Guidance Document for How to take an ESF-aligned Turnaround Plan (TAP) and develop a Targeted Improvement Plan (TIP)

Timeline

Date	Action
August	• Submit the Reflective Prioritization Activity (RPA) in ISAM • Download the TIP template and the TIP Rubric from the TEA website (when available) • Register with the ESC for the TAP to TIP Training • Start work on draft TIP for 2020-2021 (see *Writing the Plan* section below) • Identify local timelines for plan development and board approval
October - December	• Submit the TIP in ISAM
October 2020 - June 2021	• Engage in intervention and submission activity requirements

Resources

- Turnaround Plan
- Reflective Prioritization Activity Tool
- 2020-2021 Targeted Improvement Plan Template
- Targeted Improvement Plan Rubric

Who

- Campuses that were rated a **3rd Year F** in 2019-2020 and implemented an ESF-aligned board approved Turnaround Plan. These campuses will implement all 3rd Year F intervention requirements in 2020-2021 and are ordered to continue to implement their TAP in 2020-2021.
- Campuses that were rated a **2nd Year F** in 2019-2020 and developed an ESF-aligned board approved Turnaround Plan. These campuses will implement all 2nd Year F intervention requirements in 2020-2021 and are <u>not</u> ordered to implement their TAP. However, TEA highly encourages these campuses to implement their board approved TAP. *Note - TEC §39A.106 goes into effect once a campus is identified as third year unacceptable in the state accountability system.*
- Campuses that are implementing a TAP that was approved prior to the Fall of 2018 will engage in a collaborative call with their TEA Specialist and the ESC. (If the campus has been documenting their TAP implementation on a non-ESF-aligned template, they are highly encouraged to utilize the ESF-aligned 2020-2021 Targeted Improvement Plan template.) This call will support campuses in transitioning to an ESF-aligned TIP that will result in stronger implementation of their Turnaround Plan.

Writing the Plan

Campuses that developed an ESF-aligned Turnaround Plan in 2018-2019 and implemented their TAP in 2019-2020:

- Use the Reflective Prioritization Activity (RPA) Tool and your approved Turnaround Plan to develop your 2020-2021 TIP. **The Targeted Improvement Plan will serve as the implementation of your TAP.**

Campuses that developed an ESF-aligned Turnaround Plan in 2019-2020:

- Determine if the campus will choose to voluntarily implement the Turnaround Plan in 2020-2021 *(this is highly encouraged).*
- Use the RPA Tool and your approved TAP to develop your 2020-2021 TIP. The Targeted Improvement Plan will serve as the implementation of your Turnaround Plan.

DCSI ATTESTATION TAB

The TIP Template for the 2020-2021 SY now includes the required District Coordinator of School Improvement (DCSI) Attestation Statement as a part of the TIP, rather than a separate document and separate submission. *The DCSI Attestation Statement should be completed along with the Foundations Tab, Student Data Tab, and Cycle 1 – 3 Tabs for the initial TIP submission.*

After reviewing the requirements and the job description for the DCSI, the Superintendent selects who will represent the campus as the DCSI and the following information is completed in the TIP:

- The campus name,
- the name and role of the person assigned as DCSI,
- the 9-digit campus number,
- the name of the Superintendent, and
- the date the assignment was made.

FOUNDATIONS TAB

Campus information: Complete all campus information, including all names for the roles listed. Since the campus has developed an ESF-aligned Turnaround Plan in 2018-2019 or 2019-2020, you must complete the following information:

- Is the TIP a Turnaround Implementation Plan?
- If so, what year was the TAP first implemented?
- Is the TAP implementation ordered or voluntary? *The implementation of the TAP is voluntary only for those campsues that submitted a TAP to TEA for approval during the 2019-2020 school year.*

Assurances: Enter the name of the person in each role below and the date the tab was completed.

Data Analysis and Goal Setting: Using your accountability data from 2019, https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html, and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3) and include what student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Campus Focus Areas: Use the Prioritization Synthesis Tab in the Reflective Prioritization Activity to complete this section.

Prioritized Focus Areas: Use the Prioritization Synthesis Tab in the Reflective Prioritization Activity to complete this section.

BUILDING THE FOUNDATIONS TAB

Is the campus using a Turnaround Plan developed in 2019-2020?

- **Essential Action**: To check for alignment, reference the System and Capacity Building section or the Critical Implementation Milestones section on the School Improvement Tab in the Turnaround Plan. Are the Essential Actions prioritized for Year 1 or Year 2 Implementation?   If so, select the prioritized Essential Actions from the drop-down menu that aligns with the current needs of the campus.
- **Rationale:** To check for alignment, reference the System and Capacity Building section of the School Improvement Tab in the Turnaround Plan. Review the RPA and explain the reason(s) these Essential Actions were selected to focus on this year.
- **Capacity Building:** To check for alignment, reference the System and Capacity Building section on the School Improvement Tab in the Turnaround Plan. For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year.
- **Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.
- **Desired Annual Outcome:** To check for alignment, reference the Critical Implementation Milestone section of the School Improvement Tab in the Turnaround Plan. The Implementation Milestones will serve as the foundation for the Desired Annual Outcome for each Essential Action. Each Desired Annual Outcome should be specific, measurable, attainable, and realistic.
- **District Commitment Theory of Action:** To check for alignment, reference the District Commitment Theory of Action in the Turnaround Plan. For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome.

Is the campus using a Turnaround Plan developed in 2018-2019?

- **Essential Action:** To check for alignment, reference the Section IV Tab in the Turnaround Plan. Are the Essential Actions prioritized for Year 1 or Year 2 Implementation?   If so, select the prioritized Essential Actions from the drop-down menu that align with the current needs of the campus.
- **Rationale:** To check for alignment, reference the Section IV Tab in the Turnaround Plan. Review the RPA and explain the reason(s) these Essential Actions were selected to focus on this year.
- **Capacity Building:** To check for alignment, reference the Section IV Tab in the Turnaround Plan. For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year.
- **Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.
- **Desired Annual Outcome:** To check for alignment, reference the Section IV Tab in the Turnaround Plan. Each Desired Annual Outcome should be specific, measurable, attainable, and realistic.
- **District Commitment Theory of Action:** To check for alignment, reference the District Commitment Theory of Action in the Turnaround Plan. For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome.

STUDENT DATA TAB

Domain 1: Enter the 2019 STAAR Results for each tested course. 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 assessments at each level of proficiency achieved: Approaches, Meets, Masters.

For each cycle, please select the Assessment Type from the drop-down. *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.

Domain 2: No entries are required for Domain 2 for the 2020-2021 SY.

Domain 3: Choose two targets to track this year. You can choose two targets from the <u>Academic Achievement Indicators</u> or the <u>Student Success/School Quality Indicators</u> or one from each. You will choose which tested subjects to track for these indicators. 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 assessments at each level of proficiency achieved: Approaches, Meets, Masters.

For each cycle, please select the Assessment Type from the drop-down. *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 School Quality indicators, High Schools or K-12 campuses should use one number that is in relation to College, Career, and Military Readiness.

<u>You will also track your English Language Proficiency progress throughout the year.</u> Please include the 2019 TELPAS results. 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 your students. 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.

CYCLE 1 TAB

<u>90-Day Outcome:</u>

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

Action Plan:
In each row, list actions the campus is taking <u>during this cycle</u> 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 has been made toward the action step, and
- the date evidence will be collected.

Reflection and Planning for the Next 90-Day Cycle:
For each prioritized focus area selected, indicate whether you achieved your desired 90-day outcome. Why or why not?

Indicate whether you achieved your student performance goals for this cycle (see Student Data Tab). Why or why not?

Based on your responses to the two previous questions:
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?

CYCLE 2 & 3 TABS

90-Day Outcomes:

- **Essential Action:** Pre-populates from the 'Foundations' tab.
- **Desired Annual Outcome:** Pre-populates from the 'Foundations' tab.
- **Desired 90-Day Outcome:** Describe the specific, measurable goal the campus plans to achieve by the end of the cycle for each prioritized focus area.
- **Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face during the cycle.
- **District Actions for each Cycle:** List what the district will do to support the campus during each 90-day cycle to achieve the desired outcome.
- **District Commitment Theory of Action:** Pre-populates from the 'Foundations' tab.

Action Plan:
In each row, list actions the campus is taking <u>during the specific cycle</u> 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 has been made toward the action step, and
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Reflection and Planning for the Next 90-Day Cycle:
For each prioritized focus area selected, indicate whether you achieved your desired 90-day outcome. Why or why not?

Indicate whether you achieved your student performance goals for this cycle (see Student Data Tab). Why or why not?

Based on your responses to the two previous questions:
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?

CYCLE 4 TAB

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' 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 SY.
- **Rationale:** Explain the reason(s) these campuses 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://texasesf.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 during this 90-day cycle to achieve the desired outcome.
- **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. ESF District Commitments may be found here: https://texasesf.org/framework/

- **Action Plan:**

  In each row, 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 has been made toward the action step, and
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Reporting Progress on a Targeted Improvement Plan

CYCLE 1, 2, 3 TABS

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.
(3) Complete the Reflection and Planning section for the Next 90-day cycle at the end of Cycle 1, Cycle 2, and Cycle 3. At the end of Cycle 3, campuses should also complete the End of Year Reflection section as well.

CYCLE 4 TAB

This tab is not completed as part of the initial TIP submission; it is only completed after the end of Cycle 3.

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' 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 SY.
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