STAAR	49%						MSWP Benchmark 2	45		MSWP Benchmark 2	48	52
		AS	AS	Reading	Masters	STAAR	20%						MSWP Benchmark 3	22		MSWP Benchmark 3	25	28
		AS	AS	Mathematics	Approaches	STAAR	12%						MSWP Benchmark 1	15		MSWP Benchmark 1	17	20
		AS	AS	Mathematics	Meets	STAAR	48%						MSWP Benchmark 2	43		MSWP Benchmark 2	45	47
		AS	AS	Mathematics	Masters	STAAR	11%						MSWP Benchmark 3	13		MSWP Benchmark 3	15	18
		AS	AS	Science	Approaches	STAAR	7%						Benchmark 1	7%		Benchmark 2	7%	8%
		AS	AS	Science	Meets	STAAR	20%						Benchmark 1	20		Benchmark 2	20	22
		AS	AS	Science	Masters	STAAR	1%						Benchmark 1	7		Benchmark 2	9	11
		AS	AS	Social Studies	Approaches	STAAR	1%						Benchmark 1	10		Benchmark 2	10	10
		AS	AS	Social Studies	Meets	STAAR	1%						Benchmark 1	40		Benchmark 2	45	50
		AS	AS	Social Studies	Masters	STAAR	1%						Benchmark 1	10		Benchmark 2	15	20
		AS	AS	Writing	Approaches	STAAR	48%						Benchmark 1	50		Benchmark 2	52	55
		AS	AS	Writing	Meets	STAAR	40%						Benchmark 1	42		Benchmark 2	44	46
		AS	AS	Writing	Masters	STAAR	10%						Benchmark 1	17		Benchmark 2	18	20
		2. Domain 2 Focus 1	Academic Achievement	AS	AS	Reading	Meets	STAAR	43%					MSWP Benchmark 1	45		MSWP Benchmark 1	47
AS	White			Reading	Meets	STAAR	39%						MSWP Benchmark 1	41		MSWP Benchmark 1	43	45
3. Domain 3 Focus 1	Academic Achievement	AS	AS	Mathematics	Meets	STAAR	45%					MSWP Benchmark 1	43		MSWP Benchmark 1	45	47	
		AS	White	Mathematics	Meets	STAAR	39%						MSWP Benchmark 1	41		MSWP Benchmark 1	43	45
4. Domain 3 Focus 2	ESL Component (Minimum 25 students required)	AS	English Learners (EL)	TELPAS	AS	TELPAS	66%	(only 4 students)				MSWP Benchmark 2	68		MSWP Benchmark 2	69	72	

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

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1	4.1	5.1
Desired Annual Outcome	The desired outcome is that all positions on our campus will be consistently filled throughout the school year.	The desired outcome is that the one-year scope and sequence can be adapted for remote and in-school instruction (with the new COVID-19 regulations) by the end of the school year for both modes of instruction.	The desired outcome will be that all guides can enhance their skill level if they understand how data can provide valuable information relating to student success. Leadership will continue the progress in integrating the Montessori lessons with the TEKS by supporting teachers in creating and submitting daily lesson plans that include clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides the campus with sufficient control over the hiring process then, the campus can implement strategies to recruit high-quality candidates and reduce the turnover rate.	If the district provides a data assessment platform to capture assessment data then, the campus will have time to review data in PLCs to ensure the lessons are aligned with the Montessori method and the TEKS.	If the district ensures access to high-quality formative assessment resources aligned to state standards then, the campus PLCs will be able to write lesson plans that are aligned with both the TEKS and the Montessori method.

**ACTION PLAN**

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

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

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

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

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1	4.1	5.1
Desired Annual Outcome	The desired outcome is that all positions on our campus will be consistently filled throughout the school year.	The desired outcome is that the one-year scope and sequence can be adapted for remote and in-school instruction (with the new COVID-19 regulations) by the end of the school year for both modes of instruction.	The desired outcome will be that all guides can enhance their skill level if they understand how data can provide valuable information relating to student success. Leadership will continue the progress in integrating the Montessori lessons with the TEKS by supporting teachers in creating and submitting daily lesson plans that include clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.
Desired 90-day Outcome	All empty positions will be filled by January 31, 2021.	One-year scope and sequence adaptation for both remote and in-school instruction will be 75% complete.	Leadership team will continue to monitor the progress of lesson planning and formative assessments to ensure they are tied to both the Montessori method and the TEKS.
Barriers to Address During this Cycle	Hiring is difficult due to COVID-19.	We do not currently have a Montessori Coach or Director of Curriculum and Instruction to guide the adaptation of the scope and sequence. We may have to use other staff for this process, and they will need to see the value in the process to be successful.	Making sure time is allotted to review the lessons and formative assessments submitted to ensure they are linked to both the Montessori method and the TEKS. We also need to make sure those reviewing the lessons see the value in reviewing them.
District Actions for this Cycle	District will provide resources for recruitment and retention of high-quality candidates.	District will provide resources for the current staff to complete the adaptation of the scope and sequence for both in-person and remote learning.	District will provide professional development to staff on how to link their lessons and formative assessments to both the Montessori method and the TEKS.
District Commitment Theory of Action	If the district provides the campus with sufficient control over the hiring process then, the campus can implement strategies to recruit high-quality candidates and reduce the turnover rate.	If the district provides a data assessment platform to capture assessment data then, the campus will have time to review data in PLCs to ensure the lessons are aligned with the Montessori method and the TEKS.	If the district ensures access to high-quality formative assessment resources aligned to state standards then, the campus PLCs will be able to write lesson plans that are aligned with both the TEKS and the Montessori method.

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Leadership Team (LT) sends out a campus climate survey to staff.	2.1	01/04 - 01/08	Climate Survey Form	Superintendent & DCSI	Completed Climate Survey Form	01/08		
LT reviews data from climate survey and develops a plan to improve the campus climate to improve staff retention.	2.1	01/11 - 02/02	Completed Climate Survey Form	Superintendent & DCSI	Staff retention plan	02/03		
LT continues to recruit highly-qualified candidates.	2.1	Ongoing	Online Resources (Indeed, TeachMontessori.org, College Job Fairs, ESC XIII)	Superintendent	Recruitment Tracker	Ongoing, 01/31, 02/28		
LT interviews highly-qualified candidates.	2.1	Ongoing	Interview questions; Interview Rubric	Superintendent	Interview Notes; Hired individuals	Ongoing		
LT ensures the Montessori method and TEKS crosswalk is completed.	4.1	12/01 - 02/15	Current scope and sequence & TEKS	Superintendent & DCSI	Montessori method and TEKS Crosswalk	02/15		

LT ensures the adaptation of the crosswalk to both in-person (with COVID restrictions) and remote learning is 75 % complete.	4.1	12/15 - 02/15	Crosswalk Document	Superintendent & DCSI	Adapted Scope and Sequence	02/15		
LT meets to engage in a lesson plan feedback calibration activity to build skills in this area.	5.1	12/01-02/28	Lesson Plan Feedback forms; Lesson plan submission process	Superintendent, DCSI, & Lead Guides	Meeting Agenda and Meeting Notes; Feedback protocol	01/05, 01/12, 01/26, 02/02, 02/09, 02/23		
PLCs discuss weekly lesson plans during meetings	5.1	12/01 - 02/28	Lesson Plans	Lead Guides	Meeting Agenda and Meeting Notes	Biweekly meetings 01/15, 02/15		
LT is purposefully calendaring out time for alignment .	5.1	12/01 - 02/28	Shared Calendar	Superintendent, DCSI, & Lead Guides	Shared calendar, Meeting Agenda, Meeting Notes	Ongoing, 01/15, 02/15		
Professional development on backward design.	5.1	01/05	Backward design template, Exemplar	Superintendent & DCSI	Backward design lesson plans	02/15		

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

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>



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

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1	4.1	5.1
Desired Annual Outcome	The desired outcome is that all positions on our campus will be consistently filled throughout the school year.	The desired outcome is that the one-year scope and sequence can be adapted for remote and in-school instruction (with the new COVID-19 regulations) by the end of the school year for both modes of instruction.	The desired outcome will be that all guides can enhance their skill level if they understand how data can provide valuable information relating to student success. Leadership will continue the progress in integrating the Montessori lessons with the TEKS by supporting teachers in creating and submitting daily lesson plans that include clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.
Desired 90-day Outcome	All positions remain filled, and any vacancies are filled within 30 days.	One-year scope and sequence adaptation for both remote and in-school instruction will be 100% complete.	Leadership team will provide feedback to all guides on the progress of lesson planning and formative assessments to ensure they are tied to both the Montessori method and the TEKS.
Barriers to Address During this Cycle	Retention are difficult due to COVID-19.	If we have a Montessori Coach and/or Director of Curriculum and Instruction, they will be new to the position.	Making sure time is allotted to provide formal feedback on lessons and formative assessments submitted to ensure they are linked to both the Montessori method and the TEKS. Also, we may need to set up systems and processes to give and receive feedback.
District Actions for this Cycle	District will provide resources for retention of high-quality candidates.	District will review scope and sequence adaptation once completed.	District will design a system for formalized feedback to be given and received by leadership team and guides.
District Commitment Theory of Action	If the district provides the campus with sufficient control over the hiring process then, the campus can implement strategies to recruit high-quality candidates and reduce the turnover rate.	If the district provides a data assessment platform to capture assessment data then, the campus will have time to review data in PLCs to ensure the lessons are aligned with the Montessori method and the TEKS.	If the district ensures access to high-quality formative assessment resources aligned to state standards then, the campus PLCs will be able to write lesson plans that are aligned with both the TEKS and the Montessori method.

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
LT starts working on organization flow chart.	2.1	05/01 - 05/30	Current Organization Flow Chart; job descriptions	Leadership team	Partially Completed New Organizational Flow Chart	05/30		
LT continues to recruit highly-qualified candidates.	2.1	Ongoing	Online Resources (Region 13, Indeed, Montessori websites)	Superintendent	Recruitment Tracker	Ongoing, 03/31, 04/30, 05/31		
LT interviews highly-qualified candidates.	2.1	Ongoing	Interview questions; Interview Rubric	Superintendent	Interview Notes; Hired individuals	Ongoing		
LT ensures the adaptation of the crosswalk to both in-person (with COVID restrictions) and remote learning is 100% complete.	4.1	03/01 - 05/15	Crosswalk Document	Superintendent & DCSI	Adapted Scope and Sequence	05/15		
PLCs discuss weekly lesson plans during meetings utilizing a backward design lens.	5.1	03/01 - 05/30	Lesson Plans, Backward design template, Exemplar	Lead Guides	Meeting Agenda and Meeting Notes	Biweekly meetings, 03/15, 04/15, 05/15		
LT is purposefully calendaring out time for alignment.	5.1	03/01 - 05/30	Shared Calendar	Superintendent, DCSI, & Lead Guides	Shared calendar, Meeting Agenda, Meeting Notes	Ongoing, 04/15, 05/15		

LT review feedback systems.	5.1	03/01 - 04/01	Feedback System	Superintendent & DCSI	Feedback System & Targeted Feedback for Guides	04/25		
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**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

**END OF YEAR REFLECTION**

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

## CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

**Rationale:** Explain the reason(s) this campus chose to focus on these Essential Actions this year.

**Communication:** Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

**Capacity Building:** For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas.esf.org/vetted-programs/>

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**District Actions for this Cycle:** List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

### ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps