

CAMPUS INFORMATION							
<b>District Name</b>	Cypress-Fairbanks ISD	<b>Campus Name</b>	Bane Elementary	<b>Superintendent</b>	Mark Henry, Ed.D.	<b>Principal</b>	Cesar Diaz
<b>District Number</b>	101907	<b>Campus Number</b>	101907101	<b>District Coordinator of School Improvement</b>	Ashley Clayburn, Ed.D.	<b>ESC Number</b>	4
<b>Is this a Turnaround Implementation Plan?</b>	No	<b>What Year was the TAP first implemented?</b>		<b>Was TAP Implementation Ordered or Voluntary?</b>		<b>ESC Support</b>	

**ASSURANCES**

<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.	Ashley Clayburn, September 25, 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.	Christina Cole, September 25, 2020
<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.	Cesar Diaz, September 25, 2020

<b>Board Approval Date</b>	
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**DATA ANALYSIS**

<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.	Domain 1: 76 (Approaches 75, Meets 45, Masters 25) Domain 2B: 85 Domain 3: 80
	What changes in student group and subject performance are included in these goals?	All student groups will show improvements in each subject area.

**CAMPUS FOCUS AREAS**

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Planning for Implementation
5.3 Data-driven instruction.	3 - Planning for Implementation

PRIORITIZED FOCUS AREAS			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Rationale</b>	In order to build capacity, we need to continue to develop our campus instructional leaders with clearly defined roles and responsibilities as well as expectations.	First instruction should be intentional and targeted. In order to continue to develop high quality first instruction, our instructional plans must be objective-driven and aligned with formative assessments.	We should continue to focus on letting our data drive our instruction. This way we can address the current needs of our students through targeted interventions.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	We will be working with the International Center for Leadership in Education (ICLE) as well as the school improvement team. ICLE will provide coaching to IS, APs and Principal.	Instructional Specialists will oversee the planning process from the pre-planning phase through the delivery of instruction. We will continue to use the power walks as a tool for accountability and feedback.	Data will be analyzed by teachers and instructional leaders on campus. Our instructional plans will address the needs that our data indicates needs attention.
<b>Barriers to Address throughout this year</b>	With high demands of the school year due to COVID-19, the already-busy schedules of all instructional leaders will be overloaded with some additional responsibilities. We should be even more purposeful with prioritizing our time.	It can be challenging to find the time to provide feedback each week to all teachers regarding how comprehensive their lesson are. We need to ensure we maintain a high level of priority to ensure instructional plans are objective-driven and include formative assessments.	When trying to cover all the items on the planning agenda , spending time reviewing data could be difficult. It is important to include this as a high-priority item on the agenda to ensure it not shortchanged.
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	We will present these priorities to all our staff through multiple forms of communication including faculty meetings, PD sessions, planning, newsletters, emails, and handouts.	Planning agendas will include these items denoted as high-priority items. Instructional leaders will communicate consistently that this is a prioritized focus until it becomes habitual.	Data will be reviewed at every planning session. We will look for supportive research that we can share with teachers and instructional leaders to educate everyone further on the value of data-driven instruction.
<b>Desired Annual Outcome</b>	Through the strengthening of our instructional leadership, we will be able to improve focus on quality first-time instruction, and we will be able to avoid being sidetracked by the many other responsibilities of our instructional leaders.	We will create instructional plans that truly address the academic needs of our students and that provide them multiple opportunities to grow academically and socially.	We will become data-driven and will increase our skills in producing/generating data, understanding it and utilizing it to address the individual needs of our students.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will have the support it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.

## STUDENT DATA

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Summative Performance Level Targets for 2020-21	Summative Assessment		
							2019 Results	Assessment Type
<b>1. Domain 1</b>	% of Students at Approaches, Meets and Masters	3	All (all students tested)	Reading	75%/45%/25%	STAAR (2018-19)	57%/24%/11%	Checkpoint (all students tested)
		4	All (all students tested)	Reading	75%/45%/25%	STAAR (2018-19)	57%/19%/6%	Checkpoint (all students tested)
		5	All (all students tested)	Reading (Cumulative)	75%/45%/25%	STAAR (2018-19)	74%/34%/15%	Checkpoint (all students tested)
		3	All (all students tested)	Mathematics	75%/45%/25%	STAAR (2018-19)	67%/20%/7%	Checkpoint (all students tested)
		4	All (all students tested)	Mathematics	75%/45%/25%	STAAR (2018-19)	57%/25%/12%	Checkpoint (all students tested)
		5	All (all students tested)	Mathematics (Cumulative)	75%/45%/25%	STAAR (2018-19)	82%/39%/20%	Checkpoint (all students tested)
		5	All (all students tested)	Science	75%/45%/25%	STAAR (2018-19)	69%/39%/15%	Checkpoint (all students tested)
		4	All (all students tested)	Writing	75%/45%/25%	STAAR (2018-19)	46%/11%/1%	Checkpoint (all students tested)
<b>2. Domain 3 Focus 1</b>	Focus 1 Academic Achievement (Meets or higher)	All	Economically Disadvantaged (October Subset)	Reading	33%	STAAR (2018-19)	25% (Meets or Higher)	Checkpoint (all students tested)
<b>3. Domain 3 Focus 2</b>	Focus 2 Student Success indicators (all)	All	Economically Disadvantaged (October Subset)	All Content Areas and Grade Levels Combined	38%	STAAR (2018-19)	33%	Checkpoint (all students tested)
<b>4. Domain 3 Focus 3</b>	ELP Component	All	English Learners (ELs)	TELPAS	36%	TELPAS (2018-19)	55%	Reading Checkpoint

Bane Elementary								
% of Assessments								
Cycle 1		Cycle 2			Cycle 3			2021 Accountability Goal
Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		75%/45%/25%
35% (Meets or Higher)		DPM (all students tested)	40% (Meets or higher)		Benchmark (all students tested)	45% (Meets or Higher)		25% (Meets or Higher)
65%/35%/15%		DPM (all students tested)	70%/40%/20%		Benchmark (all students tested)	75%/45%/25%		33%
65%/35%/15%		Reading DPM (all students tested)	70%/40%/20%		Reading Benchmark (all students tested)	75%/45%/25%		55%

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Through the strengthening of our instructional leadership, we will be able to improve focus on quality first-time instruction, and we will be able to avoid being sidetracked by the many other responsibilities of our instructional leaders.	We will create instructional plans that truly address the academic needs of our students and that provide them multiple opportunities to grow academically and socially.	We will become data-driven and will increase our skills in producing/generating data, understanding it and utilizing it to address the individual needs of our students.
<b>Desired 90-day Outcome</b>	Improve the administrator's coaching capacity related to participation in weekly team planning, resulting in improved student outcomes.	Expectations for lesson plans are outlined and modeled, and teachers will weekly develop and implement lesson plans reflective of campus expectations.	Expectations for data review and use during planning are outlined, modeled, implemented.
<b>Barriers to Address During this Cycle</b>	COVID-19 issues present challenges for students, teachers, and administrators.	COVID-19 issues present challenges for students, teachers, and administrators.	COVID-19 issues related to students, teachers, and administrators.
<b>District Actions for this Cycle</b>	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will have the support it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.

ACTION PLAN								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ICLE will provide multiple coaching sessions each month throughout the 2020-21 school year regarding improving instructional leadership skills.	1.1	Monthly (2-4 days per month) throughout the 2020-21 school year	ICLE consultant	Principal	Meeting schedule, agenda, and notes	Monthly		
A least one administrator will attend each weekly planning session with grade-level teams of teachers.	1.1	9-8-2020// 6-3-2021		Principal	Agenda	Ongoing		
Administrators will monitor and provide weekly feedback on lesson plans to ensure the academic needs of students are met.	5.1	9-8-2020// 6-3-2021	Lesson Plan	Administrative Team	Lesson Plans	Ongoing		
Teachers adhere to "Bane's Best Practices For Effective First Instruction" (face-to-face and virtual) document.	5.1	9-8-2020// 6-3-2021	Bane's Best Practice for Effective First Instruction document	Administrative Team	Lesson Plans and PowerWalk Data Report	Ongoing		
Leaders provide teachers with exemplar lesson plans (face-to-face and virtual) to analyze and improve practice.	5.1	9-8-2020// 6-3-2021	Exemplar Lesson Plans	Instructional Specialists	Lesson Plans and PowerWalk Data Report	Ongoing		
Data from local assessments will be reviewed during planning sessions to inform instructional decisions (including Closing the Gap time) and interventions.	5.3	9-8-2020// 6-3-2021	Local assessment data	Administrative Team	Lesson Plans and PowerWalk Data Report	Ongoing		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
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?			Carryover Action Steps			New Action Steps		

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Through the strengthening of our instructional leadership, we will be able to improve focus on quality first-time instruction, and we will be able to avoid being sidetracked by the many other responsibilities of our instructional leaders.	We will create instructional plans that truly address the academic needs of our students and that provide them multiple opportunities to grow academically and socially.	We will become data-driven and will increase our skills in producing/generating data, understanding it and utilizing it to address the individual needs of our students.
<b>Desired 90-day Outcome</b>	A stronger coaching program (Success Plan) will provide a systematic improvement of first instruction.	Instructional leaders will maximize outcomes from planning sessions, resulting in more rigorous instructional plans.	Increased data analysis abilities will result in improved fluency of data-driven decisions.
<b>Barriers to Address During this Cycle</b>	Staff must show openness to coaching despite current exterior factors that are influencing our work.	Changes in our students' participation method (on-campus or remote) might create a school re-starting phase. Adjusting to those changes will be challenging to teachers and administrators.	Challenges around the student assessment environment.
<b>District Actions for this Cycle</b>	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will have the support it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.

ACTION PLAN								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Identify teachers' individual needs and define coaching plan for each teacher. The plan should include skills in need of development, resources needed, plan of action to support the teacher and timeline for the coaching cycle.	1.1	11/30/2020//6/3/2021	Coaching plan	Administrative Team	PowerWalks data, other formal and informal observation data	Ongoing		
Review progress of instructional plans. Use a sample of lesson plans from different times since start of the school year to determine evidence of improvement.	5.1	11/30/2020//6/3/2021	Lesson plans, rigor relevance rubric, CF-TESS domain I rubric.	Administrative Team	Lesson plan feedback evidence and lesson plan review process notes.	Ongoing		
Continue conducting data digs to determine if data are consistently being used to drive instruction.	5.3	11/30/2020//6/3/2021	Data reports, agenda, process, schedule	Administrative Team	Data Digs reporting notes to determine if objective was met	At each data dig		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
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?			Carryover Action Steps			New Action Steps		



<b>CYCLE 3 90-DAY OUTCOMES (March-May)</b>			
	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Through the strengthening of our instructional leadership, we will be able to improve focus on quality first-time instruction, and we will be able to avoid being sidetracked by the many other responsibilities of our instructional leaders.	We will create instructional plans that truly address the academic needs of our students and that provide them multiple opportunities to grow academically and socially.	We will become data-driven and will increase our skills in producing/generating data, understanding it and utilizing it to address the individual needs of our students.
<b>Desired 90-day Outcome</b>	First instruction improves as a result of effective coaching and instructional leadership.	Effective and productive planning sessions focus on the development of rigorous and relevant instructional delivery.	The campus observes increased student academic achievement attributed to targeted instruction and interventions as a result of ongoing data analysis.
<b>Barriers to Address During this Cycle</b>	Staff and students must cope with a constantly changing school year of increased demands that include higher need for academic support due to gaps created by COVID-19, along with staff and students absences due to health reasons.	Staff and students must cope with a constantly changing school year of increased demands that include higher need for academic support due to gaps created by COVID-19, along with staff and students absences due to health reasons.	Staff and students must cope with a constantly changing school year of increased demands that include higher need for academic support due to gaps created by COVID-19, along with staff and students absences due to health reasons.
<b>District Actions for this Cycle</b>	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.	The campus will schedule regular visits with the Monitor School Team, the ICLE coach, and School Leadership staff.
<b>District Commitment Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will have the support it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.	If district policies and practices support effective instruction in schools, then the campus will have the tools it needs to meet the identified goals.

ACTION PLAN								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Review the coaching program (Success Plans) to ensure we are addressing the needs of our staff and that we are on track to complete open coaching cycles.	1.1	3/1/2021//6/3/2021	Current coaching plans (Success Plans)	Administrative Team	PowerWalks data, coaching reports, notes, other observation data.	Ongoing		
Self-assess our instructional leadership and coaching skills to determine any additional actions needed.	1.1	3/1/2021//6/3/2021	Develop self-assessment instrument, SIBME, Review of success	Administrative Team	LT meeting agenda, self-assessment tool, SIBME	Ongoing		
Conduct a comprehensive evaluation of Bane's instructional program (Curriculum, Instruction, Assessment and Interventions) to determine where adjustments need to be made, and subsequently make those adjustments to ensure student academic achievement.	5.1, 5.3	3/1/2021//6/3/2021	Team planning agendas, lesson plans & feedback evidence, student data, PowerWalks	Administrative Team	Comprehensive Evaluation meeting agenda and notes	Ongoing/TBD		
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
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?			Carryover Action Steps			New Action Steps		
END OF YEAR REFLECTION								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	0		0			0		
<b>Desired Annual Outcome</b>	0		0			0		
<b>Did the campus achieve the desired outcome? Why or why not?</b>								