

# Nettie Baccus Elementary School

## Targeted Improvement Plan At-A-Glance

**\*\*At the end of each cycle, the Administrative Leadership Team and the Campus Improvement Team will reflect on the implementation of the Targeted Improvement Plan to determine if outcomes and student performance goals are being met. At that time, the teams will list any action steps that will carry over to the next cycle and add any new action steps necessary for the next cycle.\*\***

Three Prioritized Focus Areas from Effective Schools were chosen to guide our plan for growth towards measured success. Under each goal are incremental checkpoints for progress.

***Focus Area 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.***

Daily processes and procedures reflect a common understanding of mission, vision and values as well as high expectations for staff and students and shared ownership for all students to achieve success. Staff will receive training and support on implementing a campus-wide behavior plan and social emotional lessons/character traits, partnering with Communities in Schools and our school counselor.

### **Cycle 1 Sept-Nov 2020:**

- Establish campus systems and procedures.
- Campus Goals and SMART goals driven by student data from STAAR. Administrators will coach each teacher on how to create SMART goals and align them with campus goals.
- Master Schedule created to include PLC specific schedule on Tuesdays, daily RTI block, and daily character education/social emotional block.
- Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.
- Staff classroom management training focusing on consistency, strategies, using the campus behavior room, implementing calming corners in the classroom, and collaborating on individual students.

### **Cycle 2 Dec 2020-Feb 2021:**

- Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.

### **Cycle 3 Mar-May 2021:**

- Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.

***Focus Area 5.1: Objective-driven lesson plans with formative assessments.***

Teachers will create daily lesson plans with a focus on clear daily objective, higher-order thinking/question stems, academic vocabulary, small group instruction (targeted intervention), and regular formative assessments. Teachers follow our campus lesson plan template and the PLC process is in place. Through collaboration and data (formative assessments, CAs, benchmarks and MAP data), teachers will determine the areas of need and the most effective resources for our students. Discussions that take place during PLC, lesson plans, and observation feedback all need to be aligned. Lesson plan feedback will be provided in a frequent and timely manner.

### **Sept-Nov 2020:**

- PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.
- Classroom Walk-Throughs - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.
- Teachers will receive coaching and support on classroom management and best practices.
- Sandy Snow training for formative assessment: Assessing FOR Learning - Systematic, Systemic, and Sustainable.

### **Cycle 2 Dec 2020-Feb 2021:**

- Implement Saturday School based on individual academic student needs.
- Classroom Walk-Throughs to ensure classroom instruction is continuing at the level of rigor set at the beginning of the year - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.
- Teachers struggling with classroom management and best practices will receive coaching and support based on individual need.
- Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.
- PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.

### **Cycle 3 Mar-May 2021:**

- Implement Saturday School based on individual academic student needs.
- Classroom Walk-Throughs to ensure classroom instruction is continuing at the level of rigor set at the beginning of the year - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.
- Teachers struggling with classroom management and best practices will receive coaching and support based on individual need.
- Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.
- PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.

### ***Focus area 5.3: Data-driven instruction.***

Students and staff will use data tracking to goal set and be more informed for the learning process. Teachers will be using data to drive instruction as well as to create an individual action plan for each student addressing concepts they need to continue to work with. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement and growth for our campus. Schedules will be made for teacher-student and student-led data conversations. MAPS training and testing will be conducted.

### **Sept-Nov 2020:**

- Establish baseline data through MAPS, BAS and mClass to determine where students are and set goals for future growth. Determine if it is COVID related or more.
- PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.

- Classroom Walk-Throughs - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.
- MAPS training and coaching - best testing environment/strategies, how to read reports, building intervention and/or extension groups from data.
- Home visits for non-participating virtual learners.
- Work with students to design campus data wall - students will build a graph to represent campus goals for MAPS testing.
- Set up student data folders - grade levels will determine what is the best data to monitor progress throughout the school year.
- Determined a need for intervention with virtual and face to face students based on grades, MAPS and other data.
- Provide co-teaching training for SPED teachers.

### **Cycle 2 Dec 2020-Feb 2021:**

- Implement Saturday School based on individual academic student needs.
- Classroom Walk-Throughs to ensure classroom instruction is continuing at the level of rigor set at the beginning of the year - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.
- Teachers struggling with classroom management and best practices will receive coaching and support based on individual need.
- Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.
- PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.
- Review MAPS data for MOY to determine individual student academic growth. Revisit interventions and extensions in place using that data.

### **Cycle 3 Mar-May 2021:**

- Implement Saturday School based on individual academic student needs.
- Classroom Walk-Throughs to ensure classroom instruction is continuing at the level of rigor set at the beginning of the year - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.
- Teachers struggling with classroom management and best practices will receive coaching and support based on individual need.
- Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.
- PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.
- Review MAPS data for MOY to determine individual student academic growth. Revisit interventions and extensions in place using that data.

## 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](#)

**Campus Name:**

**District Coordinator of School Improvement (DCSI) Name, Role:**

Nettie Baccus Elementary School

Ron Holmgren, Assistant Superintendent

**Campus Number:**

**Superintendent Name:**

111-901-105

Dr. Jeremy Glenn

**Date:**

Sept 11, 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.

<b>District Name</b>	Granbury Independent School District	<b>Campus Name</b>	Nettie Baccus Elementary School	Dr. Jeremy Glenn	<b>Principal</b>	Julie Rohleder
<b>District Number</b>	111-901	<b>Campus Number</b>	111-901-105	Ron Holmgreen	<b>ESC Number</b>	11
<b>Is this a Turnaround Implementation Plan?</b>	No	<b>What Year was the TAP first implemented?</b>	N/A		<b>ESC Support</b>	Melissa Sulak

**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.

<b>DCSI</b>	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.	Ron Holmgreen 9/11/2020
<b>Principal Supervisor</b> <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
<b>Principal</b>	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.	Julie Rohleder 9/11/2020

<b>Board Approval Date</b>	
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**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://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

<b>Data Analysis Questions</b>	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: Student Achievement</b> - Baccus Elementary will increase this year's 3rd-5th grade Reading STAAR Approaches Grade Level from 53% to 61% in the Economically Disadvantaged student group and by at least 5% in all other student groups. Baccus Elementary will increase this year's 3rd-5th grade Math STAAR Approaches Grade Level from 61% to 72% in the Economically Disadvantaged student group and by at least 5% in all other student groups.</p> <p><b>Rationale:</b> Baccus Elementary Economically Disadvantaged student group currently makes up 85.2% of our student population. Compared to hispanic and white student groups on this campus, our economically disadvantaged students scored lower in approaches or above on the 2019 Reading STAAR test. Our economically disadvantaged group makes up a large percentage of our special education, hispanic, and white student groups on this campus. Baccus had 61% of our economically disadvantaged students score approaches level or above on the 2019 Math STAAR accountability. Baccus Hispanic student group ranged from 7-10% lower at Approaches Grade Level in all subject areas except writing. By raising the Approaches Grade Level percentages, Baccus will improve the campus' overall Accountability Rating.</p> <p><b>Domain 2B: Relative Performance</b> - Baccus Elementary will increase the STAAR Relative Performance Rate from 36% to 45% on the 2021 STAAR Test. <b>Rationale:</b> Baccus had 82.5% economically disadvantaged students for the 2019 school year of which only 66% made gains in reading and math. Currently the Economically Disadvantaged student group has increased to 85.2%. In order to improve in this domain, Baccus will focus on monitoring each individual student progress - student by student and standard by standard throughout the year.</p> <p><b>Domain 3: Closing the Gaps</b> Baccus Elementary will increase the Special Education and White student groups' Grade Level Performance target outcomes by ten points on the 2021 STAAR test. Baccus Elementary will increase the White and Economically Disadvantaged student groups' academic growth target outcomes by eleven points on the 2021 STAAR test. Baccus elementary will work to meet the targets for all groups of students on campus. By monitoring student progress toward their goals each six weeks.</p> <p><b>Rationale:</b> The academic growth status weighs the most for Domain 3. Baccus only met 1 target out of all student groups in academic growth for the 2019 school year. Baccus did not meet any targets out of all student groups in grade level performance for the 2019 school year. There is at least a 17 point difference in the white student group between the outcome and target scores in Reading. There is a 14 point difference in the special education student group between the outcome and target scores in Reading.</p>
	What changes in student group and subject performance are included in these goals?	<p><b>Domain 1:</b> Baccus elementary went down across the board from 2018-2019 in student achievement falling from 79% meet standard to 57% met standard. Economically disadvantage group for Baccus Elementary has increased from 82.5% to 85.2% over the past two years.</p> <p><b>Domain 2B:</b> Only 66% of the 82.5% economically disadvantaged students made progress in math and reading during the 2019 school year.</p> <p><b>Domain 3:</b> The Special Education student group has maintained about the same caseloads in grades 3-5 over the past two years. There is at least a 14 point different in the Special Education student group between the outcome and target scores in Reading. All groups of students need to reach the target levels for each subject in order to receive distinction awards. There is at least a 17 point difference in the white student group between the outcome and target scores in Reading.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

**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.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial 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.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Planning for 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://texasesf.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://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1	5.1	5.3
<b>Rationale</b>	Mission and vision are captured in writing, however, teachers need clarification on what these look like and guidance putting them into action on a daily basis. We have school-wide expectations put into place, but the day-to-day understanding is lacking. We would like to strengthen the demonstration of high academic and character expectations for all students and staff and the implementation of social-emotional lessons.	We have put an objective-driven lesson plan template and the PLC process in place. Through collaboration and data, we need to utilize the most effective resources for our students. Discussions that take place during PLC, lesson plans, and observation feedback all need to be aligned.	In reflection, we realized that we moved away from a focus on goal-setting conversations with students and teachers that led to success in the past. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement and growth for our campus.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Training and support on implementing a campus-wide behavior plan and social emotional lessons/character traits; partnering with Communities in Schools and our school counselor.	Campus instructional leaders review lesson plans frequently for alignment to standards, the scope and sequence, and the expected level of rigor. The campus instructional leaders will provide teachers with feedback and lesson planning support. Provide feedback focused on teacher actions that will have the greatest positive impact on student learning. Lesson plan feedback will be provided in a frequent and timely manner.	MAPS training for teachers to learn how to read the reports in order to disaggregate data as well as how testing will be conducted. Campus instructional leaders will review disaggregated data to track and monitor progress of all students and provide evidence-based feedback to teachers. Training will be provided for teachers on formative instructional strategies to support monitoring individual students and practiced with consistency and fidelity in all classrooms. Campus administrators will conduct regular walk-throughs and observations to ensure consistent implementation of expectations. Campus Instructional Specialists will provide individual teacher support in order to increase teacher knowledge and skills for their grade level.
<b>Barriers to Address throughout this year</b>	Transitioning to new COVID safety procedures; continuous monitoring of the mental health of each and every stakeholder due to COVID-based stressors	COVID-based learning gaps. Identifying non-participants in remote learning and their needs. Ensuring all students have rigorous learning experiences whether they are remote or face to face. Lack of opportunity for teachers to collect formative assessment data on remote learners in order to reflect, adjust, and deliver instruction that meets the needs of each student.	Teachers identifying students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. Teachers instilling high expectations for individual student academic growth starting at Pre-kindergarten. Mindset barrier of setting high expectations for students of poverty.
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Providing allotted time in the master schedule for social-emotional lessons/character traits; check-ins with staff and students; Buy-in will be cemented in the idea that we're all experiencing this together; continued partnership with Communities in Schools to help meet parent/ community needs. Practices and procedures are captured in writing (campus google classroom) and consistently implemented with fidelity.	Formative assessments will be completed with an exemplar response and teachers will be provided coaching on this process using their student work samples. Feedback will be timely, delivered to the teacher with enough time to make recommended changes before lesson delivery.	Data will be tracked by teachers and students in student data folders. Teachers will support students in setting reasonable and attainable goals. Those growth measures will be communicated to parents via parent and student conferences. Master schedule includes at least one block weekly for teacher teams to meet to allow for frequent and in-depth conversations about student data, effective instructional strategies and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.



<p><b>Desired Annual Outcome</b></p>	<p>Improved student and staff well-being; measured by overall satisfaction rate on climate surveys</p>	<p>Improved instruction and student success based on individual gains; measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.</p>	<p>Improved instruction and student success based on individual gains. RTI groups will be fluid to meet student academic needs. Measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If GISD contracts with Community in Schools for social work support and partners with local charitable organizations then, Baccus students basic needs will be supported.</p>	<p>If GISD provides a campus Special Programs Coordinator then, Baccus instructional leadership team will have time to implement effective PLC meetings and instructional coaching.</p>	<p>If GISD provides additional instructional support teachers then, Baccus Elementary is able to implement more effective small group instruction in order to meet student academic needs.</p>

STUDENT DATA

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

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters. For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators. Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

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

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number) High Schools or K-12 campuses should use one number that is in relation to CCMR.

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

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I. For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

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

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

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal		
							2019 Results (%)	2020 Baseline Data (Optional) MAP Growth BOY Data (%) (Cut Scores v. STAAR Projections)	Cycle 1			Cycle 2			Cycle 3			Summative Goal	
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal			Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd Grade	All	Reading	Approaches	STAAR	51	51	MAP	25		MAP	50			70			
		3rd Grade	All	Reading	Meets	STAAR	32	26	MAP	15		MAP	20			25			
		3rd Grade	All	Reading	Masters	STAAR	13	6	MAP	5		MAP	10			12			
		3rd Grade	All	Mathematics	Approaches	STAAR	58	39	MAP	25		MAP	50			70			
		3rd Grade	All	Mathematics	Meets	STAAR	26	10	MAP	15		MAP	20			25			
		3rd Grade	All	Mathematics	Masters	STAAR	18	1	MAP	5		MAP	10			12			
		4th Grade	All	Reading	Approaches	STAAR	53	66	MAP	25		MAP	50			75			
		4th Grade	All	Reading	Meets	STAAR	24	23	MAP	15		MAP	20			25			
		4th Grade	All	Reading	Masters	STAAR	10	10	MAP	5		MAP	10			12			
		4th Grade	All	Mathematics	Approaches	STAAR	63	53	MAP	25		MAP	50			70			
		4th Grade	All	Mathematics	Meets	STAAR	31	6	MAP	15		MAP	20			25			
		4th Grade	All	Mathematics	Masters	STAAR	18	4	MAP	5		MAP	10			12			
		4th Grade	All	Writing	Approaches	STAAR	54	NA	MAP			MAP							
		4th Grade	All	Writing	Meets	STAAR	24	NA	MAP			MAP							
		4th Grade	All	Writing	Masters	STAAR	7	NA	MAP			MAP							
		5th Grade	All	Reading	Approaches	STAAR	77	62	MAP	25		MAP	50			70			
		5th Grade	All	Reading	Meets	STAAR	39	31	MAP	15		MAP	20			25			
		5th Grade	All	Reading	Masters	STAAR	16	14	MAP	5		MAP	10			12			
		5th Grade	All	Mathematics	Approaches	STAAR	73	61	MAP	25		MAP	70			75			
		5th Grade	All	Mathematics	Meets	STAAR	45	18	MAP	15		MAP	20			25			
		5th Grade	All	Mathematics	Masters	STAAR	24	2	MAP	5		MAP	10			12			
		5th Grade	All	Science	Approaches	STAAR	65	65	MAP	25		MAP	70			75			
		5th Grade	All	Science	Meets	STAAR	37	15	MAP	15		MAP	20			25			
		5th Grade	All	Science	Masters	STAAR	23	5	MAP	5		MAP	10			12			
3. Domain 3 Focus 1	Focus 1 Components (Please see targets in the spreadsheet)	All	Economically Disadvantaged	Reading	Approaches	STAAR	52		MAP	25		MAP	50			70			



### 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
<b>Essential Action</b>	3.1	5.1	5.3
<b>Desired Annual Outcome</b>	Improved student and staff well-being; measured by overall satisfaction rate on climate surveys	Improved instruction and student success based on individual gains; measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.	Improved instruction and student success based on individual gains. RTI groups will be fluid to meet student academic needs. Measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.
<b>Desired 90-day Outcome</b>	<ul style="list-style-type: none"> <li>- Staff can articulate school mission, vision, and values</li> <li>- Staff will know the classroom and school-wide routines, procedures, and policies.</li> <li>- Routines will be established to implement SEL skills and character traits.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate expectations and template for lesson plans</li> <li>-Formative assessments will be added to lesson plan template</li> </ul>	<ul style="list-style-type: none"> <li>-Collect baseline data and analyze it in PLC meetings</li> <li>-Group students appropriately for intervention</li> </ul>
<b>Barriers to Address During this Cycle</b>	<ul style="list-style-type: none"> <li>-Parent misunderstandings about what SEL is</li> <li>-Staff reverting back to old school-wide discipline routines and procedures</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers felt ill equipped in formative assessment strategies based on a survey that went out.</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of training with MAPS testing program</li> <li>-Remote students not available for testing</li> <li>-Lack of devices and other technological issues</li> <li>-Not enough personnel to cover the varied levels of intervention needed p</li> </ul>
<b>District Actions for this Cycle</b>	District provided a social worker through Community in Schools.	District provided the campus Special Programs Coordinator to oversee special populations.	District provided three additional support teachers.

<b>District Commitment Theory of Action</b>	If GISD contracts with Community in Schools for social work support and partners with local charitable organizations then, Baccus students basic needs will be supported.	If GISD provides a campus Special Programs Coordinator then, Baccus instructional leadership team will have time to implement effective PLC meetings and instructional coaching.	If GISD provides additional instructional support teachers then, Baccus Elementary is able to implement more effective small group instruction in order to meet student academic needs.
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### 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
Establish campus systems and procedures.	3.1	8/12-11/30	TEA and District Policy and Procedures	Principal and Assistant Principal	BES Faculty Google Classroom - Campus Handbook	8/12-11/30		
Campus Goals and SMART goals driven by student data from STAAR. Administrators will coach each teacher on how to create SMART goals and align them with campus goals.	3.1	9/1-11/30	2019 STAAR Data, MAPS Data	Administrative Leadership Team, Campus Leadership Team	Granbury Appraisal Program	9/21		
Establish baseline data through MAPS, BAS and mClass to determine where students are and set goals for future growth. Determine if it is COVID related or more.	5.3	9/1-10/15	MAPS, BAS, and mClass	Administrative Leadership Team, Teachers	Data Reports	10/15		
PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.	5.1 and 5.3	9/1-11/30	Scopes, Meeting Agenda, Student Data, TEKS	Administrative Leadership Team	PLC Meeting Agendas	11/30		
Classroom Walk-Throughs - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.	5.1 and 5.3	9/2-11/30	Walk-through form & Walk-through tracking form	Administrative Leadership Team	Walk-Through forms and schedule	11/30		

Teachers will receive coaching and support on classroom management and best practices.	5.1 and 5.3	9/1-11/30	Instructional Specialist time slots for support	Administrative Leadership Team	Instructional Specialist schedule and coaching menu	11/30		
Master Schedule created to include PLC specific schedule on Tuesdays, daily RTI block, and daily character education/social emotional block.	3.1	9/1-11/30	Pull out schedules, available staff, lunch schedule	Administrative Leadership Team	Master Schedule	11/30		
Sandy Snow training for formative assessment: Assessing FOR Learning - Systematic, Systemic, and Sustainable	5.1	9/18/2020, 11/3/2020, and 11/10/2020	Funding to pay for Inservice, Sandy Snow	Administrative Leadership Team	Agenda and sign in sheet from training	9/18/2020, 11/3/2020, and 11/10/2020		
MAPS training and coaching - best testing environment/strategies, how to read reports, building intervention and/or extension groups from data.	5.3	9/1-11/30	Instructional Specialist training powerpoint and IS time slots	Administrative Leadership Team	MAPS data	11/30		
Home visits for non-participating virtual learners.	5.1 and 5.3	9/14 - 11/30	Personel to visit, documentation of visit	Administrative Leadership Team, Counselor, and Community In School	Student visit log	11/30		
Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.	3.1 and 5.1	9/15 - 11/30	Agenda	Administrative Leadership Team	Agenda	11/30		
Work with students to design campus data wall - students will build a graph to represent campus goals for MAPS testing.	5.3	10/1 - 11/30	Student group, framework, data	Administrative Leadership Team	Data Wall	11/30		
Set up student data folders - grade levels will determine what is the best data to monitor progress throughout the school year.	5.3	9/1-11/30	gradelevel data, forms for planning and goal setting	Classroom Teachers	Student data folders	11/30		
Staff classroom management training focusing on consistency, strategies, using the campus behavior room, implementing calming corners in the classrooms and collaborating on individual students.	3.1	9/1-11/30	powerpoint, ongoing during PLC meetings	Administrative Leadership Team	Classroom management section of walk-through form	11/30		
Determine a need for intervention with remote and face to face students based on grades, MAPS and other data.	5.3	9/1	Teacher, schedule	Administrative Leadership Team	Hire intervention support teacher			
Provide co-teaching training for SPED teachers	5.3	9/1-11/30	Modeling and training from another SPED teacher	Administrative Leadership Team	Co-teaching schedule and walk-throughs	11/30		

**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?	
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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?	Carryover Action Steps	New Action Steps

## 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
<b>Essential Action</b>	3.1	5.1	5.3
<b>Desired Annual Outcome</b>	Improved student and staff well-being; measured by overall satisfaction rate on climate surveys	Improved instruction and student success based on individual gains; measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.	Improved instruction and student success based on individual gains. RTI groups will be fluid to meet student academic needs. Measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.
<b>Desired 90-day Outcome</b>			
<b>Barriers to Address During this Cycle</b>			
<b>District Actions for this Cycle</b>			



<b>District Commitment Theory of Action</b>	If GISD contracts with Community in Schools for social work support and partners with local charitable organizations then, Baccus students basic needs will be supported.	If GISD provides a campus Special Programs Coordinator then, Baccus instructional leadership team will have time to implement effective PLC meetings and instructional coaching.	If GISD provides additional instructional support teachers then, Baccus Elementary is able to implement more effective small group instruction in order to meet student academic needs.
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## 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
Implement Saturday School based on individual academic student needs.	5.1 and 5.3							
Classroom Walk-Throughs to ensure classroom instruction is continuing at the level of rigor set at the beginning of the year - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.	5.1 and 5.3							
Teachers struggling with classroom management and best practices will receive coaching and support based on individual need.	5.1 and 5.3							
Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.	3.1 and 5.1							

PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.	5.1 and 5.3							
Review MAPS data for MOY to determine individual student academic growth. Revisit interventions and extensions in place using that data.	5.3							

**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
<b>Essential Action</b>	3.1	5.1	5.3
<b>Desired Annual Outcome</b>	Improved student and staff well-being; measured by overall satisfaction rate on climate surveys	Improved instruction and student success based on individual gains; measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.	Improved instruction and student success based on individual gains. RTI groups will be fluid to meet student academic needs. Measured by individual student growth on MAPS, BAS, and common assessments for all grades as well as STAAR for grades 3-5.
<b>Desired 90-day Outcome</b>			
<b>Barriers to Address During this Cycle</b>			
<b>District Actions for this Cycle</b>			

<b>District Commitment Theory of Action</b>	If GISD contracts with Community in Schools for social work support and partners with local charitable organizations then, Baccus students basic needs will be supported.	If GISD provides a campus Special Programs Coordinator then, Baccus instructional leadership team will have time to implement effective PLC meetings and instructional coaching.	If GISD provides additional instructional support teachers then, Baccus Elementary is able to implement more effective small group instruction in order to meet student academic needs.
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### 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
Implement Saturday School based on individual academic student needs.	5.1 and 5.3							
Classroom Walk-Throughs to ensure classroom instruction is continuing at the level of rigor set at the beginning of the year - focus on classroom management, structure, implementation of high yield strategies as well as formative assessments, effective small group instruction, and other critical elements.	5.1 and 5.3							
Teachers struggling with classroom management and best practices will receive coaching and support based on individual need.	5.1 and 5.3							
Weekly Campus Administrative Leadership Team meetings to collaborate, share lesson plan ideas, high yield strategies and analyze TEKS.	3.1 and 5.1							

PLC Meetings focused on critical lesson plan elements, data, building fluid groups based on data, and formative assessment strategies.	5.1 and 5.3							
Review MAPS data for EOY to determine individual student academic growth. Revisit interventions and extensions in place using that data.	5.3							

**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.

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
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<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,
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- 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
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