SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 20, 2019

Purpose: ☐ Presentation/Report ☐ Recognition ☐ Discussion/ Possible Action

☐ Closed/Executive Session ☐ Work Session ☐ Discussion Only X Consent

From: Denise Orosco, Executive-Director of Student Services

Item Title: Approval of the 2019-2020 Campus' Targeted Improvement Plans

Description:

State intervention requirements require schools who earn an overall rating of an 'F' or 'D' or those who earn a 'D' in any domain must develop a targeted improvement plan addressing one of the six levers identified by the Effective Schools Framework (ESF). ESF provides a clear vision for what campuses and districts do to ensure an excellent education for all students. The statute also requires the TIPs be Board Approved. The campuses submitting a TIP are based upon the 2019 Accountability Results.

Historical Data:

Targeted Improvement Plans (TIP) have been submitted to the State in the past depending on accountability results; however, this is the first year the TIP follows the new ESF model which guides the campuses as they write their own TIP.

Recommendation:

Approve each campus' Targeted Improvement Plan for the 2019-2020 school year.

District Goal/Strategy:

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem-solving.

Funding Budget Code and Amount:	CFO Approval
N/A	

APPROVED BY:	SIGNATURE	DATE
Chief Officer:		
Superintendent:		11-12-19

Form Revised: September 2019

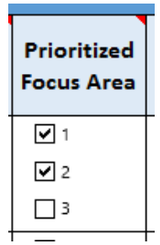
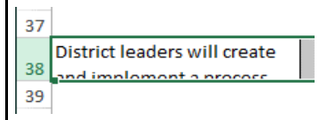
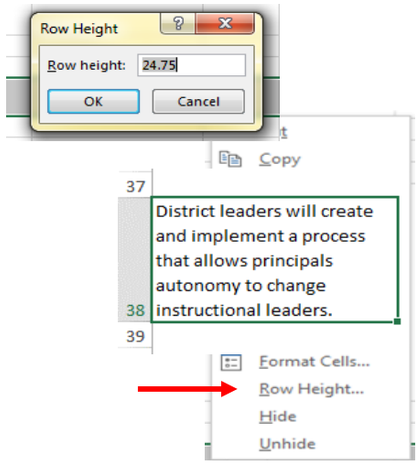
Campus Targeted Improvement Plan

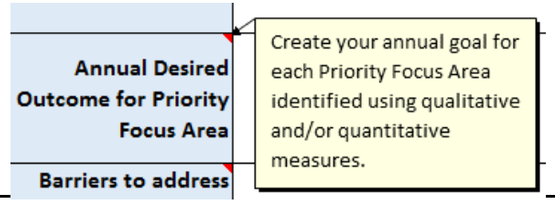
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
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Campus Information

District Name	South San ISD	**Campus Name**	Neil Armstrong Elementary	**Superintendent**	Dolores Sendenjo	**Principal**	Phillip DeLaPena
District Number	015908	**Campus Number**	000000109	**District Coordinator of School Improvement (DCSI)**	Denise Orosco	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Phillip DeLaPena 11/5/19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	
	What changes in student group and subject performance are included in these goals?	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**4**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1	5.1	5.3
Rationale	No buy in from campus staff for previous mission/vision statement. No identified core values centered around a safe enviornment & high academic expectations.	LO & DOL alignment w/instruction.	PLCs didn't focus on data processes & analyzation of DOL & assessment data.
Desired Annual Outcome	Adult & student behaviors will be aligned to campus mission & vision statements.	Visible alignment between LO, DOL, rigor of instruction.	Through PLC we are doing targeted data analysis for reteach and intervention.
Barriers to Address During the Year	Culture, habits, accountability, previous relationships.	Accountability.	No Previous structure for data analysis.

District Commitment Theory of Action:	

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Benchmark	50	6.67	Benchmark			STAAR					
3rd	Math	Benchmark	50	10.87	Benchmark			STAAR					
4th	Reading	Benchmark	50	10.71	Benchmark			STAAR					
4th	Math	Benchmark	50	31.58	Benchmark			STAAR					
4th	Writing	Benchmark	50	25.93	Benchmark			STAAR					
5th	Reading	Benchmark	50	39.13	Benchmark			STAAR					
5th	Math	Benchmark	50	36.17	Benchmark			STAAR					
5th	Science	Benchmark	50	33.33	Benchmark			STAAR					

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Adult & student behaviors will be aligned to campus mission & vision statements.	Visible alignment between LO, DOL, rigor of instruction.	Through PLC we are doing targeted data analysis for reteach and intervention.
Desired 90-day Outcome	Identify campus core beliefs to create mission & vision statements.	PLC's prioritize alignment between LO, DOL, & instructional practices.	Organized PLC w/a focus on data analysis. Focus on reteach & intervention.
Barriers to Address During this Cycle	Lack of trust in leadership, due to previous experiences.	Lack of previous accountability, previously unstructured PLC's.	Knowledge of effective reteach & intervention.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly meetings with teachers, review of walkthroughs.	☐1 ☑2 ☐3	Ongoing, Quarterly check ins.	PLC Room	Administrative team	Agendas, Walkthrough reports			
Implement a data protocol.	☐1 ☑2 ☐3	Ongoing, at the end of every formative assessments.	Data Room	Administrative team	Agendas, data reports			
Develop system for checking LO & DOLs in the classroom.	☐1 ☑2 ☐3	Ongoing, monitored weekly.	Check in Data Sheet	Instructional Coach	LO, DOL tracker			
Tier Teachers into needs groups.	☐1 ☐2 ☑3	Complete by November 15th	Tiered Chart	Administrative Team	Tiered teacher charts			
Conduct Vertical alignment planning sessions.	☐1 ☐2 ☑3	Once a quarter (11/26...)	Planning Time	Administrative Team	Vertically aligned lesson plans			

Conduct Climate surveys based on mission statement	☑1 ☐2 ☐3	BOY,MOY,EOY	Written Survey based on mission statement	CLT	Results of Climate surveys			
Redraft campus mission & vision statement	☑1 ☐2 ☐3	Complete by 9/1/19		Campus Wide	Redrafted Mission & Vision Statement			
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Most items were achieved. Additional time will be utilized for Vertical alignment planning. Major redrafts of campus vision, climate surveys,data protocols, weekly meetings and walkthroughs are all being completed.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Student performance goals were not met. Additional focus on student outcomes based on data driven decisions are currently being implemented.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	Continued use of walkthroughs and utilization of vertical planning time will be carried through Cycle 2.	

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Adult & student behaviors will be aligned to campus mission & vision statements.	Visible alignment between LO, DOL, rigor of instruction.	Through PLC we are doing targeted data analysis for reteach and intervention.
Desired 90-day Outcome	All campus faculty & staff behaviors are aligned to campus miss	Increased rigor w/aligned instruction	PLC's conduct data meetings w/fidelity for SOL's & assessments/
Barriers to Address During this Cycle	Teacher morale.	Maintain quality feedback frequency from grade level leads.	Quality of DOL's.
District Actions for this Cycle			
District Commitments Theory of Action	0		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
All classrooms will maintain posted LO & DOL	☐1 ☑2 ☐3	Ongoing, Weekly Review	Spot LO & DOL tracker	Administrative Team & Instructional Coach	LO & DOL Tracker			
Posted Mission Statements in every classroom.	☑1 ☐2 ☐3	Completed by December 1st	Mission Statement posters	Instructional Coach & CLT	Posted Mission Statements			
Create System for Teachers & Students are recognized for modelling mission statement	☑1 ☐2 ☐3	Completed by December 1st	Incentives	Administrative Team	Tracked recognition			
All lesson plans reflect higher level of instructional rigor	☐1 ☑2 ☐3	Weekly	Lesson Plan review documentation	Administrative Team & Instructional Coach	Lesson Plans with feedback			

Data based intervention	☐1 ☐2 ☑3	Weekly	Intervention data	Intervention Teacher	Intervention data feedback			
Data Meetings	☐1 ☐2 ☑3	Weekly	PLC Room, DATA	Instructional Coach	Agendas, Data Wise Procol			
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1	5.1	5.3
Desired Annual Outcome	Adult & student behaviors will be aligned to campus mission & vision statements.	Visible alignment between LO, DOL, rigor of instruction.	Through PLC we are doing targeted data analysis for reteach and intervention.
Desired 90-day Outcome	Behaviors exhibit collaboration between students & parents.	Teachers make adjustments to lesson plans based on data collected from DOL's & exit tickets.	70% of students paster priority standards after reteach.
Barriers to Address During this Cycle	Parent involvement.	Sufficient planning time.	Quality of DOL's & intervention.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Coffee with the Principal Meetings	☑1 ☐2 ☐3	Monthly	Parent Room	Principal	Agenda, attendance sheets			
Create System for Campus Newsletter to Parents	☑1 ☐2 ☐3	December 1st	Newsletter template	Counselor	Copies of newsletter			
Create System of attendance incentives	☑1 ☐2 ☐3	December 1st	Attendance reports, incentive items	Attendance Clerk, Administrative Team	Attendance Reports			
Create system for Teacher Led learning walks & feedback during PLC	☐1 ☑2 ☐3	March 1st		CLT	Learningwalk reports			
Allow Grade levels to lead PLC's of data driven discussions.	☐1 ☐2 ☑3	March 1st	PLC Room, planning time.	Instructional Coach	Agendas, Meeting notes			

Create scheduled pull out days to develop academic calendars for 2020-2021 school year.	☐1 ☑2 ☐3	May 30th	PLC Room, Planning Time	Instructional Coach	Completed Academic Calendars			
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Adult & student behaviors will be aligned to campus mission & vision statements.	Visible alignment between LO, DOL, rigor of instruction.	Through PLC we are doing targeted data analysis for reteach and intervention.
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Identify campus core beliefs to create mission & vision statements.	PLC's prioritize alignment between LO, DOL, & instructional practices.	Organized PLC w/a focus on data analysis. Focus on reteach & intervention.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
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Campus Targeted Improvement Plan

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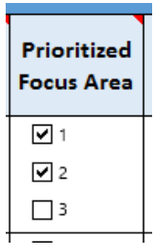
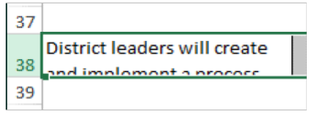
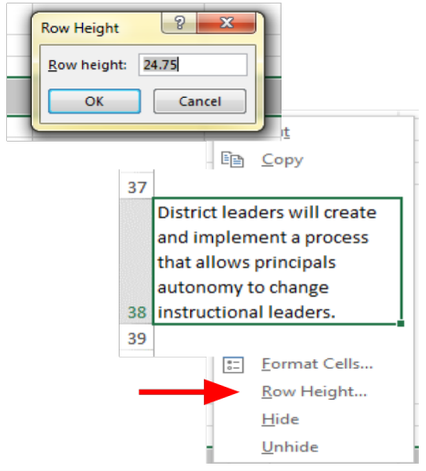
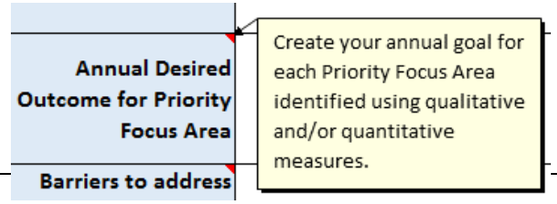
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
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Campus Information

District Name	South San Antonio	**Campus Name**	Athens ES	**Superintendent**	Ms. Dolores Sendejo	**Principal**	Mr. Joseph Carranza
District Number	015-908	**Campus Number**	000000115	**District Coordinator of School Improvement (DCSI)**		**ESC Support**	Region 20

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Mr. Joseph Carranza**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	D1: 60/100 D2: 70/100 D3: 65/100
	What changes in student group and subject performance are included in these goals?	Intervention/Enrichment Groups embedded in daily schedule for a 45 minute Teacher Intervention Period focusing on Reading and Math
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section	
Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**4**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Rationale	Data drives instruction, with teachers and admin working together to disaggregate, track and monitor progress of all students.	As a newly formed campus, teachers want principal-led PD, immediate feedback, and meaningful PLCs.	
Desired Annual Outcome	Track student progress where students increase their achievement/progress by 15% or higher.	Scheduled feedback time with a mininmum of 3 observations per semseter, along with 1 weekly PLC focused on planning/data meetings.	
Barriers to Address During the Year	Student motivation, students taking responsibility of their learning, teachers providing engaging lessons with rigor and fidelity	Principal time constraints, calendar of events, algining PD with best practices	

District Commitment Theory of Action:	

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			

Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
5th	Reading	STAAR 2019	Masters-15 Meets-25 App-45 DNM-15	Masters-6 Meets-14 App-20 DNM-40 UNK-20									
5th	Math	STAAR 2019	Masters-15 Meets-25 App-45 DNM-15	Masters-9 Meets-11 App-23 DNM-37 UNK-20									
4th	Reading	STAAR 2019	Masters-20 Meets-30 App-35 DNM-15	Masters-16 Meets-23 App-16 DNM-40									
4th	Math	STAAR 2019	Masters-15 Meets-25 App-40 DNM-20	Masters-6 Meets-13 App-20 DNM-61									
3rd	Reading	STAAR 2019	Masters-15 Meets-25 App-45 DNM-15	Not Tested									

3rd	Math	STAAR 2019	Masters-15 Meets-25 App-45 DNM-15	Not Tested									

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Desired Annual Outcome	Track student progress where students increase their achievement/progress by 15% or higher.	Scheduled feedback time with a mininmum of 3 observations per semseter, along with 1 weekly PLC focused on planning/data meetings.	
Desired 90-day Outcome	ILT will structure data talks using teacher and IC input to complete data analysis of STAAR Scores (2019), common/district assessments	Create admin schedules to meet with teachers for Pre-Conference, walkthroughs, feedback, and PLC guidance.	
Barriers to Address During this Cycle	Teachers and ICs creating data charts to monitor student progress.	Admin scheduling time for conferences, walkthroughs, and learning walks.	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Data Analysis	#1	9/11/2019	Eduphoria STAAR Data	Teachers/IC/Admin	PLC Agenda	PLC Sign-In Sheet	Met	Intervention Groups
Common Assessments	#1	10/18/2019	District Common Assessement	District/Teachers/IC/Admin	Testing Dates	Eduphoria Data	Met	Continue Data Analysis to Drive Instruction
Data Talks	#1	10/25/2019	Data/Agenda	Teachers/IC/Admin	PLC Agenda	PLC Sign-In Sheet	Met	Action Plans
Pre-Conference	#2	9/27/2019	Goals	Teachers/Evaluator	Goals in Eduphoria		On Track	Continue with Confs

Walkthroughs	#2	Sep-Nov	Walkthroughs	Teachers/IC/Admin	3 Walkthroughs by Nov	Walkthrough Data	On Track	Continue with WTs
Weekly PLCs	#2	Sep-Nov	PLC/Lesson Plans/Teaching Material	Teachers/IC/Admin	PLC Agenda	PLC Sign-In Sheet	Met	Continue with PLCs

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Met outcome goals by reviewing data, taking common assessements, haveing data talks, conferences, and conducting walkthroughs	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, will continue to strive for First Good Instruction, Small Group Pullouts and Afterschool Tutoring	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	Analyze Data, Walkthroughs	Action Plans for Small Group Instruciton and Student Tracking Data Sheets

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Desired Annual Outcome	Track student progress where students increase their achievement/progress by 15% or higher.	Scheduled feedback time with a mininmum of 3 observations per semseter, along with 1 weekly PLC focused on planning/data meetings.	
Desired 90-day Outcome	Teachers using data to prioriitize teaching standards based on TEKS that need re-teach, spiral or smal group instruction.	Admin will identify Tiered teachers, with an emphasis on Tier 2 and Tier 3 teachers to provide addtional support to improve student outcomes	
Barriers to Address During this Cycle	Continue to analyze data and discuss student progress during PLC/Data Talks, with teachers creating Classroom visual charts to monitor student progress	Tier 2 and Tier 3 teachers ability to take teaching advice and incorporating changes in their classroom	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
DDI	#1	Dec - Feb	Data, Tracking Forms	IC/Admin	Classroom Data Graphs	Feb 2019	Some Progress	
Student Tracking Progress	#1	Dec - Feb	Student Tracking Forms	Teachers/Students	Student Tracking Forms	Feb 2019	Some Progress	
Walkthrough	#2	Dec - Feb	Eduphoria	Admin	Walkthrough Schedule	Feb 2019	No Progress	
Teacher Action Plans	#1	Dec-Feb	Format for Action Plan	Teachers/Admin	Action Plan	Feb 2019	Some Progress	

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Desired Annual Outcome	Track student progress where students increase their achievement/progress by 15% or higher.	Scheduled feedback time with a mininmum of 3 observations per semseter, along with 1 weekly PLC focused on planning/data meetings.	
Desired 90-day Outcome	Develop student tracking tools so students can monitor their progress	Align walkthroughs with data to ensure effective instruction in occuring in all classrooms and is reflected in data, with a high focus on Tier 2 and Tier 3 teachers.	
Barriers to Address During this Cycle	Creating a form that makes it easy for students to track and teachers are able to monitor	Ensure data and walkthroughs reflect high quality instruction equaling student success.	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
DDI	#1	Mar-May	Benchmarks/STAAR Data	Admin/ICs/Teachers	Data Graphs	May 2019	No Progress	
Teacher Retention	#2	Mar-May	Teacher Contracts	Admin	Summary of Conference	May 2019	No Progress	

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	Track student progress where students increase their achievement/progress by 15% or higher.	Scheduled feedback time with a mininmum of 3 observations per semseter, along with 1 weekly PLC focused on planning/data meetings.	

Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	ILT will structure data talks using teacher and IC input to complete data analysis of STAAR Scores (2019), common/district assessments	Create admin schedules to meet with teachers for Pre-Conference, walkthroughs, feedback, and PLC guidance.	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.

Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress

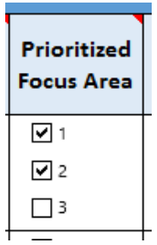
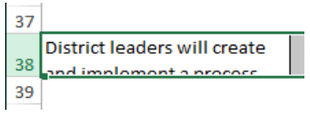
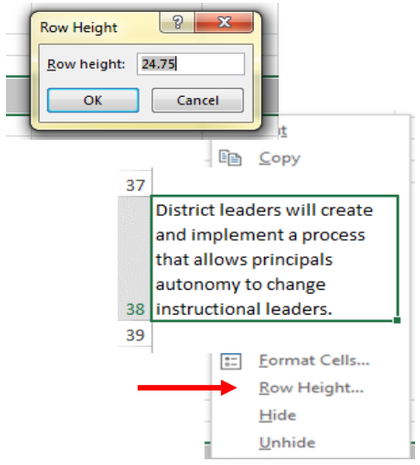
Campus Targeted Improvement Plan

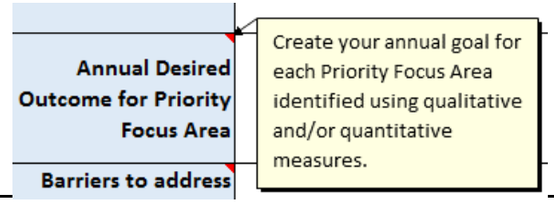
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San ISD	**Superintendent**	Mrs. E. Montemayor
District Number	015908	**District Coordinator of School Improvement (DCSI)**	Mrs. Orosco
			Mrs. Sendejo

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Mrs. Sendejo**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Mrs. Sendejo**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Mrs.Montemayor**
Board Approval Date		

Needs Assessment

	Domain 1: ___65_, Domain 2: _86____, Domain 3: _ 74_____	

Data Analysis Questions	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**3**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Rationale	Teachers met in PLCs we have a structure planning time on Wedenesdays. We include pd, training and data meetings. Teachers, Instructional coach, Math Facilitator will work collaborative to help with re-teach and plans for intervention.	Grade levels colloborate and develop Common Formative Assesments for Reading and Math and administer every 4 weeks. Grades 3-5 does benchmark assessments every semester, along with mock STAAR and the real STAAR. District and teachers create assessments based on the TRS units.	Teacher placement is largely driven by teacher/admin preference or where we think a teacher would best fit in a team. Student numbers also drive teacher movements among grades.
Desired Annual Outcome	*The campus will use Common Formative Assessments every 4th and 8th week of each semester. Teachers will use Eduphoria to analyze test questions and target TEKS that students struggled with. Teachers will engage in Data Talks during our weekly PLC meetings to Target areas of concern and share strategies with their team members.*	Data will be analyzed to help identify skills needing to be readdressed. Common formative assessments (CFA's every 4 weeks) and interim assessments will be used to help identify areas where expectations were not met, and may need additional time and attention.	*Hire and maintain Highly Qualified Teachers that will provide students with consistent and entralling instruction. In addition, hire staff that will assist Highly Qualified Teachers in the classroom and adhere to campus needs. Attain staff whose vision aligns with campus mission.*
Barriers to Address During the Year	Student absences result in them missing instruction and interventions.	Student excessive absences continue to be a barrier in student outcomes. Lack of attendance results in student missing critical instructional time which widens the learning gap.	Uncontrollable variables include quality and quantity of candidates that apply for teaching and paraprofessional positions at South San Antonio ISD.
District Commitment Theory of Action:			

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
Grade 3	Reading	Benchmark	30	0%									
Grade 3	Reading Spanish		23	3%									
Grade 3	Math	Benchmark	32	14%									
Grade 3	Math Spanish		10	n/a									
Grade 4	Reading	Benchmark	33	6%									
Grade 4	Reading Spanish			0%									
Grade 4	Math	Benchmark	40	23%									
Grade 4	Math Spanish			n/a									
Grade 5	Reading	Benchmark	53	26%									
Grade 5	Reading Spanish			33%									
Grade 5	Math	Benchmark	48	47%									
Grade 5	Math Spanish			n/a									

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	The campus will create/establish Common Formative Assessments every 4th and 8th week of each semester. Teachers will use Eduphoria to analyze test questions and target TEKS that students struggled with. Teachers will engage in Data Talks during our weekly PLC meetings to Target areas of concern and share strategies with their team memebers.	To use TEKS Resource System Year-at-a-Glance to help facilitate structure for ensuring quality delivery of curriculum. Lead4Ward will be used for a more prescriptive approach. All teachers receive professional development (see dates below). Teachers will be continually update data database while focusing on areas of low performance for targeted instruction with fidelity.	Hire and maintain Highly Qualified Teachers that will provide students with consistent and entralling instruction. In addition, hire staff that will assist Highly Qualified Teachers in the classroom and adhere to campus needs. Attain staff whose vision aligns with campus mission.
Desired 90-day Outcome	We will see an improvement in individual students mastering objectives on Common Formative Assessments. Teachers will also be using interventions/small groups to met the needs of all of their students.	Data will be analyzed to help identify skills needing to be readdressed. Common formative assessments (CFA's every 4 weeks) and interim assessments will be used to help identify areas where expectations were not met, and may need additional time and attention.	The adminstrative team, along with, CILT members or people who form part of the faculty body, can partake in the interveiew process i.e. screening and interviewing candidates.
Barriers to Address During this Cycle	Student absences result in them missing instruction and interventions.	Student excessive absences continue to be a barrier in student outcomes. Lack of attendance results in student missing critical instructional time which widens the learning gap.	Time constrains i.e. having a set time to hire a faculty or staff memeber but lacking qualified candidates.
District Actions for this Cycle			
District Commitments Theory of Action	#REF!		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Conferring with Readers	Reading	8/8/2019		Dr. Valderas	WT, student data sheets	ongoing	On Track	
LO/DOL	Reading/Math	8/8/2019	none-Posted on the Lesson plans	Principal, AP, IC	Lesson Plans, WT, Observations	Ongoing	Some Progress	
PLC -wisdom Wednesdays	Reading/Math	Ongoing	agendas	Principal, AP, IC	Classroom Visits for implementation	ongoing	Some Progress	

T-TESS traing	ALL areas	8/8/19		Dr. Valderas, AP			Met	
Happy Numbers	Math	8/9/19	computer lab	Presenter, Principal, AP, Dr. Valderas	Data collection	ongoing	On Track	
Eukolos	Reading/Math	8/9/19		CILT, Principal, AP, Dr. Valderas	data review	ongoing	Some Progress	
Data accountability	Reading/Math	8/9/19		CILT, Principal, AP, Dr. Valderas				
TEKS resources	ALL areas	8/12/19		Presenter, Principal, AP, Dr. Valderas	PLC meetings, classroom visits	ongoing	Some Progress	
Unpacking new textbooks adoption for ELAR	Reading	8/12/19		Dr. Valderas, AP			On Track	
Book Study: Who's Doing the Work	Reading	ongoing		Dr. Valderas	PLC Meetings, classroom visits	ongoing	Some Progress	
Elementary Curriculum	Reading	8/13/19		Central Office	classroom visits, grade level planning, PLC meetings	ongoing	Some Progress	
Kinder Balaced Literacy	Math	9/13/19		Central Office	classroom visis	ongoing	Some Progress	
3rd Balanced Literacy	Reading	9/25/19 & 9/26/19		Central Office	classroom visits	ongoing	Some Progress	
4th Balanced Literacy	Reading	9/26/19		Central Office	classroom visits	ongoing	Some Progress	
GT Training	K, 1st & 2nd	10/7/19		Campus	classroom visits, student work samples	ongoing	Some Progress	

4th Writing Training	Writing	10/7/19		Central Office		ongoing	Some Progress	
Spec Ed Training	SPEC ED Teachers	10/7/19		Central Office		ongoing	Some Progress	
3rd & 5th Math Training	Math	10/7/19		Central Office		ongoing	Some Progress	
Data Meeting -State of th campus	Math/Reading	11/7/19		CILT/Admin		ongoing	Some Progress	
ESF Review		10/7/19		Principal, AP		ongoing	Some Progress	

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Some progress we are meeting with for PLC 's and Data talks. We did not met our goal for 3rd, 4th & 5th students need intervention as some are performing at lower grade levels.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Did not met goal for 3rd, 4th and 5th. Students need intervention as some are performing at the lower grade levels.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	The campus will use Common Formative Assessments every 4th and 8th week of each semester. Teachers will use Eduphoria to analyze test questions and target TEKS that students struggled with. Teachers will engage in Data Talks during our weekly PLC meetings to Target areas of concern and share strategies with their team members.	To use TEKS Resource System Year-at-a-Glance to help facilitate structure for ensuring quality delivery of curriculum. Lead4Ward will be used for a more prescriptive approach. All teachers receive professional development (see dates below). Teachers will be continually update data database while focusing on areas of low performance for targeted instruction with fidelity.	Hire and maintain Highly Qualified Teachers that will provide students with consistent and entralling instruction. In addition, hire staff that will assist Highly Qualified Teachers in the classroom and adhere to campus needs. Attain staff whose vision aligns with campus mission.
Desired 90-day Outcome	We will continue to see an improvement in individual students mastering o	Data from CFA 1,2, and 3 will be used to drive instruction.	Candidates have been screened and interviewed; however may continue to be an ongoing process. Monitor and attain feedback from all stakeholders on interview panel for hiring decision making.
Barriers to Address During this Cycle	Student absences result in them missing instruction and interventions.	Student excessive absences continue to be a barrier in student outcomes. Lack of attendance results in student missing critical instructional time which widens the learning gap. Economically disadvantage families will move from district to district leads to interrupted learing.	High Qualified Teachers may not be available for hire due to lack of certification tests or pending contracts. During the hiring process supporting staff may find other alternatives with better pay and/or benefits.
District Actions for this Cycle			
District Commitments Theory of Action	#REF!		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Wisdom Wednesday	RDG/Math	Ongoing		Principal, AP, IC				
3rd Grade Math	3rd math	12/3/19		Mari Math IC				
5th Grade Math	5th Math	12/4/19		Mari Math IC				
Kinder Literacy/ Math	Kinder	12/10/19		Eve/Mari IC's				

Kinder Literacy/ Math	Kinder	2/5/20		Eve/Mari IC's				
3rd Grade Math	3rd Math	2/17/20		Mari Math IC				

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	The campus will use Common Formative Assessments every 4th and 8th week of each semester. Teachers will use Eduphoria to analyze test questions and target TEKS that students struggled with. Teachers will engage in Data Talks during our weekly PLC meetings to Target areas of concern and share strategies with their team members.	To use TEKS Resource System Year-at-a-Glance to help facilitate structure for ensuring quality delivery of curriculum. Lead4Ward will be used for a more prescriptive approach. All teachers receive professional development (see dates below). Teachers will be continually update data database while focusing on areas of low performance for targeted instruction with fidelity.	Hire and maintain Highly Qualified Teachers that will provide students with consistent and entralling instruction. In addition, hire staff that will assist Highly Qualified Teachers in the classroom and adhere to campus needs. Attain staff whose vision aligns with campus mission.
Desired 90-day Outcome	We will see an improvement in individual students mastering objectives on Common Formative Assessments. Teachers will analyze the effectiveness of interventions, both individual and small group, and seek assistance with strategies as needed during PLC. Teachers will continue using interventions/small groups to met the needs of all of their students. Students in STAAR tested grade levels will show grow of one year or greater.	Data from CFA 4,5, 6 in addition to bench mark results will drive instruction.	Review and possibly implement interview committe feedback for possible selection of Highly Qualified Teachers.
Barriers to Address During this Cycle	Student absences result in them missing instruction and interventions.	Student excessive absences continue to be a barrier in student outcomes. Lack of attendance results in student missing critical instructional time which widens the learning gap. Economically disadvantage families will move from district to district leads to interrupted learing.	Work around state assement (STAAR and TELPAS) time lines
District Actions for this Cycle			
District Commitments Theory of Action	#REF!		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Balanced Literacy Training		3/4/20		Traci Skrovan				

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0

Desired Annual Outcome	The campus will use Common Formative Assessments every 4th and 8th week of each semester. Teachers will use Eduphoria to analyze test questions and target TEKS that students struggled with. Teachers will	Data will be analyzed to help identify skills needing to be readdressed. Common formative assessments (CFA's every 4 weeks) and interim assessments will be used to help identify areas where expectations were not met, and may need additional time	Hire and maintain Highly Qualified Teachers that will provide students with consistent and entralling instruction. In addition, hire staff that will assist Highly Qualified Teachers in the classroom and adhere to campus needs. Attain staff whose vision aligns with
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	We will see an improvement in individual students mastering objectives on Common Formative Assessments. Teachers will also be using interventions/small groups to met the needs of all of their students.	Data will be analyzed to help identify skills needing to be readdressed. Common formative assessments (CFA's every 4 weeks) and interim assessments will be used to help identify areas where expectations were not met, and may need additional time	The adminstrative team, along with, CILT members or people who form part of the faculty body, can partake in the interveiew process i.e. screening and interviewing candidates.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	#REF!		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

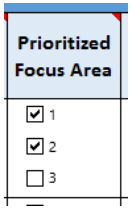
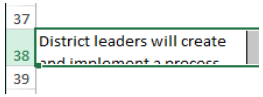
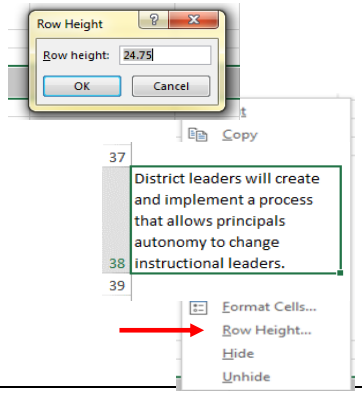
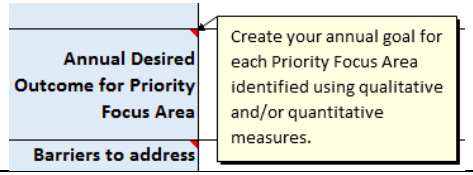
Campus Targeted Improvement Plan

Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 
Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	

Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	District Interim	15	0	District Interim			Benchmark			STAAR	21	
3rd	Math	District Interim	15	14	District Interim			Benchmark			STAAR	18	
4th	Reading	District Interim	20	3	District Interim			Benchmark			STAAR	22	
4th	Writing	District Interim	10	10	District Interim			Benchmark			STAAR	15	
4th	Math	District Interim	20	19	District Interim			Benchmark			STAAR	22	
5th	Reading	District Interim	20	30	District Interim			Benchmark			STAAR	30	
5th	Math	District Interim	20	37	District Interim			Benchmark			STAAR	30	
5th	Science	District Interim	10	9	District Interim			Benchmark			STAAR	15	

District Name	South San Antonio ISD	**Campus Name**	Miguel Carrillo, Jr. ES	**Superintendent**	Mrs. Delores Sendejo	**Principal**	Mrs. Sandra J. Sandoval
District Number	015-908	**Campus Number**	000000112	**District Coordinator of School Improvement (DCSI)**	Ms. Denise Orosco	**ESC Support**	Carolina Gonzales

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Denise Orosco**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Lorraine DeLeon**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Sandra Sandoval**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 65 Domain 2: 75 Domain 3: 71
	What changes in student group and subject performance are included in these goals?	Student Achievement Domain will will be increased by the following: Approaches-8%, Meets -9%, and Masters 5%.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**4**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**4**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	

Rationale	We have a campus-wide vision/mission where all previous stakeholders may not have had input, however it needs to be revisited with current staff to develop a shared vision/mission.	We know how and where to get our data, however we need to improve on how to utilize data to increase student outcomes by implementing a consistant data analysis protocol.	
Desired Annual Outcome	Teacher behavior will align with the campus mission and vision to increase student achievement, student attendance, and parental involvement. Campus staff will be able to articulate, understand, and believe in the campus mission and vision. Campus staff will have a cohesive and shared ownership for student success.	PLCs are lead by ILT and follow a consistent DDI protocol for analyzing common assessments resulting in action plans to address student gaps.	
Barriers to Address During the Year	Teacher buy-in, time constraints in meeting with staff as whole campus.	Currently we have a 45 minute weekly PLC that may need to change to a 90 minute block every other week. .	
District Commitment Theory of Action:	If the district provides the campus with access to external student support services; and the district's policies and practices align with and promote positive school culture; and the district continues to support best		

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	**Capacity Builder**

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teacher behavior will align with the campus mission and vision to increase student achievement, student attendance, and parental involvement.	PLCs are lead by ILT and follow a consistent DDI protocol for analyzing common assessments resulting in action plans to address student gaps.	
Desired 90-day Outcome	Campus staff will develop the campus mission, vision and campus-wide practices/systems to lead to student success.	Establish and implement a campus wide data analysis protocol.	
Barriers to Address During this Cycle	Teacher buy-in, time constraints in meeting with staff as whole campus.	Currently we have a 45 minute weekly PLC that may need to change to a 90 minute block every other week to have enough time to accomplish our goals.	
District Actions for this Cycle	The principal supervisor will support the campus administration by co-facilitating the vision & goal setting process and creating campus surveys and analyzing survey data.	The principal supervisor will attend PLCs and provide feedback on the agenda, planning activities and PLC deliverables.	
District Commitments Theory of Action	If the district provides the campus with access to external student support services; and the district's policies and practices align with and promote positive school culture; and the district continues to support best practices that reinforce effective instruction in schools; and the district provides effective systems to assist the campus in identifying and supporting struggling learners then the campus will be able to develop compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations providing the campus with the opportunity to establish protocols to strengthen data-driven instruction by focusing on the creation of high-quality objective-driven daily lesson plans with formative assessments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
To increase morale amongst campus staff, the campus will implement the following activities: Teacher of the Month, Staff Monthly Breakfast, PBIS teacher incentives to promote positive culture climate within the campus.	1	ongoing	bulletin board, weekly newsletter, calandar, agendas	Mrs. Sandoval, Principal, Mr. Davis, Assistant Princpal	bulletin board, weekly campus newsletter, calandar, agendas	ongoing	Significant Progress	Continue Working on the milestone throughout the year
The campus will increase parental involvement through monthly activities that include: STEM Night, Reading Night, Fall Fest, Cafecitos and PTO meetings.	1	October 16 October 11 Cafecitos: first Friday every month 10/25 10/29	Campus Calendar, sign in sheets, Class Dojo, School Messenger, Facebook, campus marquee, school newsletter	CIS, Mrs. Sandoval, Mrs. Ferrell, head start	Campus Calendar, sign in sheets, class dojo, messenger, facebook, marquee, school newsletter	Ongoing	Met	
The campus will continue to implement Positive Behavior and Intervention Supports (K-5). Pre-K will continue to implement Conscious Discipline.	1	Ongoing	Behavior Calendar, student incentives, agenda, minutes, Skyward	PBIS committee, campus staff, Mr. Davis	Campus Calendar, sign in sheets, skyward	ongoing	Significant Progress	Continue Working on the milestone throughout the year
Implement a lesson planning protocol (Fab 5) in PLC that includes time for unpacking an exemplar, reflection, and a dress rehearsal of upcoming lessons.	2	Ongoing	Campus Calendar, sign in sheets, action plan template, PLC calendar, PLC minutes, PLC sign-in sheets, PLC	Mrs. Sandoval, Mr.Davis, Instructional coaches	PLC sign in and Action plan	ongoing	Significant Progress	Continue Working on the milestone throughout the year
The campus will continue RtI progress monitoring every 2 weeks and will analyze the data every 9 weeks.	2	Oct.22	iStation & Happy numbers data, classroom samples, intervention plans, assessment data , PLC minutes	Mrs. Sandoval, Mr.Davis, Instructional coaches, Mrs. Wright, classroom teachers	Progress monitoring, classroom samples, grades, ESTAR documentation	ongoing	Significant Progress	Continue Working on the milestone throughout the year
The campus staff will develop the campus mission and vision.	1	October 31	agenda, sign in sheets, district mission and vision	Mrs. Sandoval	Every classroom will have the mission and vision, agenda, sign in sheets	October 31	Some Progress	Continue Working on the milestone throughout the year
Train teachers on a data driven protocol and the development of Daily Formative Assessment in PLC.	2	October 31th	PLC Agenda, Facilitator Notes, article, and samples	Instructional Coaches	Teacher work products from training	October 31	Significant Progress	Continue Working on the milestone throughout the year
Teachers will participate in Balance LIteracy Training to strengthen Tier 1 instruction and interventions.	2	Ongoing	Substitutes	Director of Teaching and Learning	Walkthroughs	Ongoing	Significant Progress	Continue Working on the milestone throughout the year

Teachers will participate in Math Training to strengthen Tier 1 instruction and interventions.	2	Ongoing	Substitutes	Director of Teaching and Learning	Walkthroughs	Ongoing	Significant Progress	Continue Working on the milestone throughout the year
After 9 Weeks Benchmarks, teachers will create Teacher Action Plans to reteach TEKS standards that have been identified.	2	October 31th	PLC Agenda, Teacher Action Plan Template	Instructional Coaches Administration	Teacher Action PLan	Ongoing	Significant Progress	Continue Working on the milestone throughout the year
Implement a Student Mentor Program to develop a self awareness and build positive relationships with campus staff.	1	October 31th	Mentor List, Criteria for mentoring	Mr. Davis and Mrs. Sandoval	List of student mentors and teachers	Ongoing	Significant Progress	Continue Working on the milestone throughout the year
Implement Class Student of the Month to recognize students for academic, character, attendance, and behavior.	1	October 15th	Student of month criteria, teacher nomination form	Mr. Davis and Mrs. Sandoval	List of criteria and student teacher list for nomination	Ongoing	Significant Progress	Continue Working on the milestone throughout the year

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	The Campus Leadership Team met on November 13, 2019.We reviewed the Milestones and we met most of the milestones on the TIP.Some will be on-going and carried over to the next cycle.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Carrillo achieved the student performance goals for 4th grade writing, 5th grade math and reading.The campus still struggles with 3rd grade reading and math and 4th grade reading and math. It	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	PBIS, Parental Involvement activities,Lesson Planning Protocol,Balance Literacy Training is ongoir	

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teacher behavior will align with the campus mission and vision to increase student achievement, student attendance, and parental involvement. Campus staff will be able to articulate, understand, and believe in the campus mission and vision. Campus staff will have a cohesive and shared ownership for student success.	PLCs are lead by ILT and follow a consistent DDI protocol for analyzing common assessments resulting in action plans to address student gaps.	
Desired 90-day Outcome	Students will be able to understand and articulate the campus mission and vision.	Campus wide data analysis protocol will be in place.	
Barriers to Address During this Cycle	Finding substitutes for teacher planning days.	Currently we have a 45 minute weekly PLC that may need to change to a 90 minute block every other week to have enough time to accomplish our goals.	
District Actions for this Cycle	The principal supervisor will attend CILT and provide feedback on the agenda, planning activities (students & families) and CILT deliverables.	The principal supervisor will coordinate district-wide trainings to support data driven instr	
District Commitments Theory of Action	If the district provides the campus with access to external student support services; and the district's policies and practices align with and promote positive school culture; and the district continues to support best practices that reinforce effective instruction in schools; and the district provides effective systems to assist the campus in identifying and supporting struggling learners then the campus will be able to develop compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations providing the campus with the opportunity to establish protocols to strengthen data-driven instruction by focusing on the creation of high-quality objective-driven daily lesson plans with formative assessments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
To increase morale amongst campus staff, the campus will implement the following activities: Teacher of the Month, Staff Monthly Breakfast, PBIS teacher incentives to promote postive culture climate within the campus.	1	ongoing	bulletin board, weekly newsletter, calandar, agendas	Mrs. Sandoval, Principal, Mr. Davis, Assistant Princpal	bulletin board, weekly campus newsletter, calandar, agendas	ongoing		
The campus will increase parental involvement through monthly activities that include: Cafecitos and PTO meetings.	1	ongoing	Campus Calendar, sign in sheets, Class Dojo, School Messenger, Facebook, campus marquee, school	CIS, Mrs. Sandoval, Mrs. Ferrell, head start	Campus Calendar, sign in sheets, class dojo, messenger, facebook, marquee, school newsletter	Ongoing		
The campus will continue to implement Positive Behavior and Intervention Supports (K-5). Pre-K will continue to implement conscious discipline.	1	Ongoing	Behavior Calandar, student incentives, agenda, minutes, Skyward	PBIS commitee, campus staff, Mr. Davis	Campus Calendar, sign in sheets, skyward	ongoing		
Continue the Carrillo lesson planning protocol (Fab 5) in PLC that includes time for unpacking an exemplar, reflection, and a dress rehearsal of upcoming lessons.	2	Ongoing	Campus Calendar, sign in sheets, action plan template, PLC calendar, PLC minutes, PLC sign-in sheets, PLC	Mrs. Sandoval, Mr.Davis, Instructional coaches	PLC sign in and Action plan	ongoing		
The campus will continue RtI progress monitoring every 2 weeks and will analyze the data every 9 weeks.	2	Week of January 7th	iStation & Happy numbers data, classroom samples, intervention plans, assessment data , PLC	Mrs. Sandoval, Mr.Davis, Instructional coaches, Mrs. Wright, classroom teachers	Progress monitoring, classroom samples, grades, ESTAR documentation	ongoing		
After 9 Weeks Benchmarks, teachers will create Teacher Action Plans to reteach TEKS standards that have been identifiied.	2	December 9th-13th , 4th & 5th February 18th-19th	PLC Agenda, Teacher Action Plan Template	Instructional Coaches Administration	Teacher Action PLan	Ongoing		
Implement a Student Mentor Program to develop a self awareness and build positive relationships with campus staff.	1	Ongoing	Mentor List, Criteria for mentoring	Mr. Davis and Mrs. Sandoval	List of student mentors and teachers	Ongoing		
Implement Class Student of the Month to recognize students for academic, character, attendance, and behavior.	1	Ongoing	Student of month criteria, teacher nomination form	Mr. Davis and Mrs. Sandoval	List of criteria and student teacher list for nomination	Ongoing		

The vision and mission will be posted in all classrooms and common areas.	1	December 20, 2019	Copies of Mission/vision	PBIS Committee Mr. Davis	Campus walkthoughs, checklist	January 7th		
Hire substitutes to cover classess for all 3rd-5th grade teachers to analyze data and complete coaching plans for district assessment #2.	2	December 19, 2019	Substitutes, lesson plans, AESOP	Mrs. Sandoval	Increase Meets and Masters on common assessments	Ongoing		
Implement new lesson plan template that documents time stamps, accommodations and modifications.	2	Ongoing	Lesson Plan template	Mrs. Sandoval, Mr. Davis, and Mr. Gacia	Improve effective instruction	Ongoing		
Continue to vet DOL/DFA's during PLCs.	2	Ongoing	samples of DOL's	Mrs. Sandoval, Mr. Davis, and Mr. Garcia	Improve effective instruction	ongoing		
The Campus Leadership Team will present the State Of the Campus to all staff.	2	After every district assessment	PowerPoint	Mrs. Sandoval, Mr. Davis, and Mr. Garcia	Improve effective instruction	ongoing		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teacher behavior will align with the campus mission and vision to increase student achievement, student attendance, and parental involvement. Campus staff will be able to articulate, understand, and believe in the campus mission and vision. Campus staff will have a cohesive and shared ownership for student success.	PLCs are lead by ILT and follow a consistent DDI protocol for analyzing common assessments resulting in action plans to address student gaps.	
Desired 90-day Outcome	All school community stakeholders will articulate and understand the school mission and vision leading a drive towards college and career readiness and postsecondary success.	Teachers will lead the DDI protocol for analyzing common assessments to identify trends, student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	
Barriers to Address During this Cycle	Teacher buy-in, time constraints in meeting with staff as whole campus.	Currently we have a 45 minute weekly PLC that may need to change to a 90 minute block every other week to have enough time to accomplish our goals.	
District Actions for this Cycle	The principal supervisor will monitor and evaluate a shared/collaborative vision by stakeholders as evidenced by participation in campus -wide family engagement opportunities.	The principal supervisor will attend Principal Cabinet and assist with the data analysis process to determine target TEKS and proffessional learning to support target areas.	
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
To increase morale amongst campus staff, the campus will implement the following activities: Teacher of the Month, Staff Monthly Breakfast, PBIS teacher incentives to promote postive culture climate within the campus.	1	ongoing	bulletin board, weekly newsletter, calandar, agendas	Mrs. Sandoval, Principal, Mr. Davis, Assistant Princpal	bulletin board, weekly campus newsletter, calandar, agendas	ongoing		
The campus will increase parental involvement through monthly activities that include: Cafecitos and PTO meetings	1		Campus Calendar, sign in sheets, Class Dojo, School Messenger, Facebook, campus marquee, school	CIS, Mrs. Sandoval, Mrs. Ferrell, head start	Campus Calendar, sign in sheets, class dojo, messenger, facebook, marquee, school newsletter	Ongoing		
The campus will continue to implement Positive Behavior and Intervention Supports (K-5). Pre-K will continue to implement conscious discipline.	1	Ongoing	Behavior Calandar, student incentives, agenda, minutes, Skyward	PBIS commitee, campus staff, Mr. Davis	Campus Calendar, sign in sheets, skyward	ongoing		
Implement a lesson planning protocol (Fab 5) in PLC that includes time for unpacking an exemplar, reflection, and a dress rehearsal of upcoming lessons.	2	Ongoing	Campus Calendar, sign in sheets, action plan template, PLC calendar, PLC minutes, PLC sign-in sheets, PLC	Mrs. Sandoval, Mr.Davis, Instructional coaches	PLC sign in and Action plans	ongoing		
The campus will continue RtI progress monitoring every 2 weeks and will analyze the data every 9 weeks.	2	Week of March 30th Week of May 26	iStation & Happy numbers data, classroom samples, intervention plans, assessment data , PLC	Mrs. Sandoval, Mr.Davis, Instructional coaches, Mrs. Wright, classroom teachers	Progress monitoring, classroom samples, grades, ESTAR documentation	ongoing		
After 9 Weeks Benchmarks, teachers will create Teacher Action Plans to reteach TEKS standards that have been identifiied.	2	March 23rd- 25th 3rd-5th	PLC Agenda, Teacher Action Plan Template	Instructional Coaches Administration	Teacher Action PLan	Ongoing		
Implement a Student Mentor Program to develop a self awareness and build positive relationships with campus staff.	1	October 31th	Mentor List, Criteria for mentoring	Mr. Davis and Mrs. Sandoval	List of student mentors and teachers	Ongoing		
Implement Class Student of the Month to recognize students for academic, character, attendance, and behavior.	1	October 15th	Student of month criteria, teacher nomination form	Mr. Davis and Mrs. Sandoval	List of criteria and student teacher list for nomination	Ongoing		

Reflection and Planning for Next 90-Day Cycle		
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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Teacher behavior will align with the campus mission and vision to increase student achievement, student attendance, and parental involvement. Campus staff will be able to articulate, understand, and believe in the	PLCs are lead by ILT and follow a consistent DDI protocol for analyzing common assessments resulting in action plans to address student gaps.	
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Campus staff will develop the campus mission, vision and campus-wide practices/systems to lead to student success.	Establish and implement a campus wide data analysis protocol.	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

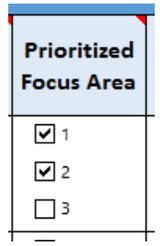
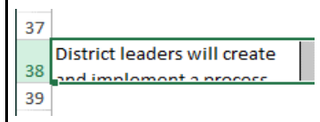
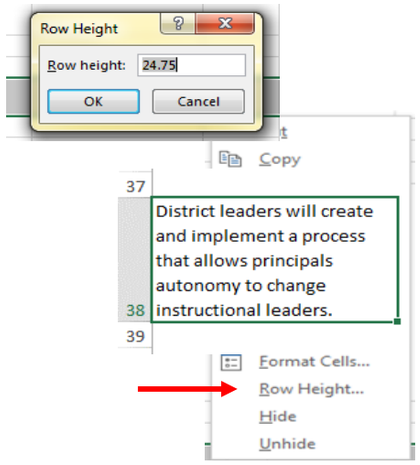
Campus Targeted Improvement Plan

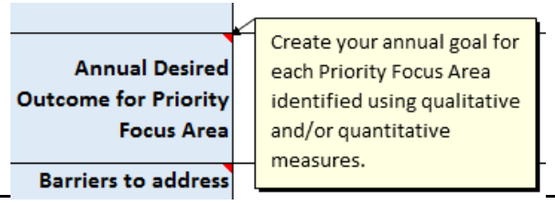
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	 mm
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	SouthSan ISD	**Campus Name**	Five Palms Elementery	**Superintendent**	Sendejo	**Principal**	Greg Martinez
District Number	000001	**Campus Number**	000159109	**District Coordinator of School Improvement (DCSI)**		**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**<Enter Name and Date>**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I 75%, Domain 2 88%, Domain 3 80%
	What changes in student group and subject performance are included in these goals?	Our student achievement outcomes is below expectations and would like to see 13 % increase each Test subject and grade levels.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**3**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**4**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	As a campus not all teachers have clear a clear understanding of how to break down TEKS to specificity	Develop effective systems and corrective instruction action plan process to support desired student outcome.	
Desired Annual Outcome	Students will know specifically, clearly, and explicitly what they should be attempting to learn. Including demonstration of learning and measured outcome.	Students will achieve meets and masters performance standard and show substantial growth for all students.	
Barriers to Address During the Year	1. Lack of TEKS breakdown, comfort with MRS, differentiated instruction within the lesson.	teacher preparation of data action plan; time for data informed instructional activities, time management for implementation of re-teach	

District Commitment Theory of Action:	The district ensures access to high quality common formative assessment resources aligned to state standards for 3- 5 areas and K-4 reaeding ad math.

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Benchmark	40	0	Benchmark	60							
3	Reading Spanish	Benchmark	50	19	Benchmark	75							
4	Reading	Benchmark	40	7	Benchmark	60							
4	Reading Spanish	Benchmark	60	4	Benchmark	75							
5	Reading	Benchmark	40	50	Benchmark	60							
5	Reading Spanish	Benchmark	75	39	Benchmark	85							
3	Math	Benchmark	40	17	Benchmark	60							
3	Math Spanish	Benchmark	50	21	Benchmark	70							
4	Math	Benchmark	40	17	Benchmark	60							
5	Math	Benchmark	40	61	Benchmark	60							
4	Writing	Benchmark	40	18	Benchmark	60							
4	Writing Spanish	Benchmark	65	4	Benchmark	80							
5	Science	Benchmark	60	30	Benchmark	75							

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data Driven Instruction	
Desired Annual Outcome	Students will know specifically, clearly, and explicitly what they should be attempting to learn. Including demonstration of learning and measured outcome.	PLC's are lead by ILT to follow district protocol of reviewing, planning and reteaching items after Benchmark and unit assesments.	
Desired 90-day Outcome	Teachers should have a clear understanding of the TEKS breakdown specific daily instruction.	Teachers and ILT follow protocol to review Benchmark results and follow data coaching plan to reteach priorotized standards	
Barriers to Address During this Cycle	Extended planning time and lack of content knowledge.	Knowledge of effective instructional management	
District Actions for this Cycle	The district ensures access to high quality curriculum guides and common formative assessment. The district provides professional development trainings in the content areas of reading and math.	Principal ensures that data coaching plans are complete with time frames for reteach and review. Principal also ensures that students are showing their work on all assessments.	
District Commitments Theory of Action	If the Principal and ILT provide regular checkpoints with teachers and implementation of coaching plans provided by district, along with high quality assessments with immediate test results, then the campus will establish strong data-driven instruction practices, improve the quality of formative assessments, and campus ILT will effectively engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Identify, set and commit to specific measurable goals for class and individual students. This will be visibe in each classroom and throughout the campus to foster student ownership.	1,2	September - November	Allocating funds from campus budget to provide teachers need protected time built in the master schedule to meet frequently meet to review	Principal Martinez	PLC calendar and agenda document, data, lesson plans, curriculum guides, TEKS resources,	ongoing		
Using the the data protocol (Data Talk, Action Plan, Accountability) leadership will data planning process both idividual teachers and team in PLC's to analyze data, identify treands, misconceptions, to determine root cause and create plans to reteach.	2	September - November	Data Coaching Plan, Data tracking tool, including test	ILT, teachers	PLC calendar and agenda documentation	ongoing		
ILT meetings analyze 9 week benchmark data and arrange observation calendar to prioritize feedback to teachers with lower student mastery.	1, 2	September - November	Benchmark data, data tracker	ILT, teachers	PLC calendar and agenda documentation	ongoing		
Finalization of Data Coaching Plan for teachers	2	September - November	data tracking tool	ILT, teachers	student checkpoints	ongoing		

Begin walkthroughs for formative assessments	1,2	September - November	STRIVE, Coaching Notes	ILT	Follow-up walkthroughs	ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	No. High percentage of students are not at a Meets standard. Teachers are continuing to adjust instruction and address data action plans.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No. High percentage of students are not at a Meets standard. Teachers are continuing to adjust instruction and address data action plans.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	analyze data, plan for targeted instruction	

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data Driven Instruction	
Desired Annual Outcome	Students will know specifically, clearly, and explicitly what they should be attempting to learn. Including demonstration of learning and measured outcome.	Teachers will use a corrective instructional action planning process, with Data Coahing Plans. This will occur individually and in PLC's	
Desired 90-day Outcome	Classroom instruction is narrowed to specificty of TEKS. Student performs at mastery level based formative assessments.	Students will continue to grow towards thier Meets and Mastery level on thier formative assessments	
Barriers to Address During this Cycle	Current instruction is limited due to continued review and spiraling of low performing skills.	Time for teachers to review data and to plan according for effective lessons to identify specific needs	,
District Actions for this Cycle	Data Talks, Coaching plans, Data Accountability. Principals attend monthly leadership meetings are provided with data coaching.	Create proctected time for teachers to analzye data and attend PLC's to make possible adjustments and create effective instructional strategies	
District Commitments Theory of Action	The district ensures access to high quality common formative assessment resources aligned to state standards for 3- 5 areas and K-4 reaeding ad math.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Provide professional develpoment to support teachers with effective classroom instruction incoorporating gradual release model framework.	1	December - February	PD materials, facilitator notes, slides tools for examples, agenda, sign-ins	ILT, teachers	Agenda, PD plan outlined, teacher work products from each training.	ongoing		
All teachers create and lesson plans that include the gradual release model, clear objectives differintiated instruction to meet the needs of all students.	1	December - February	Create and establish a Lesson plan checklist and provide teachers with feedback and lesson planning support.	ILT	Lesson Plan checklist	ongoing		
Implement student data tracker and teacher data reflection for unit assessments, I-Station and Happy Numbers	2	December - February	I-Station, Happy Numbers	ILT	Coaching Notes Observations Student Data Tracker Teacher Data Reflection Tool	ongoing		
monitoring lesson plans for formative assessments	2	December - February	Google Classroom, Google Drive	Campus Administrators, MCL and Instructional Coach		ongoing		
Prioritize observations and coaching for teachers with lower student growth rates.	2	December - February	Eduphoria Strive Data	Campus Administrators	assesment scores and walkthrough data	status of student and teacher notes		
Coaching focuses and documentation shift to instructional responses and reteach plans based on assessment data	2	December - February	Classroom walkthroughs	Campus Administrators, MCL and Instructional Coach	strive data	ongoing		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data Driven Instruction	
Desired Annual Outcome	Students will know specifically, clearly, and explicitly what they should be attempting to learn. Including demonstration of learning and measured outcome.	Teaachers understand how to review data and plan for priority items to re-assess. Priority items have narrow to a manageable implementation plan.	
Desired 90-day Outcome	Increased student performance in all three domains.	Teachers use corrective instruction action planning process, individually and in PLC to analyze data and determine the root cause as to why students have not mastered the skill. There should be student progress toward measurable goals is set for and by each	
Barriers to Address During this Cycle	Depth of knowledge and critical thnkng questioning.	teacher preparation of data action plan; time for data informed instructional activities.	
District Actions for this Cycle	District continues to provide professional development and trainings to teachers.	District continues to collect and return data in a timely period and District continues to build a culture of data driven instruction	
District Commitments Theory of Action	The district ensures access to high quality common formative assessment resources aligned to state standards for 3- 5 areas and K-4 reaeding ad math.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continue to plan for quality instruction	1,2	March - May	PLC time, PLC agenda, lesson plans, TEKS, HMH, Pearson, Curriculum guides, pacing calendars	ILT, teachers	assessments, DOL, student responses	ongoing		
Continue with focused and targeted walkthroughs to assess the growth of formative assessments	1,2	March - May	walkthroughs, learning walks notes, coaching notes	ILT, admin, district personel, teachers	planning guides	ongoing		
Continue with student data tracking and teacher data tracking student progress	2	March - May	tracking tools (IStation, F&P, student tracking and goal setting plans)	ILT	IStation, F&P, unit assessments, Benchmarks	ongoing		
Continue with scheduled PLCs to look for data trends to improve instruction	2	March - May	PLC calendar, agenda	ILT	PLC agendas and sign in	ongoing		

Continue coaching cycles with targeted feedback	2	March - May	Coaching notes	ILT	Coaching Notes	ongoing		
Develop any changes to the plan for the next school year	1 and 2	March - May	Campus survey	ILT	Campus survey results	May		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Students will know specifically, clearly, and explicitly what they should be attempting to learn. Including demonstration of learning and measured outcome.	Students will achieve meets and masters performance standard and show substantial growth for all students.	

Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Teachers should have a clear understanding of the TEKS breakdown specific daily instruction.	#REF!	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
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Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

Campus Targeted Improvement Plan

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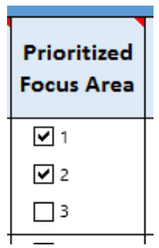
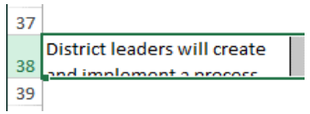
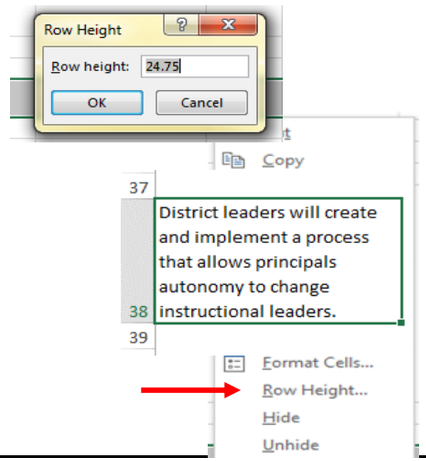
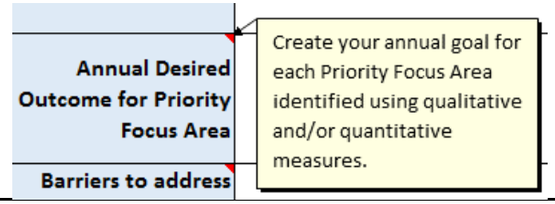
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Hutchins ES	**Superintendent**	Dolores Sendejo	**Principal**	Elizabeth Martinez
District Number	015-908	**Campus Number**	000000104	**District Coordinator of School Improvement (DCSI)**	Lorraine DeLeon	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Elizabeth Martinez**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: Domain 2: Domain 3:
	What changes in student group and subject performance are included in these goals?	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Rationale	Prior to this year, feedback was rarely provided on lesson plans. Lesson plans did not require time allotments or multiple, differentited paths of instruction to meet needs of varied learners, or formative assessments with exemplar responses. If we are going to improve instruction and academic achievement, we need to strengthen both lesson plans (including effective LOs/DOLs) and our feedback on them.	New Instructional Leadership Team: New Assistant Principal, Instructional Coach new to campus, Counselor Vacancy	
Desired Annual Outcome	Teachers use recurring PLC meetings to collaboratively plan effective lessons which include: clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilites and English learners among other student groups, and daily formative assessments along with exemplar responses.	The Instructional Leadership Team (ILT) will engage in planning protocols, data protocols, and observation-feedback protocols to improve teaching and learning.	
Barriers to Address During the Year	1) In-depth understanding of lesson plan components such as LOs/DOLs, which will require further professional development; 2) Getting teachers comfortable with the PLC model for planning.	Time commitments and conflicts; adjusting to strengths and weakness of ILT members;	

District Commitment Theory of Action:	Principal Supervisor- Data

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			

Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	District Interim	35%	6%									
3rd	Math	District Interim	42%	11%									
4th	Reading	District Interim	35%	15%									
4th	Math	District Interim	42%	38%									
4th	Writing	District Interim	20%	24%									
5th	Reading	District Interim	29%	38%									
5th	Math	District Interim	29%	33%									
5th	Science	District Interim	21%	27%									

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Desired Annual Outcome	Teachers use recurring PLC meetings to collaboratively plan effective lessons which include: clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilites and English learners among other student groups, and daily formative assessments along with exemplar responses.	The Instructional Leadership Team (ILT) will engage in planning protocols, data protocols, and observation-feedback protocols to improve teaching and learning.	
Desired 90-day Outcome	ILT will establish a calendar of PLCs to support lesson plan development; SBDM will develop a campus-wide lesson plan template to incorporate necessary components for an effective lesson plan.	The ILT will: 1) establish PLCs to support lesson plan writing, the analysis of data, and the development of coaching plans, 2) establish a coaching-feedback cycle, 3) conduct weekly ILT meetings/huddles to colloborate, calibrate, and reflect on progress and 4) build a community of shared leadership.	
Barriers to Address During this Cycle	Scheduling of PLCs during the instructional day; providing coverage as needed; aligning coach schedules, training SBDM	Admin scheduling; teacher buy-in; learning a new observation protocol	
District Actions for this Cycle	Principal Supervisor will support campus administrators on the PLC strutures and provide coaching/feedback on PLC meetings.	Prinicipal supervisor will support campus administrators and provided feedback on data accountability protocol, coaching feedback protocol.	
District Commitments Theory of Action	Principal Supervisor- Data		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Classroom Walk Through visits/feedback using Get Better Faster Coaching Framework		September -November	GBR guides and campus templates for GBR notes	Principal, AP, Instructional Coach	follow up observations from GBR loop	Nov-19	Some Progress	admin scheduling for completing the cyle using GBR framwork
Schedule grade level Lesson planning and Data PLC sessions		September-October	PLC schedule w additional minutes; use of google classrom for planning templates	Prinicpal, AP, Instructional Coach	Completed Planning sheets in Google classroom	End of September	Some Progress	teacher buy-in
Implementation of district PLC Protocols for Data Talks, Data Coaching, Data Accountability for first nine-weeks assessments		October	District Templates Nine Week Assessments Data from common assessments Eduphoria	C&I Department Instructional Coach, AP Principal	State of the Campus Presentation and Dialougue	Week of Oct 14	Significant Progress	

Restructuring CILT and SBDM		October	campus document outlining goals for each body	Principal, AP	Identify and Meet with both teams to understand roles	Ocotber 2019	Some Progress	calendar meetings for both leadership teams
Identify mentor teachers for new teachers to Hutchins Elementary		September -October	PD Book Teach Like a Champion	Principal, teacher mentors	distribution of TLAC book	google classroom for new teachers	Some Progress	new teachers with their mentors identify the technique they will practice
Weekly ILT huddles		September-November	google supports- classroom, drives, calendars	Principal	protocols and schedules in place	End of October	Some Progress	revise day due to schedules of Admin team

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, Administrative Leadership Team huddled immediately after being introduced to district data analysis protocols and held fidelity to the full analysis process with all teachers, across the contents tested in grades 3-5. The team delivered the "State of the Campus" using beginning of year and first Nine Weeks data and included feedback from vertical teams of teachers. However, PLC structure was met with resistance from teachers on planning ELAR lessons. While there is a need to improve in creating effective learning objectives, there is also a need for teachers to better internalize lessons so that they are more effective.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Goals were met in 4 of 8 areas- there is a need to better develop lessons that include time stamps for components of both the ELAR and Math content blokcs.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	1. Strategically schedule classroom walk through visits using GBF coaching frameowrk 2. Retool the PLC structure	Utilize the SBDM team to create time stamped lesson plan templates in grades K-5 for math and ELAR content blocks.

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Desired Annual Outcome	Teachers use recurring PLC meetings to collaboratively plan effective lessons which include: clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilites and English learners among other student groups, and daily formative assessments along with exemplar responses.	The Instructional Leadership Team (ILT) will engage in planning protocols, data protocols, and observation-feedback protocols to improve teaching and learning.	
Desired 90-day Outcome	During PLCs, ILT will provide support/training focusing on components of effective lesson plans. Topics will include: creating LOs/DOLs, differentiated instruction, time stamping lessons, formative assessments, exemplar responses. ILT will provide feedback on lesson plans.	The ILT will use the Getting Better Faster observation-feedback protocol with identified priority teachers following a consistent observation cycle;	
Barriers to Address During this Cycle	Time to develop effective lesson plans; teacher comfort levels with differentiated instruction, formative assessments, and exemplar	Admin scheduling; math instructional coach vacancy;	
District Actions for this Cycle	Principal Supervisor will support campus administrators on the PLC strutures and provide coaching/feedback on PLC meetings.	Prinicipal supervisor will support campus administrators and provided feedback on data accountability protocol, coaching feedback protocol.	
District Commitments Theory of Action	Principal Supervisor- Data		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Conduct Classroom walk through visits using GBR coaching framwork with Priority Teachers		November-January	GBR forms	Principal, AP, Instructional Coach	completed walk through coaching look for priority teachers	Jan-20		
Retooled Lesson planning and Data PLC sessions		November-December	PLC schedule w additional minutes; use of google classrom for planning templates	Prinicpal, AP, Instructional Coach	Completed Planning sheets in Google classroom	Dec-19		
Use of district PLC Protocols for Data Talks, Data Coaching, Data Accountability for district semester exams		December before winter break	District Templates Nine Week Assessments Data from common assessments Eduphoria	C&I Department Instructional Coach, AP Principal	State of the Campus Presentation and Dialougue	Week of Oct 14		
SBDM creates Lesson plan templates for core content areas		November	campus document outlining goals for each body	Principal, AP	Identify and Meet with both teams to understand roles	Nov-19		

New teachers read chapter on identified technique and rehearse the technique		November-January	PD Book Teach Like a Champion	Principal, AP, teacher mentors	completed assignment of using and practicing one technigue	January 2020		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	
Desired Annual Outcome	Teachers use recurring PLC meetings to collaboratively plan effective lessons which include: clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular	The Instructional Leadership Team (ILT) will engage in planning protocols, data protocols, and observation-feedback protocols to improve teaching and learning.	
Desired 90-day Outcome	Using Look-fors, campus will conduct Teacher Learning Walks across grade levels to observe lessons based on effective lesson plans.	The ILT will use the Getting Better Faster observation-feedback protocol with identified priority teachers following a consistent observation cycle;	
Barriers to Address During this Cycle	Scheduling of Learning Walks; teacher comfort level with being observed by peers		
District Actions for this Cycle	Principal Supervisor will support campus administrators on the PLC strutures and provide coaching/feedback on PLC meetings.	Prinicipal supervisor will support campus administrators and provided feedback on data accountability protocol, coaching feedback protocol.	
District Commitments Theory of Action	Principal Supervisor- Data		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Conduct Classroom walk through visits using GBR coaching framwork with Priority Teachers		Mar-May	GBR forms	Principal, AP, Instructional Coach	completed walk through coaching look for priority teachers	May-20		
New teachers identify a second technigue and rehearse the technique		Mar-May	PD Book Teach Like a Champion; Planning sheet for technigue to practice	Principal, AP, teacher mentors	completed assignment of using and practicing technigue	Apr-20		
Lesson plans with time stamps for core content areas		Mar-May	grade level lesson templates in google team drives	Principal, AP, Instructional Coach	Lessons w components of effective lessons with time stamps	Mar-20		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Teachers use recurring PLC meetings to collaboratively plan effective lessons which include: clear objectives, opening activities, time allotments, multiple, differentiated paths of instruction to a clearly defined curricular	The Instructional Leadership Team (ILT) will engage in planning protocols, data protocols, and observation-feedback protocols to improve teaching and learning.	
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	ILT will establish a calendar of PLCs to support lesson plan development; SBDM will develop a campus-wide lesson plan template to incorporate necessary components for an effective lesson plan.	The ILT will: 1) establish PLCs to support lesson plan writing, the analysis of data, and the development of coaching plans, 2) establish a coaching-feedback cycle, 3) conduct weekly ILT meetings/huddles to colloborate, calibrate, and reflect on progress and 4) build a community of shared leadership.	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	Principal Supervisor- Data		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
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Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
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Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
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Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
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Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

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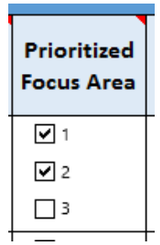
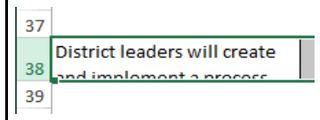
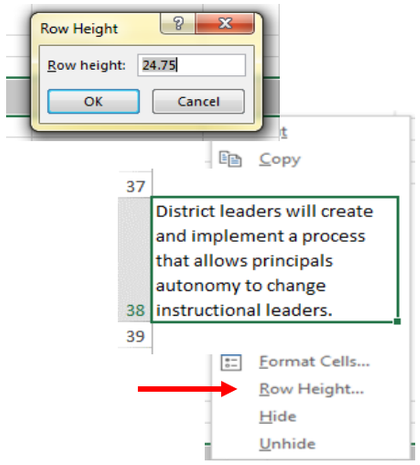
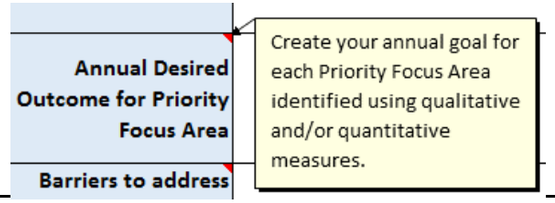
Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Kindred Elementary	**Superintendent**	Dolores Sendejo	**Principal**	Eric Boysen
District Number	015908	**Campus Number**	000000105	**District Coordinator of School Improvement (DCSI)**	Denise Orosco	**ESC Support**	Jaime Goodwin

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Eric Boysen**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 65, Domain 2: 88 Domain 3: 74
	What changes in student group and subject performance are included in these goals?	We definitely need to improve on getting more students to pass (student achievment), continue to work on passing students to help grow them, and work on special populations (special education, non continuously enrolled)
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**3**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	We have struggled with minimal parent involvment. There were not an abundance of celebrations, meetings, and interaction between the faculty/staff and parents/guadians. When there has been opportunites for parents to come in, the school has seen very little turnout. It is the hope that increasing the turnout in school functions and particpation in events will enhance the ability for teachers to speak with parents/guardians concerning their child's progress leaning to an environmet of student success.	We need to show an accountability of lesson plans with fidelity in implementing the standards. The expectation that as teachers input lesson plans, admin and instructional coaches will review lesson plans, perform observations, and give feedback on reinforcements and refinements. Teachers will provide students with quality DOLs that will give them daily data to check for student understanding and how teachers can evaluated their own teaching style to create student success.	We need to increase of percentage of students passing State Assessments. Growing more students from not meeting standard toward approaching will increase student progress. Teachers will input students grades on sheets to track students progress throughout CFAs, district benchmarks, and STAAR. They will be able to use the data as well as data coaching plans to base their instuction on students needs.
Desired Annual Outcome	Create a safe learning enviroment that promotes student success and community involvment. We want to build partnerships between faculty and families. Having many opportunities for parents to attend the school will allow for familiarity among the teacher and parent/guardian instilling that constant line of communication.	By creating high quality lesson plans, all students will be working toward growth in reaching their grade level. Admin and instructional coaches will constantly give feedback to enhance best teaching practices in each classroom.	Teachers will input students grades on sheets to track students progress throughout CFAs, district benchmarks, and STAAR. They will be able to use the data as well as data coaching plans to base their instuction on students needs.The desired outcome is to increase on positive students outcomes and close the gaps across grade levels.
Barriers to Address During the Year	Changing the mindset of parents/guardians in knowing that they are an important part of their children and school's success. We will strive to give parents many notices (notices, marquee postings, twitter postings, blackboard call outs, face to face invitations) of events within a resonable time frame as to when they would be able to attend. We face barriers such as stability in homes, work schedules, and intimidation in coming on to campus.	Many students have gaps in prior learning. Students lack the concept of not having a growth mindset. Teachers are faced with a learning curve with new ELAR standards and adoption of HMH. There are also new expectations from balanced literacy.	Focusing on how to disaggregate the data and apply to classroom instruction. Take time to look at the data and come up with an intervention plan that addresses the gaps in student learning.

District Commitment Theory of Action:	

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			

Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	**Capacity Builder**		

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Math	Benchmark	20%	1.82%	Benchmark	20%		Benchmark	20%		STAAR	20%	
3rd	Reading	Benchmark	15%	0%	Benchmark	15%		Benchmark	15%		STAAR	15%	
4th	Math	Benchmark	45%	23.08%	Benchmark	45%		Benchmark	45%		STAAR	45%	
4th	Reading	Benchmark	35%	5.77%	Benchmark	35%		Benchmark	35%		STAAR	35%	
4th	Writing	Benchmark	25%	14%	Benchmark	25%		Benchmark	25%		STAAR	25%	
5th	Math	Benchmark	50%	56.60%	Benchmark	50%		Benchmark	50%		STAAR	50%	
5th	Reading	Benchmark	30%	45.28%	Benchmark	30%		Benchmark	30%		STAAR	30%	
5th	Science	Benchmark	25%	25.49%	Benchmark	25%		Benchmark	25%		STAAR	25%	
*********	Goals based off meets grade level criteria												

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Create a safe learning enviroment that promotes student success and community involvment. We want to build partnerships between faculty and families. Having many opportunities for parents to attend the school will allow for familiarity among the teacher and parent/guardian instilling that constant line of communication.	By creating high quality lesson plans, all students will be working toward growth in reaching their grade level. Admin and instructional coaches will constantly give feedback to enhance best teaching practices in each classroom.	Teachers will input students grades on sheets to track students progress throughout CFAs, district benchmarks, and STAAR. They will be able to use the data as well as data coaching plans to base their instuction on students needs.The desired outcome is to increase on positive students outcomes and close the gaps across grade levels.
Desired 90-day Outcome	Establishing events/celebrations that allows for opportunites for admin, teachers to communicate with parents.guardians. Establishing this interaction among parents/guardians and staff will allow parents/guadians to feel comfortable attending the school. We will utilize different forms of communication to parents/guardians to notify them of opportunites to come to campus.	Set up a google doc location that all teachers can input lesson plans to. Admin and instructional coaches will review lesson plans and use as a resource when observing classrooms. Admin and ICs will check accountability of lesson plans with fidelity in implementing the standards. Teachers will provide students with quality DOLs that will give them daily data to check for student understanding and how teachers can evaluated their own teaching style to create student success.	Teachers will give a daily assessment (DOL) to track what students have learned daily. Data from Common Assessments will be charted to track progress during common assessments, district benchmarks, and STAAR. Data will be broken down to denote how students answered questions thus allowing teachers to create a plan to address intervention techniques. They will be able to use the data as well as data coaching plans to base their instuction on students needs.
Barriers to Address During this Cycle	Parent/guardians work schedules. Breaking the barrier of parents/guardians feeling intimated by staff and school.	Teachers are faced with a learning curve with new ELAR standards and adoption of HMH. There are also new expectations from balanced literacy.	Teaching how to read and break down assessment scores and apply to classroom instruction. Working out intervention schedules to allow for students that struggled on certain TEKS during test to be successful later on STAAR.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Incorporate Istation and happy numbers during computer lab time and centers to focus on students progressing on their assessments in math and reading.	☐1 ☑2 ☑3	Ongoing	Technology, data collection	Admin, teachers, Ics	Data collection from test and progress as students progress through programs	After testing periods	On Track	Continue to track that students are meeting their minutes on programs and progressing along

Aligned LO and DOLs and follow up with walkthroughs and feedback to discuss impact of them.	☐1 ☑2 ☑3	Ongoing	Curriculum documents, data from assessments	Admin, teachers, ICs	Strive walkthrough and feedback sessions to discuss reinfocments and refinements.	Signed walkthroughs in strive.	On Track	Continue feedback with teachers to ensure that LOs and DOL are aligned and targeted for to ensure student success.
Open House/Title 1 Meeting to inform parents/guardians of requirements that the school and district services that we are required to offer. Open house gives parents/guardians and teachers the abilty to meet about students to discuss positives and concerns.	☑1 ☑2 ☑3	September	Flyers, powerpoints, sign in sheets, infocus, laptop for Title 1, blackboard call outs	Admin, teachers, CIS	Notices, call out info, Sign in sheets	After event	Met	Continue to have opportunities for parents/guardians to come into the school to celebrate student success and student progress from their child's teacher.
Parent coffee invites parents/guardians the opportuity to come into the school to speak with administration,counselor, CIS as well as hear from a community resource and services provided.	☑1 ☐2 ☐3	Monthly	Flyers, sign in sheets, infocus, laptop for presentations, blackboard call outs	Admin, teachers, CIS, counselor	Notices, call out info, Sign in sheets	After meetings	Significant Progress	Find additional outside sources/partners to come into the school to provide resources to parents/guardians.
Student Showcase allows for grade levels to showcase their talents to their parents/guardians and gives time for communication for teachers to touch base with them about students progression.	☑1 ☐2 ☑3	Monthly	Flyer, sign in sheets, infocus, laptop, speaker for shows, blackboard call outs	Admin, teachers, CIS, counselor	Notices, call out info, Sign in sheets	After meetings	Significant Progress	Continue to have opportunities for parents/guardians to come into the school to celebrate student success and student progress from their child's
Google Doc to input lesson plans and guided lesson plans to guide teachers as to the daily lesson and schedules that will be followed to ensure timeframes to follow scope and sequence.	☑2 ☑3	Ongoing	Computers, lesson plan templates, curriculum documents	Admin, Instructional coach, teachers	Lesson plans in google docs	Weekly	On Track	Review lesson plans and provide feedback to teachers regarding using best practices as planning to ensure student success.
Classroom Teacher Observations and Feedback sessions to go over reinforcments and refinements in the classroom based on data collected throuhout observation.	☐1 ☑2 ☑3	Weekly	Eduphoria strive, current data, curriculum documents	Instructional coach, Admin	Eduphoria strive documentation and signature denoting observation and feedback	Weekly	On Track	Continue walkthroughs as teams to colloborate with each other to look for best practices and areas to address in the classroom.
PLC meetings to discuss lesson planning, best practices and data analyzis. Data coaching plans will be worked on with instructional coaches to reteach TEKS/areas of weeknesses from common assessments.	☐1 ☑2 ☑3	Weekly	Sign in sheets, Agendas, current data, curriculum documents	Instructional coach, Admin	Sign in sheets, Agendas, intervention plans, data coaching plans	Weekly, coaching plans after assessments	On Track	Need to give more time for staff to be able to finish coaching plans.
District PD sessions for Balanced Literacy	☐1 ☑2 ☑3	District schedule dates	Sign in sheets, Agendas, balanced literacy textbooks, completed assisnments	Department of Academics, Consultant	Balanced literacy components in place	Ongoing	On Track	Ensure that teachers are bringing back and utilizing best practices learned during PD.

Common Assessments to track students progress	☐1 ☑2 ☑3	Week of Oct 14th	District created assessments, eduphoria data	Division of Academics, Admin, Instructional coach, teachers	Test scores	Every 9 weeks for 1st semester	On Track	Utilize coaching plans to spiral back in TEKS that students struggled on.

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Processes are in place to ensure that we on track with meeting our 90 day outcome. We are having ample opportunities for parental involvment. As well we our incorporating our revised way of breaking down data after common assessments to ensure we are reaching those students that are struggling in certain TEKSs to endure success for future assessments.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	In 5th grade we did meet our goals. We still have work to do to meet our 3rd and 4th performance goals. Students are struggling with reading on grade level.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	Continue to have walkthroughs and feedback sessions to reinforce positives and define refinements. Asses students to monitor progress through unit assessments, common assessments and computer programs (Istation, happy numbers)	Have more oppotunites for parental involvment to celebrate student success as well communication with teachers. Teachers will begin to tutor students after school. Part time certified employees will be brought in to assist in pullouts and small groups in the classroom.

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Create a safe learning enviroment that promotes student success and community involvment. We want to build partnerships between faculty and families. Having many opportunities for parents to attend the school will allow for familiarity among the teacher and parent/guardian instilling that constant line of communication.	By creating high quality lesson plans, all students will be working toward growth in reaching their grade level. Admin and instructional coaches will constantly give feedback to enhance best teaching practices in each classroom.	Teachers will input students grades on sheets to track students progress throughout CFAs, district benchmarks, and STAAR. They will be able to use the data as well as data coaching plans to base their instuction on students needs.The desired outcome is to increase on positive students outcomes and close the gaps across grade levels.
Desired 90-day Outcome	Establishing events/celebrations that allows for opportunites for admin, teachers to communicate with parents.guardians. Establishing this interaction among parents/guardians and staff will allow parents/guadians to feel comfortable attending the school. We will utilize different forms of communication to parents/guardians to notify them of opportunites to come to campus.	Set up a google doc location that all teachers can input lesson plans to. Admin and instructional coaches will reveiw lesson plans as use as a resource when observing classrooms. Admin and ICs will check accountability of lesson plans with fidelity in implementing the standards. Teachers will provide students with quality DOLs that will give them daily data to check for student understanding and how teachers can evaluated their own teaching style to create student success. Coaching plans will be worked on with instructional coaches to focus on areas of weeknessed based off common assessment results.	Teachers will give a daily assessment (DOL) to track what students have learned daily. Data from Common Assessments will be charted to track progress during common assessments, district benchmarks, and STAAR. Data will be broken down to denote how students answered questions thus allowing teachers to create a plan to address intervention techniques. They will be able to use the data as well as data coaching plans to base their instuction on students needs.
Barriers to Address During this Cycle	Parent/guardians work schedules. Breaking the barrier of parents/guardians feeling intimated by staff and school.	Teachers are faced with a learning curve with new ELAR standards and adoption of HMH. There are also new expectations from balanced literacy. Balancing of time as to continue forward with scope and sequence while spiraling review of where students struggled on common assessements.	Teaching how to read and break down assessment scores and apply to classroom instruction. Working out intervention schedules to allow for students that struggled on certain TEKS during test to be successful later on STAAR. Utilizing part time employees as to aide in targeted pullouts and push in instruction. Making sure students are attending tutoring.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Parent coffee invites parents/guardians the opportuity to come into the school to speak with administration,counselor, CIS as well as hear from a community resource and services provided.	☑1 ☐2 ☐3	Monthly	Flyers, sign in sheets, infocus, laptop for presentations, blackboard call outs	Admin, teachers, CIS	Notices, call out info, Sign in sheets	After event		
Student Showcase allows for grade levels to showcase their talents to their parents/guardians and gives time for communication for teachers to touch base with them about students progression.	☑1 ☐2 ☑3	Monthly	Flyers, sign in sheets, infocus, laptop for presentations, blackboard call outs	Admin, teachers, CIS, counselor	Notices, call out info, Sign in sheets	After meetings		

Award Ceremony to celebrate students accomplishments (perfect attendance, honor roll, citizenship). Allows for teachers to make parent contact to discuss student progress.	☑1 ☑2 ☑3	January	Flyers, Awards, Sign in sheets	Admin, Teachers, counselor	Notices, call out info, Sign in sheets	After award ceremony		
Afterschool Tutoring by teachers to target small groups of students to increase student performance	☐1 ☑2 ☑3	Weekly	Letter to parents, student sign in sheets, timecards with TEKs/Lesson taught	Admin, Teachers	Grades and benchmark data	Weekly		
Part Time employees used to pull out small groups/assist in rooms to target struggling students and enhance performance of progressing students	☐1 ☑2 ☑3	Weekly	Student sign in sheets, timecards with TEKs/Lesson taught	Admin, Teachers	Grades and benchmark data	Weekly		
Google Doc to input lesson plans and guided lesson plans to guide teachers as to the daily lesson and schedules that will be followed to ensure timeframes to follow scope and sequence.	☐1 ☑2 ☑3	Ongoing	Computers, lesson plan templates, curriculum documents	Admin, Instructional coach, teachers	Lesson plans in google docs	Weekly		
Classroom Teacher Observations and Feedback sessions to go over reinforcments and refinements in the classroom based on data collected throuhout observation.	☐1 ☑2 ☑3	Weekly	Eduphoria strive, current data, curriculum documents	Instructional coach, Admin	Eduphoria strive documentation and signature denoting observation and feedback	Weekly		
PLC meetings to discuss lesson planning, best practices and data analyzis. Data coaching plans will be worked on with instructional coaches to reteach TEKS/areas of weeknesses from common assessments.	☐1 ☑2 ☑3	Weekly	Sign in sheets, Agendas, current data, curriculum documents	Instructional coach, Admin	Sign in sheets, Agendas, intervention plans	Weekly, coaching plans after assessments		
District PD sessions for Balanced Literacy	☐1 ☑2 ☑3	District schedule dates	Sign in sheets, Agendas, balanced literacy textbooks, completed assisnments	Department of Academics, Consultant	Balanced literacy components in place	Ongoing		
Common Assessments to track students progress	☐1 ☑2 ☑3	Week of Dec 9th	District created assessments, eduphoria data	Division of Academics, Admin, Instructional coach, teachers	Test scores	Every 9 weeks for 1st semester		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Create a safe learning enviroment that promotes student success and community involvment. We want to build partnerships between faculty and families. Having many opportunities for parents to attend the school	By creating high quality lesson plans, all students will be working toward growth in reaching their grade level. Admin and instructional coaches will constantly give feedback to enhance best teaching practices in each classroom.	Teachers will input students grades on sheets to track students progress throughout CFAs, district benchmarks, and STAAR. They will be able to use the data as well as data coaching plans to base their instuction on students needs.The desired outcome is to
Desired 90-day Outcome	Establishing events/celebrations that allows for opportunites for admin, teachers to communicate with parents.guardians. Establishing this interaction among parents/guardians and staff will allow parents/guadians to feel comfortable attending the school. We will utilize different forms of communication to parents/guardians to notify them of opportunites to come to campus.	Set up a google doc location that all teachers can input lesson plans to. Admin and instructional coaches will reveiw lesson plans as use as a resource when observing classrooms. Admin and ICs will check accountability of lesson plans with fidelity in implementing the standards. Teachers will provide students with quality DOLs that will give them daily data to check for student understanding and how teachers can evaluated their own teaching style to create student success. Coaching plans will be worked on with instructional coaches to focus on areas of weeknessed based off district benchmark results.	Teachers will give a daily assessment (DOL) to track what students have learned daily. Data from Common Assessments will be charted to track progress during common assessments, district benchmarks, and STAAR. Data will be broken down to denote how students answered questions thus allowing teachers to create a plan to address intervention techniques. They will be able to use the data as well as data coaching plans to base their instuction on students needs.
Barriers to Address During this Cycle	Parent/guardians work schedules. Breaking the barrier of parents/guardians feeling intimated by staff and school.	Teachers are faced with a learning curve with new ELAR standards and adoption of HMH. There are also new expectations from balanced literacy. Balancing of time as to continue forward with scope and sequence while spiraling review of where students struggled on district benchmarks.	Teaching how to read and break down assessment scores and apply to classroom instruction. Working out intervention schedules to allow for students that struggled on certain TEKS during test to be successful later on STAAR. Utilizing part time employees as to aide in targeted pullouts and push in instruction. Making sure students are attending tutoring.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Parent coffee invites parents/guardians the opportuity to come into the school to speak with administration,counselor, CIS as well as hear from a community resource and services provided.	☑1 ☐2 ☐3	Monthly	Flyers, powerpoints, sign in sheets, snacks, infocus, laptop for Title 1, blackboard call outs	Admin, teachers, CIS	Notices, call out info, Sign in sheets	After event		
Award Ceremony to celebrate students accomplishments (perfect attendance, honor roll, citizenship). Allows for teachers to make parent contact to discuss student progress.	☑1 ☐2 ☑3	May	Flyers, Awards, Sign in sheets	Admin, Teachers, counselor	Notices, call out info, Sign in sheets	After award ceremony		

STAAR Night to discuus with parents/guardians the importance of motivating their children and giving them assistance with their success on STAAR Testing	☐1 ☐2 ☐3	March	Flyers, powerpoints, sign in sheets, snacks, infocus, laptop for Title 1, blackboard call outs	Admin, Teachers, counselor	Notices, call out info, Sign in sheets	After event		
Afterschool Tutoring by teachers to target small groups of students to increase student performance	☐1 ☑2 ☑3	Weekly	Letter to parents, student sign in sheets, timecards with TEKs/Lesson taught	Admin, Teachers	Grades and benchmark data	Weekly		
Part Time employees used to pull out small groups/assist in rooms to target struggling students and enhance performance of progressing students	☐1 ☑2 ☑3	Weekly	Student sign in sheets, timecards with TEKs/Lesson taught	Admin, Teachers	Grades and benchmark data	Weekly		
Google Doc to input lesson plans and guided lesson plans to guide teachers as to the daily lesson and schedules that will be followed to ensure timeframes to follow scope and sequence.	☐1 ☑2 ☑3	Ongoing	Computers, lesson plan templates, curriculum documents	Admin, Instructional coach, teachers	Lesson plans in google docs	Weekly		
Classroom Teacher Observations and Feedback sessions to go over reinforcments and refinements in the classroom based on data collected throuhout observation.	☐1 ☑2 ☑3	Weekly	Eduphoria strive, current data, curriculum documents	Instructional coach, Admin	Eduphoria strive documentation and signature denoting observation and feedback	Weekly		
PLC meetings to discuss lesson planning, best practices and data analyzis. Data coaching plans will be worked on with instructional coaches to reteach TEKS/areas of weeknesses from common assessments.	☐1 ☑2 ☑3	Weekly	Sign in sheets, Agendas, current data, curriculum documents	Instructional coach, Admin	Sign in sheets, Agendas, intervention plans	Weekly, coaching plans after assessments		
District PD sessions for Balanced Literacy	☐1 ☑2 ☑3	District schedule dates	Sign in sheets, Agendas, balanced literacy textbooks, completed assisnments	Department of Academics, Consultant	Balanced literacy components in place	Ongoing		
District Benchmarks to track students progress.	☐1 ☑2 ☑3	Week of Feb 17th, Week of Mar 23rd	District created assessments, eduphoria data	Division of Academics, Admin, Instructional coach, teachers	Test scores	After Benchmarks are completed.		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Create a safe learning enviroment that promotes student success and community involvment. We want to build partnerships between faculty and families. Having many opportunities for parents to attend the school	By creating high quality lesson plans, all students will be working toward growth in reaching their grade level. Admin and instructional coaches will constantly give feedback to enhance best teaching practices in each classroom.	Teachers will input students grades on sheets to track students progress throughout CFAs, district benchmarks, and STAAR. They will be able to use the data as well as data coaching plans to base their instuction on students needs.The desired outcome is to
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Establishing events/celebrations that allows for opportunites for admin, teachers to communicate with parents.guardians. Establishing this interaction among parents/guardians and staff will allow parents/guadians to feel comfortable attending the school. We will utilize different forms of communication to parents/guardians to notify them of opportunites to come to campus.	Set up a google doc location that all teachers can input lesson plans to. Admin and instructional coaches will review lesson plans and use as a resource when observing classrooms. Admin and ICs will check accountability of lesson plans with fidelity in implementing the standards. Teachers will provide students with quality DOLs that will give them daily data to check for student understanding and how teachers can evaluated their own teaching style to create student success.	Teachers will give a daily assessment (DOL) to track what students have learned daily. Data from Common Assessments will be charted to track progress during common assessments, district benchmarks, and STAAR. Data will be broken down to denote how students answered questions thus allowing teachers to create a plan to address intervention techniques. They will be able to use the data as well as data coaching plans to base their instuction on students needs.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ ☐ ☒ ☐							
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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

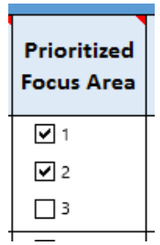
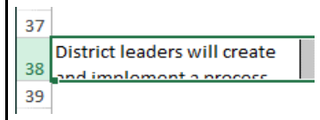
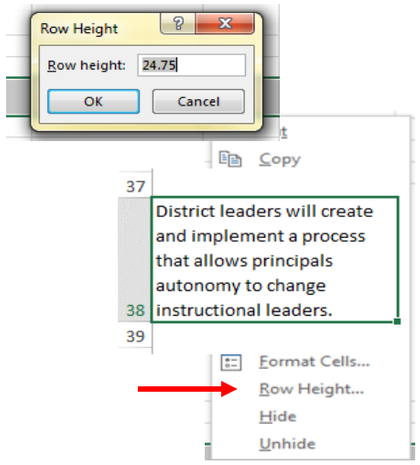
Campus Targeted Improvement Plan

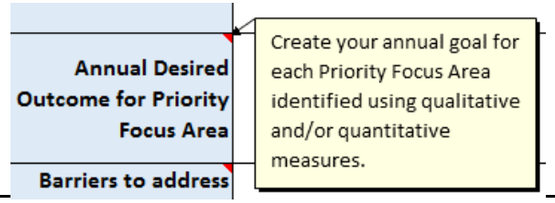
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Frank Madla ES	**Superintendent**	Mrs. Dolores Sendejo	**Principal**	Dr. JoAnn Buchanan
District Number	019508	**Campus Number**	015908108	**District Coordinator of School Improvement (DCSI)**	Ms. Denise Orosco	**ESC Support**	Ms. Cheryl Stweart

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Denise Orosco**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Lorraine DeLeon**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Jo Ann Buchanan**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 65 Domain 2: 70 Domain 3: 60
	What changes in student group and subject performance are included in these goals?	An effort to address the Special Education students in all tested subject levels and focus upon their specific learning disabilities to ensure we are moving their performance levels up.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	Although, teachers developed lesson plans together, content knowledge varied amongst the grade level teams. Standards based lesson planning was new to staff.	Although data was disaggregated, tracking and monitoring of student progress was not consistently monitored.	
Desired Annual Outcome	All grade level teachers develop standards-based lessons with clear objectives and demonstrations of learning, including multiple response strategies and the gradual	Use data to drive instruction and interventions and be more consistent with instruction. 100% of teachers will utiilize a tracking tool to monitor student	
Barriers to Address During the Year	Comfort with developing standards-based lessons and demonstrations of learning. Allocating appropriate time for the lesson plan development.	Lack of professional development regarding data disaggration and student progress monitoring.	

District Commitment Theory of Action:	If the district provides effective systems to assist the campus in identifying and supporting struggling learners; and the district continues to support best practices that reinforce effective instruction in schools; then the campus will be able to develop protocols to strengthen data-driven instruction by also focusing on the creation of high-quality objective-driven daily lesson plans with formative assessments.

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	Capacity Builder

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	STAAR	26	21.43	Benchmark	28	13.79	Benchmark	28		Other	34	
3rd	Math	STAAR	34	28.57	Benchmark	34	37.04	Benchmark	42		Other	50	
4th	Reading	STAAR	19	15.69	Benchmark	21	9.46	Benchmark	21		Other	34	
4th	Math	STAAR	19	15.69	Benchmark	21	24.32	Benchmark	30		Other	40	
4th	Writing	STAAR	9	7.84	Benchmark	15	21.62	Benchmark	28		Other	36	
5th	Reading	STAAR	39	35.53	Benchmark	43	28.85	Benchmark	43		Other	43	
5th	Math	STAAR	38	34.21	Benchmark	41	50	Benchmark	60		Other	70	
5th	Science	STAAR	22	18.42	Benchmark	24	18.87	Benchmark	24		Other	30	
	Scores are inputted before 1st assessment.												

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	All grade level teachers develop standards-based lessons with clear	Use data to drive instruction and interventions and be more consistent with instruction.	
Desired 90-day Outcome	PLC framework is established, implemented, and becomes routine	100% of Teachers will understand how to utilize following programs:	
Barriers to Address During this Cycle	Lack of preparation, not facilitating meetings and determining targeted specific steps and timelines based on teaching protocols and assessments.	Teachers lack of experience with data dissggregation.	
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides effective systems to assist the campus in identifying and supporting struggling learners; and the district continues to support best practices that reinforce effective instruction in schools; then the campus will be able to develop protocols to strengthen data-driven instruction by also focusing on the creation of high-quality objective-driven daily lesson plans with formative assessments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Have weekly lesson plans available on Friday at 4:00pm after Wednesday's planning session	1	Aug-June	Google Drive	Teachers, IC, Admin, Reading Specialist	Lesson plan progress checks each week	On going	On Track	
Conduct weekly PLCs	1	Aug-June	Data, Eukolos, Eduphoria,Staar	Admin/ ICs, Reading Specialist	Agenda checks, sign in sheet	On going	Met	
Staff will receive training on the Fab 5 Lesson planning process.	1,2	October 14, 2019	Computer lab, trainer	Teachers, Admin	Agenda, sign in sheet	October 14, 2019	Some Progress	Train new staff in FAB 5 protocol
Staff participates in Eduphoria training to learn how to dissagregate data and identify trends	2	Oct. 18, 2019	Computer lab, eduphoria trainer	Admin, IC, trainer	Sign in sheet, agenda,	October 18, 2019	Some Progress	Proirtize walk-through
Walk-throughs/observations/Feedback	1,2	August-June	Lesson plans, T-tess rubric	Admin, IC	Feedback, notes, Google invites	On going	Some Progress	
Time-stamped agendas will be implemented during PLC's and teacher meetings, and made available via Google Drive.	1, 2	August-June	Google Drive, Agendas, PLC calendar	Admin, IC	Agenda checks in folder, schedule	On going	Met	

Balanced Literacy Training for grades 1,2,3,4		Grade 1 October 23 , Grade 2 October 24, Grade 3 September 25, Grade 4 September 26	Guided Reading Book	Teacher, Admin, IC	Agenda	On going	On Track	
Literacy/Math PD		Kindergarten September 11, Grade 3 October 7, Grade 5 September 19, Kindergarten October 16,	Math/Literacy, Guided Math Book, Manipulatives	Teacher, Admin, IC	Agenda	On going	On Track	

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes we have acheived our 90-day outcome for establishing and implementing our PLC's weekly and with fidelity. The teaching staff has been trained to use Eudophoria to analyze assessment data, including reading levels to drive instruction. Grades 3 and 4 ELAR teachers attended a summer training session for Balanced Literacy, which includes on-going training trough out the school year.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We have met and exceeded our math goals for grades 3-5. This is due to ongoing unit assessments; the data is used to create and implement reteach and intervention lessons. The district has also provided on-going training to support and address any student needs. We did not meet our goals for 3-5 reading. Teachers are still working towards understanding and analyzing the new ELAR TEKS and newly adopted curriculum. 4th grade writing met and exceed our goal. 4th grade writing teachers are utilizing the "I" chart to teach writing and to target the revise and edit lessons the students need. 5th grade science did not meet our goal. As a campus we need to implement more on-going assessments to target and meet the needs of our students.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	All grade level teachers develop standards-based lessons with clear	Use data to drive instruction and interventions and be more consistent with instruction.	
Desired 90-day Outcome	Teachers will understand the components of good first instruction and how to utilize data to identify students in need of intervention/reteach.	Teachers will create intervention groups and plans based data.	
Barriers to Address During this Cycle	Depth of knowledge of various data protocol and tracking tools.	Teachers lack of experience with data dissggregation.	
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides effective systems to assist the campus in identifying and supporting struggling learners; and the district continues to support best practices that reinforce effective instruction in schools; then the campus will be able to develop protocols to strengthen data-driven instruction by also focusing on the creation of high-quality objective-driven daily lesson plans with formative assessments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Admin will continue to facilitate PLC/planning meeting (Tues & Wed) consistently while building teachers' capacity to facilitate the PLC	1	Dec-Feb	Google Drive	Admin/ teachers	Lesson plan progress checks each week	On going		
Conduct feedback sessions to review intervention groups and date points.	1,2	Dec-Feb	Lesson plans, data, student groups	Admin	Feedback, notes, Google invites	On going		
Conduct admin/teacher/student goal meetings to check progress	2	Sept-June	Schedule, Observation	Admin, students, teacher	Minutes, Google invite (counseor, admin, reading specialist)	On going		
Continue to provide professional development opportunities on the balanced Literacy framework	1,2	Aug.-May	Balanced Literacy Book	Teachers, Admin, IC, Presenter	Agenda, Schedule	On going		
Continue to provide professional development opportunities in Math	1,2	Aug-May	Math/Literacy, Manipulatives	Teachers, Admin, IC, Presenter	Agenda, Schedule	On going		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	All grade level teachers develop standards-based lessons with clear	Use data to drive instruction and interventions and be more consistent with instruction.	
Desired 90-day Outcome	Teachers will have knowledge to create high quality formative assessments aligned to STAAR.	Student outcomes will increase by 10% from the first formative assessment to the district benchmark.	
Barriers to Address During this Cycle	Time management in regard to testing season	Fidelity to the data driven process.	
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides effective systems to assist the campus in identifying and supporting struggling learners; and the district continues to support best practices that reinforce effective instruction in schools; then the campus will be able to develop protocols to strengthen data-driven instruction by also focusing on the creation of high-quality objective-driven daily lesson plans with formative assessments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Admin will continue to facilitate PLC/planning meeting (Tues & Wed) consistently while building teachers' capacity to facilitate the PLC	1	March-May	Google Drive	Admin/ teachers	Lesson plan progress checks each week	On going		
Conduct feedback sessions to review intervention groups and date points.	1,2	December-May	Lesson plans, data, student groups	Admin	Feedback, notes, Google invites	On going		
Conduct admin/teacher/student goal meetings to check progress	2	Sept-May	Schedule, Observation	Admin, students, teacher	Minutes, Google invite (counseor, admin, reading specialist)	On going		
Continue to provide professional development opportunities on the Balanced Literacy framework	1,2	Aug.-May	Balanced Literacy Book	Teachers, Admin, IC, Presenter	Agenda, Schedule	On going		
Continue to provide professional development opportunities in Math	1,2	Aug-May	Math/Literacy, Manipulatives	Teachers, Admin, IC, Presenter	Agenda, Schedule	On going		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	All grade level teachers develop standards-based lessons with clear objectives and demonstrations of learning, including multiple response strategies and the gradual release model. Administrative team will		
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	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 invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

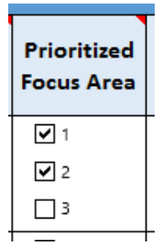
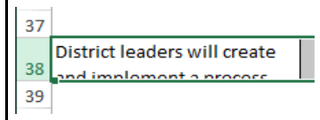
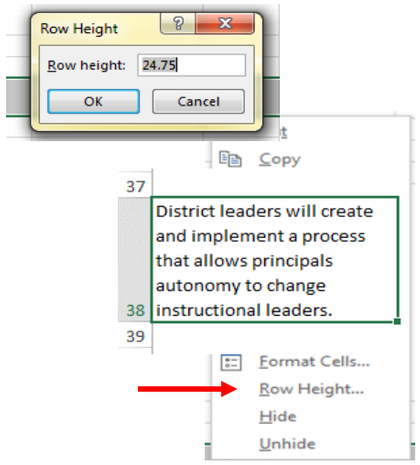
Campus Targeted Improvement Plan

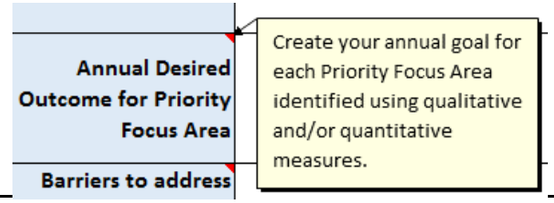
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	SSAISD	**Campus Name**	Palo Alto Elementary	**Superintendent**		**Principal**	J.Benavidez
District Number		**Campus Number**		**District Coordinator of School Improvement (DCSI)**		**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Judith Benavidez**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	
	What changes in student group and subject performance are included in these goals?	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	Lesson plans differ from grade to grade with little to no consistency of pacing, structure, HOT questions or differentiation. Review of lesson plans is sporadic on Fridays with not structured protocol of look for's.	PLCs are traditionally led by administration and teachers take more of a passive role. All teachers need to take ownership of analyzing their data and driving informed and targeted classroom instruction.	
Desired Annual Outcome	Teachers will create lesson plans consistent with TLIM Empowered Instruction Template and timestamps. Administration team creates a Lesson Plan Protocol to assist in checks and balances of lesson plans to be completed weekly .	PLCs are teacher-led using data protocol consistently to analyze, inform, and drive instruction resulting in more efficient and effective instruction. Assessments for all grade-levels are utilized to gather meaningful data and used to create a data coaching plan to be implemented in the classroom.	
Barriers to Address During the Year	1. Teachers feeling comfortable adding in TLIM Empowered Instruction (needing more guidance on what it should look like in the plan) 2. Teachers pacing may not be consistent with timestamps on lesson plans. 3. Unforseen conflicts or commitments in schedules preventing Admin. team from reviewing lesson plans.	Teacher proficiency analyzing data, using data protocols, coaching each other, and leading PLC. Administration enabling teachers to take the lead in implementing these expectations.	
District Commitment Theory of Action:			

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal(Meets)	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
Grade 3	Reading	Benchmark		0%	Benchmark	11%		District Interim	22%		STAAR	33%	21
Grade 3	Math	Benchmark		24%	Benchmark	13%		District Interim	27%		STAAR	40%	33.3
Grade 4	Reading	Benchmark		5%	Benchmark	15%		District Interim	25%		STAAR	33%	26.4
Grade 4	Writing	Benchmark		26%	Benchmark	13%		District Interim	27%		STAAR	40%	34.1
Grade 4	Math	Benchmark		30%	Benchmark	8%		District Interim	16%		STAAR	24%	19.8
Grade 5	Reading	Benchmark		45%	Benchmark	9%		District Interim	19%		STAAR	28%	23.4
Grade 5	Math	Benchmark		51%	Benchmark	15%		District Interim	30%		STAAR	45%	37.2
Grade 5	Science	Benchmark		30%	Benchmark	7%		District Interim	13%		STAAR	20%	16.7
													2019

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers will create lesson plans consistent with TLIM Empowered Instruction Template and timestamps. Administration team creates a Lesson Plan Protocol to assist in checks and	PLCs are teacher-led using data protocol consistently to analyze, inform, and drive instruction resulting in more efficient and effective instruction. Assessments for all grade-levels are utilized to gather meaningful data and used to	
Desired 90-day Outcome	Teachers will begin using empowering instruction lesson plans for math planning and will turn lesson plans in a week in advance.	Teachers will prepare data prior to PLC and will use data analysis to reflect and plan for classroom instruction; PLC will begin shifting to teacher led meetings.	
Barriers to Address During this Cycle	Teacher buy-in on using empowered instruction lesson planning template consistently and with fidelity. Create system and structure for Admin team to provide feedback and observation of lesson plans	Rework district documents to improve on data talk workflow and work throught an example to prepare for data talks with grade-levels.	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Attend ESF training at region 20.	1&2	September 25	Historical STAAR Data	Admin Team	Training tools	September 25	Met	
Balanced Literacy Training	1&2	September 25	Fountas and Pinnell Resources, Student Data	3rd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	November 12	Met	Continue attending Balanced Literacy
Balanced Literacy Training	1&2	September 26	Fountas and Pinnell Resources, Student Data	4th/5th Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	November 13	Met	Continue attending Balanced Literacy
Meet with Central Office Staff to review ESF.	1&2	October 16	Historical STAAR Data & CILT Input	Admin Team	Training tools, Documents begun to track progress	November 12	Met	Continue adjusting plan
Balanced Literacy/Math Training	1&2	October 16	Fountas and Pinnell Resources, Student Data, Guided Math Resources	Kinder Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	December 10	On Track	

Analyze data and create Data Wall based on Levels 1-5	1&2	October 22	Historical STAAR Data	Admin Team	Data Wall w/student info. and status	October 25	Met	Adjust data based on student progress
Class observations to review alignment with lesson plans	1&2	October 23-28	Lesson Plans, Empowered Learning Lesson Template	Admin Team, Teachers	Empowered Learning Lesson Template	October 28	On Track	refinement of process for observing and feedback of lesson plans
Balanced Literacy Training	1&2	October 23	Fountas and Pinnell Resources, Student Data	1st Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	December 5	On Track	
Balanced Literacy Training	1&2	October 24	Fountas and Pinnell Resources, Student Data	2nd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	December 12	On Track	
Reviewed Coaching Data Talk/Plan to present to teachers	1&2	October 29-30	District Coaching Data Talk Forms	Admin Team	Coaching Data Talk Plan	October 30	On Track	continue refinement - need substitutes and more strategic planning with coaching plan for gradual
Admin Huddle to review lesson plans and create alignment	1&2	November 6	Lesson Plans, Admin Notes, Walkthrough Observations, Empowered Learning Lesson Template	Admin Team	Lesson Plans aligned	November 6	On Track	focused on math only
Think Tank Thursday-review lesson plans and create a streamlined plan	1&2	November 7	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template	November 11	Met	continue refinement of lesson plan components and discussion for the need of having lesson plans two weeks in advanced
Balanced Literacy Training	1&2	November 12	Fountas and Pinnell Resources, Student Data, HMH Resources	3rd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	January 30	On Track	
Balanced Literacy Training	1&2	November 13	Fountas and Pinnell Resources, Student Data, HMH Resources	4th Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	January 14	On Track	
Review lesson plans to check for consistency and provide feedback	1&2	November 8-22	Empowered Learning Lesson Template	Admin Team	Lesson Plans	November 22	On Track	Create a lesson plan checklist to create alignment

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not? Yes, 4 out of 5 gradelevels are turning in lesson plans in a timely manner. Creating a 2-week window to allow for observation and feedback	On track - we met data goals on 4th and 5th grades, 3rd did not meet.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	NO in 3rd grade, yes for 4th and 5th. Students novice test takers, still building stamina and comprehension skills. Tier I instruction	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	refine and revise template to meet student and teachers needs (differentiated paths, specific needs of students with disabilities, exemplar responses)	refine the lesson template and protocol to include: differentiated paths of instruction to meet the needs of students with specific needs and disabilities, daily formative assessment (DOL), with exemplar responses.

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers will create lesson plans consistent with TLIM Empowered Instruction Template and timestamps. Administration team creates a Lesson Plan Protocol to assist in checks and	PLCs are teacher-led using data protocol consistently to analyze, inform, and drive instruction resulting in more efficient and effective instruction. Assessments for all grade-levels are utilized to gather meaningful data and used to	
Desired 90-day Outcome	Teachers will begin using empowering instruction lesson plans for math planning and will turn lesson plans in a week in advance.	Teachers will prepare data prior to PLC and will use data analysis to reflect and plan for classroom instruction; PLC will begin shifting to teacher led meetings.	
Barriers to Address During this Cycle	Teacher buy-in on using empowered instruction lesson planning template consistently and with fidelity. Create system and structure for Admin team to provide feedback and observation of lesson plans	Teachers are not using best practice in analyzing data. Data talks and protocols will address how to	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Think Tank (B-Block)	1&2	December 2	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			
Math Training	1&2	December 3	Math Plans, Student Data	3rd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Math Training	1&2	December 4	Math Plans, Student Data	5th Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Balanced Literacy Training	1&2	December 5	Fountas and Pinnell Resources, Student Data	1st Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	January 15		
Balanced Literacy/Math Training	1&2	December 10	Fountas and Pinnell Resources, Student Data, Guided Math Resources	Kinder Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	February 5		

Balanced Literacy Training	1&2	December 12	Fountas and Pinnell Resources, Student Data	2nd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	January 16		
Think Tank (B-Block)	1&2	December 17	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			
Think Tank (B-Block)	1&2	January 13	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			
Balanced Literacy Training	1&2	January 14	Fountas and Pinnell Resources, Student Data	4th Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	March 2		
Balanced Literacy Training	1&2	January 15	Fountas and Pinnell Resources, Student Data	1st Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	March 3		
Balanced Literacy Training	1&2	January 16	Fountas and Pinnell Resources, Student Data	2nd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	March 4		
Math Training	1&2	January 23	Math Plans, Student Data	5th Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Think Tank (B-Block)	1&2	January 28	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			
Balanced Literacy Training	1&2	January 30	Fountas and Pinnell Resources, Student Data	3rd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	February 20		
Balanced Literacy/Math Training	1&2	February 5	Fountas and Pinnell Resources, Student Data, Guided Math Resources	Kinder Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	April 2		
Think Tank (B-Block)	1&2	February 11	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			

Math Training	1&2	February 17	Math Plans, Student Data	3rd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Balanced Literacy Training	1&2	February 20	Fountas and Pinnell Resources, Student Data, Guided Math Resources	3rd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	April 14		
Think Tank (B-Block)	1&2	February 25	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	refine and revise template to meet student and teachers needs (differentiated paths, specific needs of students with disabilities, exemplar responses)	

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers will create lesson plans consistent with TLIM Empowered Instruction Template and timestamps. Administration team creates a Lesson Plan Protocol to assist in checks and	PLCs are teacher-led using data protocol consistently to analyze, inform, and drive instruction resulting in more efficient and effective instruction. Assessments for all grade-levels are utilized to gather meaningful data and used to	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Balanced Literacy Training	1&2	March 2	Fountas and Pinnell Resources, Student Data	4th Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	April 16		
Balanced Literacy Training	1&2	March 3	Fountas and Pinnell Resources, Student Data	1st Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	April 21		
Balanced Literacy Training	1&2	March 4	Fountas and Pinnell Resources, Student Data	2nd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	April 22		
Think Tank (B-Block)	1&2	March 17	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			

Think Tank (B-Block)	1&2	March 31	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			
Balanced Literacy/Math Training	1&2	April 2	Fountas and Pinnell Resources, Student Data, Guided Math Resources	Kinder Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Balanced Literacy Training	1&2	April 14	Fountas and Pinnell Resources, Student Data	3rd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's	April 14		
Think Tank (B-Block)	1&2	April 15	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			
Balanced Literacy Training	1&2	April 16	Fountas and Pinnell Resources, Student Data	4th Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Balanced Literacy Training	1&2	April 21	Fountas and Pinnell Resources, Student Data	1st Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Balanced Literacy Training	1&2	April 22	Fountas and Pinnell Resources, Student Data	2nd Grade Teachers, District Presenter, Instructional Coach, Instructional Facilitator	District Look for's			
Think Tank (B-Block)	1&2	April 28	Lesson Plan Planning Tools (i.e.Lead4ward, TEKS resource, Calkins, HMH, Target the Question), Benchmark Data	Admin Team and Teachers	Lesson Plans aligned w/ Empowered Learning Template			
Think Tank (B-Block)	1&2	May 5		Admin Team and Teachers				
Think Tank (B-Block)	1&2	May 19		Admin Team and Teachers				

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Teachers will create lesson plans consistent with TLIM Empowered Instruction Template and timestamps. Administration team creates a Lesson Plan Protocol to assist in checks and	PLCs are teacher-led using data protocol consistently to analyze, inform, and drive instruction resulting in more efficient and effective instruction. Assessments for all grade-levels are utilized to gather meaningful data and used to	
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Teachers will begin using empowering instruction lesson plans for math planning and will turn lesson plans in a week in advance.	Teachers will prepare data prior to PLC and will use data analysis to reflect and plan for classroom instruction; PLC will begin shifting to teacher led meetings.	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

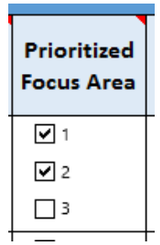
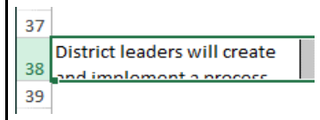
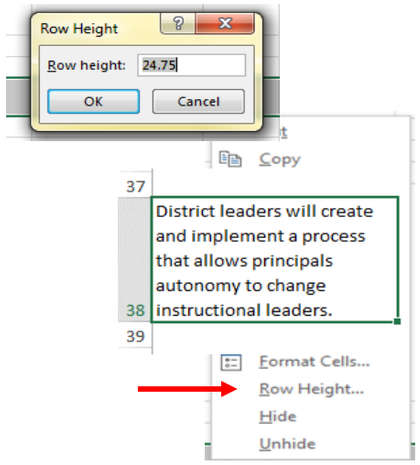
Price Elementary Campus Targeted Improvement Plan

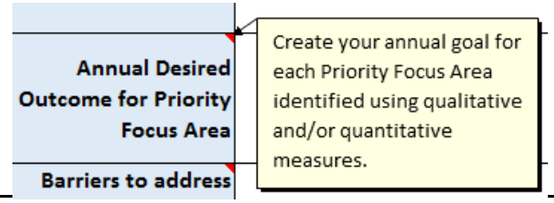
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Price Elementary	**Superintendent**	Interim Dolores Sendjeo	**Principal**	Florinda Castillo
District Number	015-908	**Campus Number**	000000107	**District Coordinator of School Improvement (DCSI)**	Denise Orosco	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Denises Orosco, 10/15/19**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Denises Orosco, 10/15/19**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Florinda Castillo, 10/15/19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 70, Domain 2: 75, Domain 3: 72
	What changes in student group and subject performance are included in these goals?	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	Last year lesson plans were checked and given feedback on the Google drive the first 6 weeks and it tapered off. The admin. was not on the same page. If the DDI is going to be effective, we need to strengthen both lesson plans with (LOs/DOLs) and our feedback on them on a more a consistant basis.	ILT did focus on data anaylsis, however the focus was not on an individual basis (classes, teachers). There was not an official protocal set in place for data analysis that involved the teachers together with the ILT.	
Desired Annual Outcome	Teachers will use recurring PLC meetings to collaboratively plan and create high quality lesson plans (LO/DOL, instructional practices, & Exit tickets). Instructional Leadership Team will provide ongoing feedback to enhance best teaching practices within each classroom.	The ILT will lead PLCs and follow the DDI protocal after unit tests and district common and benchmark assessments. Reteach items will be included in the common assessments.	
Barriers to Address During the Year	a. ILT's skill in giving feedback on lesson planning b. Teacher receptivity to planning and feedback.	a. Teacher buy in standpoint. b. Time management for ILT to ensure high quality prep of data.	

District Commitment Theory of Action:	If the principal meetings, VP meetings and IC meetings are all aligned to provide regular coaching and the implementation of the DDI will help develop the campus leadership team which can ensure all are on the same page.

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers will use recurring PLC meetings to collaboratively plan and create high quality lesson plans (LO/DOL, instructional practices, & Exit tickets). Instructional Leadership Team will provide ongoing feedback to enhance	The ILT will lead PLCs and follow the DDI protocal after unit tests and district common and benchmark assessments. Reteach items will be included in the common assessments.	
Desired 90-day Outcome	The main focus of the PLCs will center around planning (emphasis on LOs and DOLs for math and reading on a rotating basis). Feedback on rigor and alignment to standards.	The ILT will lead PLCs and follow the DDI protocal after district assessments (math unit assessments, common assessments and benchmarks). The reteach of high priority standards will be mapped out and retaught within 3 days of DDI meeting(s).	
Barriers to Address During this Cycle	ILT's comfort with DDI content and taking a more active role in leading PLC's. Some teachers lack of prior prep. Teachers are faced with new ELAR standards and new (HMH)adoption .They (teachers) also face expectations for Balanced Literacy.	Teacher "buy in" for some of the staff (push back). Time management-lack of some teachers to prep before the DDI meetings.	
District Actions for this Cycle	District will provide BOY for new adoption, HMH. Also ongoing PD on Balanced Literacy for 4th grade and admin. team.	District will ensure that all district assessments are a good representation on what is being taught and where we need to go.	
District Commitments Theory of Action	If the principal meetings, VP meetings and IC meetings are all aligned to provide regular coaching and the implementation of the DDI will help develop the campus leadership team which can ensure all are on the same page.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly ILT huddle	Focus #1 & #2	Every Monday	ILT Calendar, agenda	ILT	ILT calendar, (Google calender)meeting agenda template	ongoing	On Track	Continue weekly huddles with ILT
New ELAR training (district and campus level)	Focus #1	June 4, 2019 & Aug. 12, 2019	TEKS Resource online	ESC 20	Lesson planning, PLC, ILT observations, Calendars	August 12, 2019	Met	
Completed teacher training (through PLCs) on components parts of DDI meeting	Focus #1 & #2	Every Wednesday (Wisdom Wednesday)	Agenda w/protocol, current data	ILT	Obs of reteach calender; Teacher work product from each training	Nov. 4, 2019	On Track	Trained and met, but teachers will continue to do the coaching piece
Balanced Literacy Training for grades K, 1st, 2nd, 3rd, and 4th	Focus #1 & #2	7/17-29/2019 (various GLs) Sept. 25-26; October 23-24; November 12-13	F & P materials, GR, and TCF	Teachers, IC's	Movement in the F & P levels	ongoing	On Track	Continue the Balanced Literacy trainings in cycle 2
Guided Math-Kinder	Focus #1 & #2	July, Sept. 11, Oct. 16, & Dec. 10	math manipulatives, math resources, guided math workshop book	Kinder teachers	Unit checkpoints (mini-assessement) Performance assessments (TRS or Guided Math Unit Assessment)	ongoing	On Track	Continue the last training in cycle 2

Math Training 3rd-5th	Focus #1 & #2	3rd-Oct. 7 & Dec. 3 5th Grade- Sept. 19, Oct. 7 & Dec. 4	math manipulatives, math resources	3rd-5th Teachers	District Unit Assessments	ongoing	Some Progress	Continue trainings and walkthroughs from ILT and Math Coach
Guided Math-Fourth (Pilot classroom)	Focus #1	Huddles with Math IC everyother week	Guided Math kits and manipulatives	4th Teacher, V.Saldana	Unit assessments	ongoing	Some Progress	Continue huddles with math coach and feedback
Teachers meet the needs of students that are T2.	Focus #1 & #2	daily	ISIP/Balanced Literacy	classroom teacher	Unit Assessments/F & P/RTI	ongoing	Significant Progress	Walk throughs and face to face feedback sessions with ILT
Reading teacher pulls/serves Tier 3 students-90minute	Focus #1 & 2	twice a week	LLI kits and Rigby Kits	Reading Teacher	Unit Assessments/F & P/RTI	ongoing	Significant Progress	Reading teacher will continue to pull T3 students and conduct RTI meetings to determine students progress
Lesson planning feedback to teachers	Focus #1	Weekly	Google Docs/scheduled feedback time	ILT	Unit Assessments	ongoing	Some Progress	Continue lesson plan feedback

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	The 90-day outcome is still in progress. Teachers are still going to trainings and implementing what is learned, but not to 100%. Face to face feedbacks continue for lesson planning, but running into some roadblocks with enough time to give quick turn around feedback.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	This was the students first time testing for the school year. Most of the grade levels are behind schedule in teaching their TEKS and it was reflected on the Math test. Students are keeping track of their own data.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	The ILT will continue to do huddles and feedback sessions. K-4th still have more training in Balanced Literacy and Math.	Create a specific calendar with time slots to meet on lesson planning where ILT meet with teachers and also check for LO/DOL and questioning on lesson planning.

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Math-Meets	Other	20%	10%							STAAR	50%	
3rd	Reading-Meets	Other	20%	5%							STAAR	40%	
4th	Math-Meets	Other	20%	20%							STAAR	45%	
4th	Reading-Meets	Other	20%	3%							STAAR	50%	
5th	Math-Meets	Other	40%	33%							STAAR	65%	
5th	Reading-Meets	Other	20%	37%							STAAR	50%	
4th	Writing-Meets	Other	20%	25%							STAAR	40%	
5th	Science-Meets	Other	20%	8%							STAAR	30%	

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	The main focus of the PLCs will center around planning (emphasis on LOs and DOLs for math and reading on a rotating basis). Feedback on rigor and alignment to standards.	The ILT will lead PLCs and follow the DDI protocal after unit tests and district common and benchmark assessments. Reteach items will be included in the common assessments.	
Desired 90-day Outcome	The main focus of the PLCs will center around planning (emphasis on LOs/ DOLs for math, reading, science, and writing. Also, DOKs questions will be formulated so that teachers can formulate higher thinking questions.)	The ILT will lead PLCs and follow the DDI protocal after district assessments (math unit assessments, common assessments and benchmarks). The reteach of high priority standards will be mapped out and retaught within 3 days of DDI meeting(s).	
Barriers to Address During this Cycle	Teachers missing PLC due to illness or training. Lack of content knowledge expertise. Lack of differiation in their classrooms. Not been able to read reports (iStation, Happy Numbers) .	Time management-lack of some teachers to prep before the DDI meetings. Time-management. Some teachers are still struggling with time-management. Lack of teacher prep.	
District Actions for this Cycle	District will provide ongoing PD on Balanced Literacy for 4th grade and admin. team. District will also provide review PD for Get Better Faster w/campus admin focusing on 3-4 teachers	District will ensure that all district assessments are a good representation on what is being taught and where we need to go.	
District Commitments Theory of Action	If the principal meetings, VP meetings and IC meetings are all aligned to provide regular coaching and the implementation of the DDI will help develop the campus leadership team which can ensure all are on the same page.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continued ILT huddles every Monday morning and as needed throughout the week or day.	Focus #1 & Focus #2	Every Monday and as needed	ILT Calendar, agenda	ILT team	Agendas	ongoing		
Ongoing through PLCs on components parts of DDI meeting	Focus #1 & #2	Every Wednesday (Wisdom Wednesday)	Agenda w/protocol, current data/Istation/Happy Numbers	ILT	Obs of reteach calender; Teacher work product from each training	Dec. 20, 2019	Some progress	
Balanced Literacy Training for grades K, 1st, 2nd, 3rd, and 4th	Focus #1 & #2	1/15 & 16/2020, Jan. 30, & Feb. 20	F & P materials, GR, and TCF	Teachers, IC's	Movement in the F & P levels	ongoing		
Guided Math-Kinder	Focus #1 & #2	Dec. 4 & Feb. 5, 2020	math manipulatives, math resources, guided math workshop book	Kinder teachers	Unit checkpoints (mini-assessement) Performance assessments (TRS or Guided Math Unit Assessment)	ongoing		
Ongoing development of higher order thinking questions.	Focus #1	Ongoing every Wisdom Wednesday	examples of DOKs for each of the subject area	ILT team	Evidence of questions listed in the weekly lesson plans. Walk throughs	ongoing		

Math Training 3rd-5th	Focus #1 & #2	3rd-Dec. 3 & Feb. 17 5th Grade- Nov. 19 & Jan 23, 2020	math manipulatives, math resources	3rd-5th Teachers	District Unit Assessments	ongoing		
Guided Math-Fourth (Pilot classroom)	Focus #1	Huddles with Math IC everyother week	Guided Math kits and manipulatives	4th Teacher, V.Saldana	Unit assessments	ongoing		
Tutoring	Focus #1 & Focus #2	Every T & Th begining Jan. 14, 2020	State Comp funding	2nd-5th and ILT	Unit Assessments	May 2020		
Teachers meet the needs of students that are T2.	Focus #1 & #2	daily	ISIP/Balanced Literacy	classroom teacher	Unit Assessments/F & P	ongoing		
Reading teacher pulls/serves Tier 3 students-90minute	Focus #1 & 2	twice a week	LLI kits and Rigby Kits	Reading Teacher	Unit Assessments/F & P	ongoing		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers will use recurring PLC meetings to collaboratively plan and create high quality lesson plans (LO/DOL, instructional practices, & Exit tickets). Instructional Leadership Team will provide ongoing feedback to enhance	The ILT will lead PLCs and follow the DDI protocal after unit tests and district common and benchmark assessments. Reteach items will be included in the common assessments.	
Desired 90-day Outcome	The main focus of the PLCs will center around planning (emphasis on LOs/ DOLs for math, reading, science, and writing. Also, DOKs questions will be formulated so that teachers can formulate higher thinking questions.)	The ILT will lead PLCs and follow the DDI protocal after district assessments (math unit assessments, common assessments and benchmarks). The reteach of high priority standards will be mapped out and retaught within 3 days of DDI meeting(s).	
Barriers to Address During this Cycle	Teachers missing PLC due to illness or training. Lack of content knowledge expertise. Lack of differentiation in their classrooms. Not been able to read reports (iStation, Happy Numbers) .	Time management-lack of some teachers to prep before the DDI meetings. Time-management. Some teachers are still struggling with time-management. Lack of teacher prep.	
District Actions for this Cycle	District will provide ongoing PD on Balanced Literacy for 4th grade and admin. team. District will also provide review PD for Get Better Faster w/campus admin focusing on 3-4 teachers	District will ensure that all district assessments are a good representation on what is being taught and where we need to go.	
District Commitments Theory of Action	If the principal meetings, VP meetings and IC meetings are all aligned to provide regular coaching and the implementation of the DDI will help develop the campus leadership team which can ensure all are on the same page.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continued ILT huddles every Monday morning and as needed throughout the week or day.	Focus #1 & Focus #2	Every Monday and as needed	ILT Calendar, agenda	ILT team	ongoing			
Ongoing through PLCs on components parts of DDI meeting	Focus #1 & #2	Every Wednesday (Wisdom Wednesday)	Agenda w/protocol, current data	ILT	Obs of reteach calender; Teacher work product from each training	Dec. 20, 2019		
Balanced Literacy Training for grades K, 1st, 2nd, 3rd, and 4th	Focus #1 & #2	March 3 & 4, April 14, 16, 22 & 22, 2020	F & P materials, GR, and TCF	Teachers, IC's	Movement in the F & P levels	ongoing		
Guided Math-Kinder	Focus #1 & #2	April 2, 2020	math manipulatives, math resources, guided math workshop book	Kinder teachers	Unit checkpoints (mini-assessement) Performance assessments (TRS or Guided Math Unit Assessment)	ongoing		

Ongoing development of higher order thinking questions.	Focus #1	Ongoing every Wisdom Wednesday	examples of DOKs for each of the subject area	ILT team	Evidence of questions listed in the weekly lesson plans. Walk throughs	ongoing		
Reteach students that did no pass STAAR/Tutoring/IC pull small groups/STAAR material	Focus 1	Every T & Th. beginning Jan. 14, 2020	State Comp funding/Snacks from cafeteria/bus	2nd-5th and ILT	Unit Assessments	May 2020		
Reading teacher pulls/serves Tier 3 students-90minute	Focus #1 & 2	twice a week	LLI kits and Rigby Kits	Reading Teacher	Unit Assessments/F & P	May 2020		
Teachers meet the needs of students that are T2.	Focus #1 & #2	daily	ISIP/Balanced Literacy	classroom teacher	Unit Assessments/F & P	May 2020		
Guided Math-Fourth (Pilot classroom)	Focus #1	Huddles with Math IC everyother week	Guided Math kits and manipulatives	4th Teacher, V.Saldana	Unit assessments	May 31, 2020		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Teachers will use recurring PLC meetings to collaboratively plan and create high quality lesson plans (LO/DOL, instructional practices, & Exit tickets). Instructional Leadership Team will provide ongoing feedback to enhance	The ILT will lead PLCs and follow the DDI protocal after unit tests and district common and benchmark assessments. Reteach items will be included in the common assessments.	

Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	The main focus of the PLCs will center around planning (emphasis on LOs and DOLs for math and reading on a rotating basis). Feedback on rigor and alignment to standards.	The ILT will lead PLCs and follow the DDI protocal after district assessments (math unit assessments, common assessments and benchmarks). The reteach of high priority standards will be mapped out and retaught within 3 days of DDI meeting(s).	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

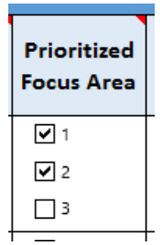
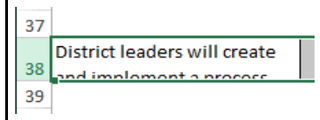
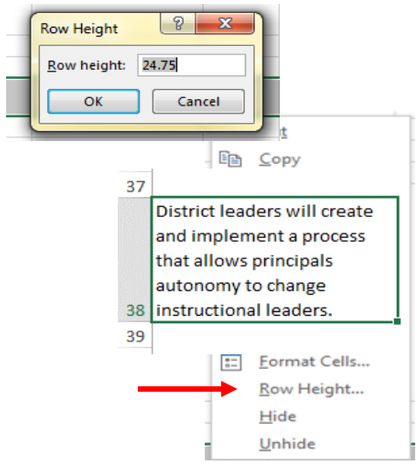
Campus Targeted Improvement Plan

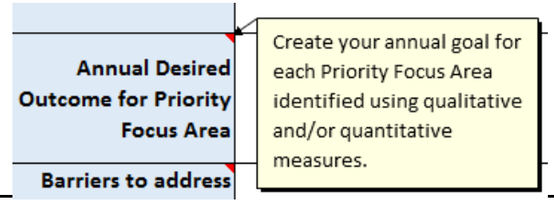
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Dwight Middle School	**Superintendent**	Dolores Sendejo	**Principal**	Elizabeth Sandoval
District Number	015908	**Campus Number**	000000041	**District Coordinator of School Improvement (DCSI)**	Denise Orosco	**ESC Support**	Cheryl Stewart

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Denise Orosco**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Denise Orosco**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Elizabeth Sandoval**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	DI: 70 D2: 75 D3: 40
	What changes in student group and subject performance are included in these goals?	We need to focus on our English Language Learners and the TELPAS administration
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**3**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Rationale	Teachers were not held accountable for content and completion of lesson plans prior to this year. Lesson plans did not follow the lesson cycle.	Instructional leaders, teachers and students use data frequently to monitor academic growth.	Clear roles and responsibilities were not established for campus instructional leaders. Deparment heads need to lead PLC meetings with their departments and schedule monthly department meetings.
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Immediately after each assessment instructional leaders, teachers and students will review data and use the data to plan for interventions, misconceptions and review before the next assessment using Deep Dive Analysis and student data trackers.	Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars
Barriers to Address During the Year	Negative teacher perception to the importance of lesson planning. Teachers have never been trained and held accountable for maintaining the lesson planning cycle.	Ensuring that teachers are using data in order to drive future instruction. Taking up classroom instruction time to review student data and set goals. Eduphoria to track student data is not yet fully functional.	Deparment heads have not been trained on leading PLCs. Clear expectations have not been established for department heads previous to this year.
District Commitment Theory of Action:	If the district provides the campus with opportunities for ongoing support and coaching of the campus leaders; and the district provides low-performing schools the flexibility to address their unique needs; and		

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	Capacity Builder

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Reading	Benchmark	65%	12.17	Benchmark	20		District Interim	30		STAAR	35	
6	Math	Benchmark	75%	18	Benchmark	25		District Interim	35		STAAR	40	
7	Reading	Benchmark	65%	27.84	Benchmark	35		District Interim	45		STAAR	50	
7	Math	Benchmark	68%	3.9	Benchmark	10		District Interim	20		STAAR	25	
7	Writing	Benchmark	50%	66.29	Benchmark	70		District Interim	75		STAAR	80	
8	Reading	Benchmark	58%	53.33	Benchmark	60		District Interim	70		STAAR	75	
8	Math	Benchmark	60%	59.29	Benchmark	65		District Interim	75		STAAR	80	
8	Science	Benchmark	70%	67.11	Benchmark	75		District Interim	85		STAAR	90	
8	Social Studies	Benchmark	50%	38.46	Benchmark	45		District Interim	55		STAAR	60	
EOC	Algebra 1	Benchmark	100%	90.32	Benchmark	95		District Interim	98		STAAR	100	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Immediately after each assessment instructional leaders, teachers and students will review data and use the data to plan for interventions, misconceptions and review before the next assessment using Deep Dive Analysis and student data trackers.	Clear roles and responsibilities were not established for campus instructional leaders. Deparment heads need to lead PLC meetings with their departments and schedule monthly department meetings.
Desired 90-day Outcome	Teachers will turn in well thought out lesson plans including framing the lesson, direct teach, collaborative learning and demonstration of learning focusing on high level Tier 1 instruction. Lesson plans will also include scaffolded questioning and differentiated techniques for special populations.	Teachers, instructional leaders and students will utilize data deep dive analysis and data tracking sheets to analyze data within two days of assessments to plan for interventions, spiral misconceptions and drive future instruction.	Roles and responsibilities will be shared with all stakeholders of the instructional leadership team. Department meetings, Senior Staff meetings and Campus Instructional Leaders will meet regularly. Instructional Coaches will train Department heads to lead daily PLC meetings after attending training.
Barriers to Address During this Cycle	Train teachers on the lesson planning cycle. Lesson plans will be turned in at a specific time in order for department heads and instructional coaches to review and provide feedback.	Provide teachers with training and implement Deep Dive Analysis for teachers to utilize after each assessment. Teachers will use a student data tracker with students after each assessment to review student progress.	Instructional coaches will attend PLC training from Solution Tree and train department heads. Meetings will be scheduled in advance for the first semester for the Campus Instructional Leadership Team, Senior Staff and each department.
District Actions for this Cycle	The principal supervisor will coordinate district-wide trainings to support data driven instruction, multiples response strategies, and standards-based planning.	The principal supervisor will attend campus data meetings at the end of each common assessmnent.	The principal supervisor will attend PLCs and provide feedback on the agenda, planning activities and PLC deliverables.
District Commitments Theory of Action	If the district provides the campus with opportunities for ongoing support and coaching of the campus leaders; and the district provides low-performing schools the flexibility to address their unique needs; and the district continues to support best practices that reinforce effective instruction in schools; and the district provides effective systems to assist the campus in identifying and supporting struggling learners then the campus will be able to develop campus instructional leaders with clear roles and responsibilities who are able to help the campus create and implement data protocols that strengthen their DDI by focusing on the development of high-quality objective-driven daily lesson plans with formative assessments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Provide immediate feedback on teachers lesson plans	1	Sep. 3rd	Feedback Form	Dept. Heads, ICs	Feedback provided on lesson plans	Ongoing	Significant Progress	
Provide walkthroughs to monitor instruction, provide immediate feedback using lesson plans.	1	Sep. 3rd	ILT Calendar, Eduphoria Stive	ILT	Scheduled forms posted on Eduphoria	Ongoing	Significant Progress	
Teacher leaders attending AIE conference.	3	Oct. 3-4	Title 1 Funds	Dept. Heads	Attendance Badges and Materials	Oct. 7th	Met	

Weekly Fundamental Five trainings during PLCs (Framing the lesson, Critical Writing, Power Zone, Small Group Purposeful Talk, Praise and Encouragement)	1	Aug. 16	Fundamental Five Text	ILT	Agenda and Minutes	Nov. 22nd	On Track	Collect PLC agendas and sign in sheets that show documentation of PDs.
Instructional Coaches will attend Solution Tree PLC training and train department heads.	3	Oct. 14-16	Title 1 Funds	ICs	Attendance Badges and Materials	Oct. 17th	Met	ICs attended conference. PLC books will be ordered to conduct book study with department heads.
Teachers provided ongoing weekly Professional Development through PLCs to target high level Tier 1 instruction.	2	Sep. 3rd	PD Materials, Modeling, Examples/Videos	ICs	Agenda and PLC Minutes, Sign-In Sheet	Sep-Nov	On Track	Collect PLC agendas and sign in sheets that show documentation of PDs.
Provide a training/refresher for Eduphoria to effectively track data after each assessment.	2	Sep. 26th	PD Materials, Eduphoria Access	ILT	PLC Minutes and Sign-In	Sep. 26th	On Track	Collect PLC agendas and sign in sheets that show documentation of PDs.
Students will take a universal screener in reading and math to appropriately tier students and provide targeted interventions.	2	Oct. 14	Imagine Math/Reading Access	Principal Sandoval	Data reports	Oct. 28th	No Progress	Students will be screened by the end of the fall semester. Software program was not available.
Student will monitor progress after each assessment utilizing provided student data trackers.	2	Sep. 30th	Student Data Tracker	Teachers, ILT, ICs	Individual Student Data Trackers	Sep-Nov	Some Progress	Students are using data trackers to document their STAAR data and unit assessments.
Set clear roles and responsiblities for Campus Instructional Leadership Team members.	1	Sep. 30th	Responsibilities and Roles Flow Chart	ILT	Flow Chart	Sep. 30th	On Track	Roles have been established and shared with stakeholders.
Agendas set for all meetings to include minutes and note taking.	1	Sep. 30th	Time Stamped Agendas	ILT	Completed Agendas	Sep-Nov	Significant Progress	Agendas and minutes need to be collected and placed in a binder. Agendas have not been time stamped, those
Purchase PLC at work text for book study with ILT.	3	Oct. 31st	Text PLC in Action	Principal Sandoval	Book Study completed by ILT	December	No Progress	The book will be ordered by the end of November.
Create and share T-TESS observation evaluator for campus staff.	1	Aug. 21	Shared Folder, Strive Goals	Assisstant Principal Oliver	T-TESS Evaluator Assignment Document	September	Met	All teachers know who their evaluators will be for the 2019-2020 school year.

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Teachers are turning in lesson plans that include most of the required information. We are still working on getting teachers to include questions and differentiation strategies for their special populations.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, because the goals for fist cycle were set based on scores at Approaches instead of at Meets.

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	1. Provide immediate feedback on lesson plans. 2. Conduct walkthroughs to monitor instruction and provide immediate feedback. 3. Provide professional development during PLCs focused on Tier 1 instruction. 4. Administer a universal screener in reading and math to appropriately tier students and provide targeted interventions. 5. Monitor student progress after common assessments using student data trackers. 6. Purchase PLC At Work book for book study with CILT team.	1. Identify and provide coaching to Tier II and III teachers. 2. Create system to document walkthroughs and coaching on Tier II and III teachers to include follow up data. 3. Tweak PLC procedures and documentation of minutes. 4. ICs and admin will have specific days and the time of day for walkthroughs.

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Immediately after each assessment instructional leaders, teachers and students will review data and use the data to plan for interventions, misconceptions and review before the next assessment using Deep Dive Analysis and student data trackers.	Clear roles and responsibilities were not established for campus instructional leaders. Department heads need to lead PLC meetings with their departments and schedule monthly department meetings.
Desired 90-day Outcome	Teachers will use data to drive instruction and create lesson plans for future lessons. Teachers will use CFAs and other formative assessments to look for gaps and plan accordingly.	Teachers, students and ILT will set goals based off of the data from all 9 weeks assessments. Screeners and data will be used to refocus and reconstitute intervention groups. Data will be also used for all stakeholders to realign their goals and set new goals based off of data.	ILT will have clear expectations set and will be diligently following their roles and responsibilities flow chart. Department heads will be leading PLC frequently. Department meetings and Campus ILT meetings set in advance on Google Calendars.
Barriers to Address During this Cycle	Follow up and feedback from the ILT on lesson planning and lesson plan delivery. Creating lessons that are both engaging and relatable to the students. Lost instructional time due to holiday schedule and remediation required to get realigned.	Student attendance for afterschool and Saturday tutorials. Teachers signing up for afterschool tutoring. Transportation for students who attend tutoring sessions. Interactive student lead activities being used during tutoring paired with high-yield strategies.	Department leads will be reluctant to lead PLCs. Ensuring that PLCs stay focused and on task during meetings. Remaining on task to the minutes set on the PLC agenda.
District Actions for this Cycle	The principal supervisor will attend PLCs and provide feedback on the agenda, planning activities and PLC deliverables. The principal supervisor will	The principal supervisor will assist in data dissagregation to assist determine professional learning needs and revise action milestones as needed.	The principal supervisor will participate in Principal Cabinet meetings and provide feedba
District Commitments Theory of Action	If the district provides the campus with opportunities for ongoing support and coaching of the campus leaders; and the district provides low-performing schools the flexibility to address their unique needs; and the district continues to support best practices that reinforce effective instruction in schools; and the district provides effective systems to assist the campus in identifying and supporting struggling learners then the campus will be able to develop campus instructional leaders with clear roles and responsibilities who are able to help the campus create and implement data protocols that strengthen their DDI by focusing on the development of high-quality objective-driven daily lesson plans with formative assessments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Provide immediate feedback on teachers lesson plans so that they are clear and measurable.	5	Sep. 3rd	Feedback Form	Dept. Heads, ICs	Feedback provided on lesson plans	Ongoing		
Instructional Coaches have strong teacher support who provide training in planning with teachers to ensure that data is driving classroom instruction.	2	Dec. 1	PLC Time Scheduled for Planning	ICs	Lesson Plans	Ongoing		
Teacher placements are strategic based on student need and teacher strengths for tutoring schedule.	3	December	Google Forms	Sandoval and Cardoza	Survey Results	December		

Teachers are compensated for providing corrective instruction during after school tutoring.	2	Feb-April	School Improvement	Principal Sandoval	Tutoring Schedule and Rosters	April		
Instructional materials and supplies will be purchased to provide students with rigorous and high-yield strategies which include resources to meet the needs of students with disabilities and English learners.	1	December	School Improvement	Principal Sandoval	Materials for interventions	April		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of	Immediately after each assessment instructional leaders, teachers and students will review data and use the data to plan for interventions, misconceptions and review before the next assessment using Deep Dive Analysis and student data trackers.	Clear roles and responsibilities were not established for campus instructional leaders. Deparment heads need to lead PLC meetings with their departments and schedule monthly department meetings.
Desired 90-day Outcome	Teachers will use benchmark data to prepare for STAAR by planning and/or creating specific and targeted lessons.	Teachers, students and the ILT will identify TEKS that are a high priority by using 9 weeks tests and Benchmark tests for each category. Teachers and students will set specific STAAR aligned goals using testing data.	ILT will each serve in a specific role to support STAAR preparation interventions and activities. Department heads will lead and support departments in interventions and blitzes.
Barriers to Address During this Cycle	Creating lessons that are engaging and targeted towards specific TEKS. Creating lessons to address multiple TEKS within a lesson on a daily basis.	Teacher and student motivation towards the end of the year may drop. The amount of time dedicated to tutoring, Saturday Schools and other after school interventions.	Senior Staff and ILT team members are busy with End of Year tasks.
District Actions for this Cycle	The principal supervisor will calibrate walkthroughs with campus administration to evaluate lesson objectives and demonstrations of learning. The principal supervisor will	The principal supervisor will coordinate professional learning opportunities to address lowest scoring SEs as determined by spring benchmark assessments.	The principal supervisor will review intervention plans with campus administration to determine alignment to benchmark data.
District Commitments Theory of Action	If the district provides the campus with opportunities for ongoing support and coaching of the campus leaders; and the district provides low-performing schools the flexibility to address their unique needs; and the district continues to support best practices that reinforce effective instruction in schools; and the district provides effective systems to assist the campus in identifying and supporting struggling learners then the campus will be able to develop campus instructional leaders with clear roles and responsibilities who are able to help the campus create and implement data protocols that strengthen their DDI by focusing on the development of high-quality objective-driven daily lesson plans with formative assessments.		

Action Plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Purchase incentives for teachers and students.	2	March	Snacks, gift cards, rewards	ILT	Attendance, Participation in afterschool events	May		
Purchase STAAR Blitz materials and curriculum.	1	Feb/March	Curricilum, Activities	ICs/Dept. Heads	Scheduled STAAR blitzes	Mar-May		
Set specific calendar dates to plan for interventions with Senior Staff and ILT.	3	Mar-May	Google Calendar Invites	Senior Staff	Senior Staff and ILT calendar events set	Mar-May		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of	Immediately after each assessment instructional leaders, teachers and students will review data and use the data to plan for interventions, misconceptions and review before the next assessment using Deep Dive Analysis and student data trackers.	#REF!
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Teachers will turn in well thought out lesson plans including framing the lesson, direct teach, collaborative learning and demonstration of learning focusing on high level Tier 1 instruction. Lesson plans will also include	Teachers, instructional leaders and students will utilize data deep dive analysis and data tracking sheets to analyze data within two days of assessments to plan for interventions, spiral misconceptions and drive future instruction.	Roles and responsibilities will be shared with all stakeholders of the instructional leadership team. Department meetings, Senior Staff meetings and Campus Instructional Leaders will meet regularly. Instructional Coaches will train Department heads to lead
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

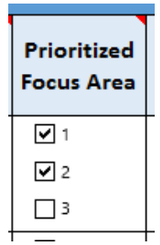
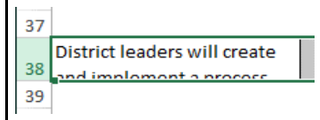
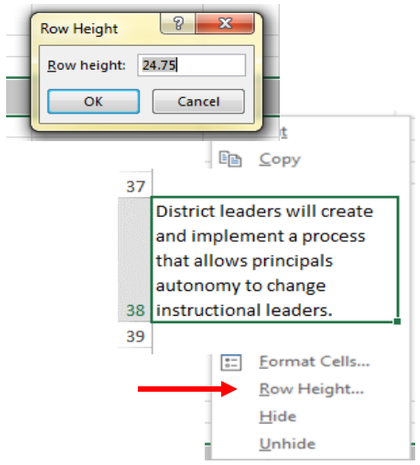
Campus Targeted Improvement Plan

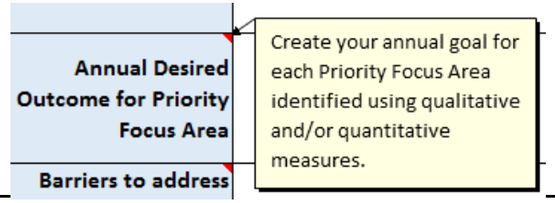
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Kazen Middle School	**Superintendent**	Dolores Sendejo	**Principal**	Anna Maria Lopez
District Number		**Campus Number**	000000046	**District Coordinator of School Improvement (DCSI)**	Lorraine DeLeon	**ESC Support**	Jaime Goodwin

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Anna Maria Lopez, October 21, 2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	
	What changes in student group and subject performance are included in these goals?	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**1**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**1**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**1**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	
Rationale	Kazen re-opened and had short amount of time to prepare and develop routines and practices for new teachers. Additional support is needed. Students are also new to campus and need clear, specific expectations. Having students part of the process will help them develop a sense of ownership in routines and practices.	Based on the campus/student needs, teachers need additional support in positive behavior intervention support (PBIS), social emotional needs, and academic needs.	
Desired Annual Outcome	Positive school wide routines and structure procedures. Involving more parents; Communicating to parents school events.	Keeping high performing teachers	
Barriers to Address During the Year	Making sure to include everyone in the process - teachers, parents, and students	Time to meet and provide specific, immediate feedback with teachers to gauge progress	

District Commitment Theory of Action:	

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data driven instruction
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6th grade	Reading	District Interim	15%	4.69%	District Interim	15%							
7th grade	Reading	District Interim	15%	4.08%	District Interim	15%							
8th grade	Reading	District Interim	15%	18.33%	District Interim	25%							
6th grade	Math	District Interim	15%	9.52%	District Interim	15%							
7th grade	Math	District Interim	15%	0%	District Interim	15%							
8th grade	Math	District Interim	15%	0%	District Interim	15%							

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	
Desired Annual Outcome	Positive school wide routines and structure procedures. Involving more parents; Communicating to parents school events.	Keeping high performing teachers	
Desired 90-day Outcome	Gain a better understanding of students and their interest	Develop a plan to keep high performing teachers; Gain a better understanding of teacher needs	
Barriers to Address During this Cycle	Making sure to include everyone in the process - teachers, parents, and students	Time to meet and provide specific, immediate feedback with teachers to gauge progress; Need PI	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Develop a committee to review PBIS practices	**1**	Nov-19	PBIS Committee	Campus Administration; Committee, Counselor	Committee Agenda; Sign In Sheets	**2-Dec-19**	**On Track**	**Have a PBIS committee - will continue to develop**
Develop a campus PBIS plan for common areas	**2**	Nov-19	PBIS Committee	Campus Administration; Committee, Counselor	Committee Agenda; Sign In Sheets; PBIS Plan	**2-Dec-19**	**Some Progress**	**Created a PBIS matrix for common areas; but needs to reviewed and updated**
Develop a student survey to learn of student interests for after school activities	**1**	Nov-19	SA YOUTH	Campus Administration; Committee, SA Youth	Survey; Survey results	**16-Dec-19**	**Some Progress**	**Working with SA Youth develop student and parent surveys**
Create a teacher committee to review campus needs for PD	☑1 ☐2 ☐3	9-Dec-19	Campus Improvement Plan; Targeted Improvement Plan	Campus Administration; Committee (CILT)	List of Committee Members	16-Dec-19	Some Progress	Have a committee (CILT); need to revise timeline
Explore PD opportunities	☐1 ☑2 ☐3	9-Dec-19	Region XX; District Staff	Principal	List of PD Opportunities	16-Dec-19	Some Progress	Continue to work with district staff on available funding for PD

Create a menu of PD opportunities based on campus/teacher needs	☐1 ☑2 ☐3	9-Dec-19	Technology	Campus Administration; Committee (CILT); Teachers	Menu of Choices	16-Dec-19	Some Progress	Continue to work with district staff on available funding for PD
Develop a teacher/staff survey to learn of teacher areas of concern	☑1 ☐2 ☐3	Dec-19	Technology	Campus Administration; Committee (CILT); Teachers	Survey; Survey Results; Walkthrough	16-Dec-19	Some Progress	Created a survey; teachers are working on completing the survey
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	The CILT and PBIS committees have been formed and met throughout the first cycle to review	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	KMS did meet 8th grade reading goal. Goals were not met in other grade levels, content areas. With the reopening of the school (85% staffed, master schedule completion,	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	Continue to work with campus PBIS committee to develop PBIS matrix and plan; Continue to work with campus CILT committee to develop PD plan for campus and individual teachers.	

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	
Desired Annual Outcome	Positive school wide routines and structure procedures. Involving more parents; Communicating to parents school events.	Keeping high performing teachers	
Desired 90-day Outcome	Students will have shared responsibility and ownership	PD plans will be developed based on campus/teacher needs.	
Barriers to Address During this Cycle	Providing different avenues for students to provide input; Lack of motivatio	Funding; Time to provide PD (for campus and individual teachers); Securing substitutes	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Student Advisory Committee will be created to meet with the campus administration team periodically	☑1 ☐2 ☐3	Februay 28, 2019	Elections; Meeting Preparation Materials;	Campus Administration; Teachers; Elected Students	Meeting Agendas, Meeting Minutes	Ongoing - through February 28, 2019		
PBIS committee will develop and monitor PBIS plan (for common areas and incentives)	☐1 ☐2 ☐3	February 28, 2019 -	PBIS Plan; Meeting Preparation Materials	Campus Administration; PBIS Committee, Teachers, Student	PBIS Plan, Meeting Agendas, Meeting Minutes	Ongoing - through February 28, 2019		
Campus will coordinate a poster contest for students to add to the campus (positive quotes, drawings of PBIS expectations, Panther Pride)	☐1 ☑2 ☐3	February 28, 2019 -	Poster Contest Guidelines; Rubric	Campus Administration; Counselor; Teachers; Students	Contest Guidelines; Posters	28-Feb-19		
Committee will identify campus PD based on survey results	☐1 ☐2 ☐3	Februay 28, 2019	Survey; Funding	Campus Administration; Committee (CILT); Teachers	List of campus PD; Lists of PD (plan, description)	31-Jan-19		

Committee will identify PD available for teachers based on survey results	☐3	February 28, 2019 -	Survey; Funding	Campus Administration; Committee (CILT); Teachers	Individual Teacher PD Plan	31-Jan-19		
Teachers/campus will register/coordinate PD as oulined by individual/campus PD plan	☐1 ☐2 ☐3	February 28, 2019 -	Registration	Campus Administration; Committee (CILT); Teachers	Registration; PD Agendas	31-Jan-19		
Teachers will attend campus and individual PD	☐1 ☐2 ☐3	Ongoing	Funding; Substitutes	Campus Administration; Committee (CILT); Teachers	Certificate of Attendance	Ongoing		
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	
Desired Annual Outcome	Positive school wide routines and structure procedures. Involving more parents; Communicating to parents school events.	Keeping high performing teachers	
Desired 90-day Outcome	Students/staff will reflect on the effectiveness of campus vision, mission, goals focused on a safe environment.	All teachers will be Implementing new strategies/learning in the classroom	
Barriers to Address During this Cycle	Providing different avenues for students to provide input; Lack of motivatio	Funding; Time to provide PD (for campus and individual teachers); Securing substitutes	
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
A climate survey will be distributed to all staff and students on the PBIS implementation	☐1 ☐2 ☐3	31-May-19	Survey	Campus Administration; PBIS Committee	Survey Results	31-May-19		
PBIS committee will use survey data to review, monitor, and adjust PBIS Plan	☐1 ☐2 ☐3	31-May-19	Survey results	Campus Administration; PBIS Committee	Survey Data Analysis, PBIS Plan	31-May-19		
Teachers will implement the new learning	☐1 ☐2 ☐3	Ongoing	Instructional Materials	Teaches; Campus Administration	Lesson Plans; Walkthroughs	Ongoing - May 31, 2019		
Teachers will facilitate a campus PD based on their learning	☐1 ☐2 ☐3	Ongoing	Instructional Materials	Teachers; Campus Administration	PD Agenda; PD Meeting Minutes	Ongoing - May 31, 2019		

	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Positive school wide routines and structure procedures. Involving more parents; Communicating to parents school events.	Keeping high performing teachers	
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Gain a better understanding of students and their interest	Develop a plan to keep high performing teachers; Gain a better understanding of teacher needs	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
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	☐ ☐ ☐							
	☐ ☐ ☐							
	☐ ☐ ☐							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

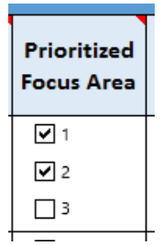
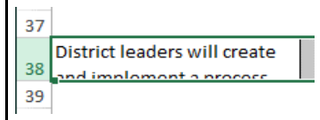
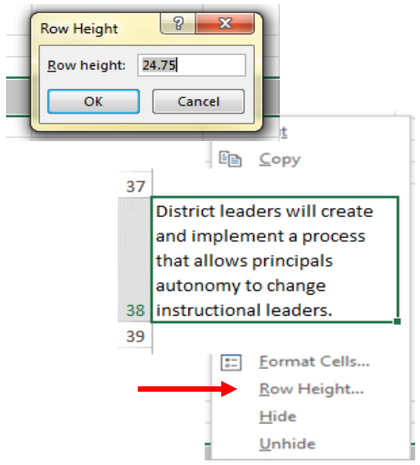
Campus Targeted Improvement Plan

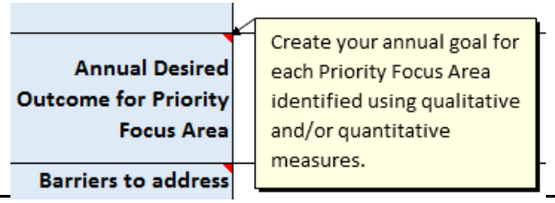
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Alan B. Shepard Middle School	**Superintendent**	Mrs. Dolores Sendejo	**Principal**	Dr. Frank Zavala
District Number	019508	**Campus Number**	019508042	**District Coordinator of School Improvement (DCSI)**	Ms. Denise Orosco	**ESC Support**	Ms. Cheryl Stweart
							9/24/2019

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Denise Orosco**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Denise Orosco**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Dr. Frank Zavala**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 70, Domain 2: 70, Domain 3: 65
	What changes in student group and subject performance are included in these goals?	All student groups perfromed significantly low and we will look to make a 23 percentage point increase for Domain 3.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**1**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Rationale	Each department on campus is made up of 50% new staff. After meeting with the campus instructional leadership team and teachers, it was clear that the campus culture needed to be improved.	The Principal, Assistant Principal, Counselor, and Instructional Coaches are new. The leadership team will conduct a needs assessment and identify instructional priorites (PLC's, CILT meetings, common assessments, standards based lessons) and then define clear roles of who will lead these teams and who should be on each team.	Fifty percent of every department on campus has new teachers. The Principal, Assistant Principal, Counselor, and Instructional Coaches are also new.
Desired Annual Outcome	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership team has clearly defined roles & responsibilities and these are accessible to anyone who needs to review them. The CLT will meet regularly to discuss Essential Actions, teacher support plans, and campus priorities.	Build cohesive systems and structures for extended collaborative planning and training to increase teacher efficacy with regards to standards-based lessons, feautures of good first instruction, data-driven practices and active student engagement.
Barriers to Address During the Year	Adminsitrative teams have changed over the last 3 years. Therefore, staff is less inclined to trust and follow through on directives/instructional initiatives.	Lack of a firm understanding of PLC's, standards-based lessons, and common assessments in reagrds to their impact on increased student outcomes.	Staffing pool was limited there were few candidates with experience, therefore teachers will require comprehensive professional learning opportunities.

District Commitment Theory of Action:	

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			

Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Reading	Benchmark	24	10.17	Benchmark	15		Benchmark	18		STAAR	24	
6	Math	Benchmark	21	25.44	Benchmark	29		District Interim	32		STAAR	35	
7	Reading	Benchmark	27	27.01	Benchmark	30		District Interim	33		STAAR	36	
7	Math	Benchmark	31	9.76	Benchmark	12		District Interim	16		STAAR	20	
7	Writing	Benchmark	29	48.52	Benchmark	52		District Interim	58		STAAR	62	
8	Reading	Benchmark	31	28.66	Benchmark	32		District Interim	37		STAAR	40	
8	Math	Benchmark	30	10.08	Benchmark	14		District Interim	18		STAAR	23	
8	Science	Benchmark	33	38.86	Benchmark	42		District Interim	45		STAAR	50	
8	Social Studies	Benchmark	20	21.19	Benchmark	24		District Interim	27		STAAR	30	
EOC	Algebra	Benchmark	60	9.38	Benchmark	15		District Interim	18		STAAR	22	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership team has clearly defined roles & responsibilities and these are accessible to anyone who needs to review them. The CLT will meet regularly to discuss Essential Actions, teacher support plans, and campus priorities.	Build cohesive systems and structures for extended collaborative planning and training to increase teacher efficacy with regards to standards-based lessons, feautures of good first instruction, data-driven practices and active student engagement.
Desired 90-day Outcome	Climate surveys show the majority of staff members report positive reviews of the campus administration and culture. Staff members work with the campus administrative team to implement strategies shared at feedback session resulting in enhanced instructional practices and increase student outcomes.	Campus leadership team meets daily both in the morning and afternoon to plan and debrief about any needs. Authentic feedback for walk throughs are aligned to specific roles & responsiblities created.	Admin and IC's identify staff members who need assistance in the classroom with management, content knowledge, etc . . . and then send those identified members to receive the proper professional development.
Barriers to Address During this Cycle	Time management to ensure one on one coaching sessions.	Walk through calibrations to ensure alignment of instructional standards.	Teachers understanding of components good first instruction, which students will need the intervention/reteach and how to track/monitor sudent progress.
District Actions for this Cycle	District policies and practices align with and promote positive school culture.	The district recognizes the unique needs of low performing schools and provides the flexibility to address those needs.	The district makes it possible for high needs schools to be fully staffed by July 1st.
District Commitments Theory of Action	0		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Provide Teacher incentives	☑1 ☐2 ☐3	Aug 2019 - May 2020	Recognition incentives	Principal Principal's Secretary	Surveys	On going	On Track	Continue into cycle 2
Conduct Admin huddles	☐1 ☑2 ☐3	Aug 2019 - May 2020	Timed agendas, T-TESS rubric, ESF Actions Success Criteria	Admin/ IC's	Number of observations, agendas/calendar	On going	On Track	Continue into cycle 2
Establish Weekly PLC's	☐1 ☑2 ☐3	Aug 2019 - May 2020	Agendas, presentations, FAB 5 Lesson Plan Process, Get Better Faster templates, data	IC's/Admin/Teachers	Teacher work, lesson plans, calendars	On going	On Track	Continue into cycle 2

Create climate surveys and disseminate within first five weeks of school	☑1 ☐2 ☐3	20-Sep-19	Survey	Admin	Scores and positive comments	9 week increments	Met	
Present 2019 STAAR Data / explanation of data	☐1 ☐2 ☑3	16-Aug-19	Texas School Report Card	Admin/IC's	Sign-in sheets and agenda	16-Aug-19	Met	
Build mentor period into dept chair schedule	☑1 ☐2 ☑3	19-Aug-19	Schedule	Dept chair/Counselor/Admin	Teacher data	19-Aug-19	Met	
Secure PD's for teachers and monitor implementation	☐1 ☐2 ☑3	Aug 2019 - May 2020	ESC 20, district PD, IC's, observations, campus admin walk throughs	Admin/IC's	ESC 20 transcript, certificates, present to staff on what was learned	On going	On Track	Continue into cycle 2
Teach staff members how to disaggregate data and identify trends using first district common assessment.	☐1 ☑2 ☐3	31-Oct-19	Assessment data, eduphoria, data protocol	Admin/IC's	Sign-in sheets and agenda along with review of teachers' data protocol sheets	On going	Met	
Reading workshop - Traci Skrovan Math Training and Support - Lisa Horton 8th Grade Science Support - Lisa Horton	☐1 ☐2 ☑3	September 2019 - April 2020	Training books, projectors, presentations	Director of Teaching and learning, contracted support, IC's and admin	Sign in sheets, take aways, exit tickets from trainings	Apr-20	On Track	Continue into cycle 2
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, we did achieve our 90 day outcomes. We addressed culture to start the year with incentives, climate survey and PD's which are monitored for implementation. Admin huddles occur weekly as well as PLC's in all content areas. 2019 data was disagregated and a state of the campus was completed with the staff to review data.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not achieve the Meets range goal in every area. However, in reviewing October benchmark data vs the data from the 2018-2019 first benchmark and STAAR we are on track to meet our goals and in some areas we are on track to surpass our goals. We have now been allowed to use comeprehensive funds to purchase supplemental materials needed to assist our students in their learning. We are also working with teachers to calculate their data especially growth data for teachers to utilize to fulfill Domain 2.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	We will continue to do weekly admin huddles and PLC's. We will continue to diseggregate data which will assist us in Cycle 2 for the comparison of data per cycle.	None as of now. Cycle 2 milestones will be sufficient. Ongoing milestones will continue implementation into cycle 2.

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership team has clearly defined roles & responsibilities and these are accessible to anyone who needs to review them. The CLT will meet regularly to discuss Essential Actions, teacher support plans, and campus priorities.	Build cohesive systems and structures for extended collaborative planning and training to increase teacher efficacy with regards to standards-based lessons, feautures of good first instruction, data-driven practices and active student engagement.
Desired 90-day Outcome	Referrals have lessened on campus, less calls for administration to report to classrooms	Huddles are routine part of day AM/PM, 3-walkthroughs and 1-45 minute observation completed for every teacher	All new staff will have received PD deemed necessary by IC's and admin to assist with their classroom instruction.
Barriers to Address During this Cycle	Teachers who are brand new and have poor classroom management	Time to complete the walkthroughs and observations	Finding quality substitutes, appropriate PD within time-frame, cost of PD
District Actions for this Cycle	The district provides data systems to track pertinent school culture data	The district supports principals by protecting their time dedicated for school instructional leadership	The district effectively recruits adequate numbers of qualified candidates.
District Commitments Theory of Action	0		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Reduce student discipiline referrals as a result of staff members demonstarting high expectations and shared ownership for student success via the school's mission, vision, and values	☑1 ☐2 ☐3	Dec 2019 - May 2020	Parent phone calls, established expectations (PBIS)	Admin/ teachers	Reduced referrals	9 weeks - end of year		
Campus instructional leadership team to conduct 3 walk throughs per teacher by December which contain high quality grows and glows of classroom instruction which will be embedded into future data meetings/PLC's	☐1 ☑2 ☐3	Aug 2019 - Dec 2019	Walk through form/ Strive	Admin	Report run on walk throughs with 3 per teacher	Ongoing		
Campus instructional leaders to complete core leadership task of 1 - 45 minute observation of priority teachers by February including high quality feedback of classroom instruction	☐1 ☑2 ☐3	Aug 2019 - Feb 2020	Observation form/ Strive	Admin	Report run on 45 minute observations	Ongoing until February		
Establish teacher placements and monitor targets in the Meets area for benchmarks based upon students need and teacher strengths - utilzing cotent expertise and previous achievement results	☐1 ☐2 ☑3	Dec 2019 benchmark	Test, data, eduphoria	Teachers/Admin	Meets percentages have met the goals set by plan	Oct to Dec benchmark and Dec to March benchmark/simulation scores		

Implementation of teacher led PLC's to strengthen grade level teams as well as content teams to facilitate adult learning and team dynamics	☐1 ☐2 ☑3	Dec 2019 - May 2020	Timelines, benchmark data, lesson plans, Fab 5 Lesson Plan Process	Teachers/ IC's	Teacher led PLC, teachers making agendas and what should be accomplished by end of PLC	Ongoing		
PD's to stregthen grade level teams and content department teams to provide ongoing support which is targeted and personalized helping to support and retain high performing staff ie. Reading workshop - Traci Skrovan Math Training and Support - Lisa Horton 8th Grade Science Support - Lisa Horton	☐1 ☐2 ☑3	September 2019 - April 2020	Training books, projectors, presentations	Director of Teaching and learning, contracted support, IC's and admin	Sign in sheets, take aways, exit tickets from trainings	Apr-20	On Track	
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership team has clearly defined roles & responsibilities and these are accessible to anyone who needs to review them. The CLT will meet regularly to discuss Essential Actions, teacher support plans, and campus priorities.	Build cohesive systems and structures for extended collaborative planning and training to increase teacher efficacy with regards to standards-based lessons, feautures of good first instruction, data-driven practices and active student engagement.
Desired 90-day Outcome	Teachers behaviors align with the schools mission and vision and participate in PLC's and other required trainings.	Number of predetermined walk throughs and observations are complete. Admin conducts end of year conferences and provides feedback to teachers on possible areas of growth for the next school year.	Teachers are able to prep for and facilitate department PLC's with minimal IC assistance.
Barriers to Address During this Cycle	Availibility of trainings, money for trainings, quality of substitutes for teachers ot be out for trainings.	Time, weekly schedule	Teacher comfort presenting to adults, teacher familiarity making agneda and sign-ins.
District Actions for this Cycle	District policies and practices align with and promote positive school culture	The district places its most effective school leaders in its highest need schools.	District policies and practices ensure that campuses have effective, well-supported teachers.
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Professional learning plans to include summer sessions are utilized to retain high performing staff	☑1 ☐2 ☐3	Mar-20	Transfer list	Administration	Number of staff requesting transfer	March - April		
Complete 6 walk throughs, 1 observation, and feedback sessions per teacher.	☐1 ☑2 ☐3	Apr-20	Strive list of observations and walk throughs	Administration	List of walk throughs and observations	May		
Conduct EOY T-TESS conferences with teachers and identify refinement areas for the following school year	☐1 ☐2 ☑3	April 2020 - August 2020	Documentation forms, ESC 20	Administration	Summer PD transcripts	Ongoing		
Secure student teachers and practicum teachers to grow our own pool	☐1 ☐2 ☑3	April 2020 - May 2020	List of teachers transferring/leaving/retiring	Administration	List of potential candidates to fill positions that may be open	April-July		

Notify HR of openings for immediate posting to recruit high quality candidates	☐1 ☐2 ☑3	August 2019 - May 2020	Allocation list, teachers for new academy class	Administration	Staff list	Ongoing		
All openings are filled by July 1st with highly qualified staff	☐1 ☐2 ☑3	May 2020 - July 2020	Candidate list, job fairs, communication with university programs	Administration	Staff list	Ongoing		
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership team has clearly defined roles & responsibilities and these are accessible to anyone who needs to review them. The CLT will meet regularly to discuss Essential Actions, teacher support plans, and campus priorities.	Build cohesive systems and structures for extended collaborative planning and training to increase teacher efficacy with regards to standards-based lessons, feautures of good first instruction, data-driven practices and active student engagement.

Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Climate surveys show the majority of staff members report positive reviews of the campus administration and culture. Staff members work with the campus administrative team to implement strategies shared at	Campus leadership team meets daily both in the morning and afternoon to plan and debrief about any needs. Authentic feedback for walk throughs are aligned to specific roles & responsiblities created.	Admin and IC's identify staff members who need assistance in the classroom with management, content knowledge, etc . . . and then send those identified members to receive the proper professional development.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ ☐ ☐							
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	☐ ☐ ☐							
	☐ ☐ ☐							
	☐ ☐ ☐							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

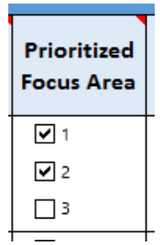
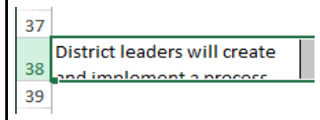
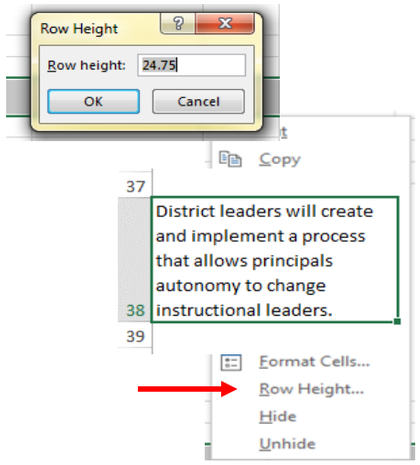
Campus Targeted Improvement Plan

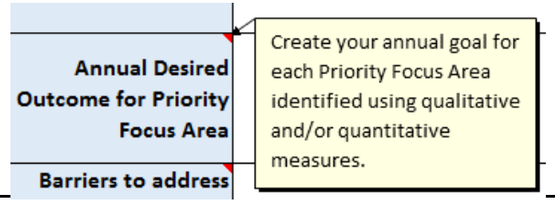
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio ISD	**Campus Name**	Zamora MS	**Superintendent**	Dolores Sendejo	**Principal**	Daniel Mauldin
District Number	015908	**Campus Number**	000000044	**District Coordinator of School Improvement (DCSI)**	Denise Orosco	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Daniel Mauldin, 10,28,19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 70, Domain 2: 70, Domain 3: 65
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**2**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**4**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	We feel this is a need for our campus as we have a new administrative team. Additionally, the Principal is a first year Principal, and Assistant Principal and Academy Coordinator are first year administrators.	Campus did not have a mission or vision and no teachers were able to identify the core beliefs.	Prior to this year, no expectation that teachers lesson plan, no feedback on lesson plans, and obs show that it's likely that many aren't lesson planning; if DDI is going to be effective, we need to strengthen both lesson plans (with DOLs) and our feedback on them.
Desired Annual Outcome	For the administrative team to learn their roles in leading team members using agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings while supporting each other while without overstepping their boundaries.	Staff members share a common understanding of the mission, vision, and values in practice which is reflected in the climate surveys.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans
Barriers to Address During the Year	The administrative team needs to adjust to their new role as campus leaders in their respective areas while simultaneously working to improve the instructional program and coaching teachers.	Unifying staff and creating a common framework for implementing the vision, mission and core beliefs in daily decisions.	ILT's skill and confidence in giving feedback on lesson plans; ILT's ability to get into content-specific discussions; teacher receptivity to planning (and feedback)

District Commitment Theory of Action:	

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	

Prioritized Focus Areas for Improvement	Capacity Builder

Student Data

Grade level / Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
	Cycle 1			Cycle 2			Cycle 3			Summative		
	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
Grade 6 Reading	Benchmark	18	8	Other			Benchmark			STAAR	30	
Grade 6 Math	Benchmark	21	51	Other			Benchmark			STAAR	35	
Grade 7 Reading	Benchmark	25	24	Other			Benchmark			STAAR	37	
Grade 7 Writing	Benchmark	20	58	Other			Benchmark			STAAR	37	
Grade 7 Math	Benchmark	17	10	Other			Benchmark			STAAR	27	
Grade 8 Reading	Benchmark	41	26	Other			Benchmark			STAAR	30	
Grade 8 Math	Benchmark	43	54	Other			Benchmark			STAAR	28	
Grade 8 Science	Benchmark	29	38	Other			Benchmark			STAAR	50	
Grade 8 Social Studies	Benchmark	28	59	Other			Benchmark			STAAR	22	
Algebra I EOC	Benchmark	51	51	Other			Benchmark			STAAR	100	

Cycle 1 90-day Action Plan (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired 90-day Outcome	ILT establishes recurring weekly meetings; first 6 weeks focuses on design and delivery of teacher training on DDI	PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) every third meeting, w/ feedback on rigor and alignment to standards from PLC lead	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings
Barriers to Address During this Cycle	ILT's comfort with DDI content and taking a more active role in leading PLCs	PLC leads' content knowledge for K&S creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?)	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and begins every other week coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action			

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Assign roles and areas of responsibility for administrative team members	☑1 ☐2 ☐3	8/20/2019	Feedback on strengths and weakness of admin skills	Principal Mauldin	Responsibilites documented in faculty handbook	Sept. 1	Met	
Establishment of a CILT team and recurring weekly meetings led my Principal	☑1 ☑2 ☑3	8/20/2019	Agenda template and sign in	Principal Mauldin	Meeting agendas and sign in sheets	collected weekly after CILT meeting	On Track	Continue to meet with CILT
Implementation of monthly Academic Nights involving the community in academic setting with students.	☐1 ☑2 ☐3	9/1/2019		Principal Mauldin	Sign in sheets demonstrating number of families	Monthly Sept-Dec	On Track	
Creation of a Student Council	☐1 ☑2 ☐3	10/7/2019	Faculty sponsor, students participants	Mrs. Aguilar - sponsor	Election of club officers, meeting agenda minutes	Club begin Oct 1st, and meetings are ongoing	Significant Progress	Monthly meeting with Principal, represented in SBDM
Involve all stakeholders in creating a Mission, Vision and Core beliefs	☑1 ☑2 ☐3	10/17/2019	Chart paper (facilitator notes, slides, tools, examples/videos)	Facilitated by Principal Mauldin	Completed Mission, Vision and Core beliefs	Completed Oct 28, 2019	Met	Post in classrooms and around campus

Every 3rd PLC focused on data analyzsis with guidance from PLC lead.	☑1 ☐2 ☑3	11/6/2019	Data from tests and common assessments, updated forms by department	Instructional coach	PLC Data Analysis forms	Nov. 1st	Some Progress	Math is currently following, the remaining tested areas need training.
Revamp PLC planning agenda template and train staff on use	☑1 ☑2 ☑3	Nov. 6th	Assessment of PLC expectations and best practices	Ms. Acosta; PLC leaders	PLC agendas	All PLCs starting week of Nove mber 18	On Track	PLC planning agenda has been approved, forms need hyperlinks added and begin utilization across campus.
Update lesson plan template to reflect: anticipated misunderstandings, time frames, questioning and differentiation.	☑1 ☑2 ☑3	Begin Oct 30	Assessment of lesson expectations and best practices measured against ESF framework	CILT team	Creation and implementation of new lesson plan template	Staff will start using new template beginning week of Dec 2	Some Progress	Standards need to be linked into the lesson plan and staff need to trained.
	☐1 ☐2 ☐3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	We achieved our 90-day outcome by creating a foundation for future progress	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Yes, 5 out of 10 categories showed significant growth, 2out of 10 categories remained about the same and 3 ou of town showed regression on our first district benchmark when compared to last years STAAR scores.	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**
	Further integration of PLC agenda, lesson planning and mission, vision and core beliefs in our culture.	Create a staff climate survey

Cycle 2 90-Day Action Plan (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired 90-day Outcome	ILT reviews unit test data and aligns observation schedule with test results	Teachers plan for teaching of prioritized standards w/ know & show and exit ticket banks on a recurring basis as observed by PLC lead in PLCs	PLCs conduct data meetings with fidelity (WDM template) for common weekly assessments as well as unit tests
Barriers to Address During this Cycle	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported not targeted	Maintain quality/frequency of feedback from PLC leads	Quality of common assessments - will they produce analyzable data that leads to strong reteach?
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	0		

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Monitoring of a CILT team and recurring weekly meetings	☑1 ☑2 ☑3							
Monitoring of monthly Academic Nights involving the community in academic setting with students.	☑1 ☑2 ☑3							
	☑1 ☑2 ☑3							
Create staff climate surveys	☑1 ☐2 ☑3							
	☑1 ☐2 ☑3							

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Action Plan (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired 90-day Outcome	ILTs calendars show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards	Teachers make adjustments to lesson plans based on recurring analysis of exit tickets (observed by PLC lead in PLCs)	80% of students master priority standards after reteach
Barriers to Address During this Cycle	Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.)	Balancing planning adjustments w/ space in the scope and sequence; teacher buy in to	Nothing new - quality/rigor of retest questions?
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a focus on high-quality reteach plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	0		

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
All students track their data on mastery and update regularly to show progress	☐1 ☐2 ☑3	March 1st	Student data trackers (hard copy for student binders/folders)	ILT (to train/push out to teachers)	Copies of student trackers	March 1st (although should be rolled out starting Jan.)		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	☑1 ☐2 ☑3	March 25th	Data tracker, obs calendars	Principal Jones	Obs calendars	March 25th		
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan (K&S and exit tickets) 3) ; Exit ticket analysis and reteach;4) Plan (K&S and exit tickets); 5) Dfull data meeting on common assessment results	☑1 ☑2 ☑3	Ongoing (routine established in Cycle 2)	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		
Weekly one-on-one meetings with Principal and ILT continue	☑1 ☑2 ☑3	Ongoing (routine established in Cycle 2)	Meeting agendas, ILTs' calendars, data trackers	Principal Jones	Calendar; agendas	Ongoing		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	For the administrative team to learn their roles in leading team members using agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings while	Staff members share a common understanding of the mission, vision, and values in practice which is reflected in the climate surveys.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	ILT establishes recurring weekly meetings; first 6 weeks focuses on design and delivery of teacher training on DDI	PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) every third meeting, w/ feedback on rigor and alignment to standards from PLC lead	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ ☐ ☐							
	☐ ☐ ☐							
	☐ ☐ ☐							
	☐ ☐ ☐							
	☐ ☐ ☐							

	☐ ☒ ☐							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.

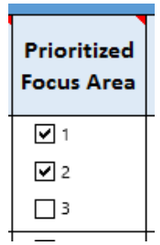
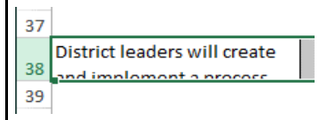
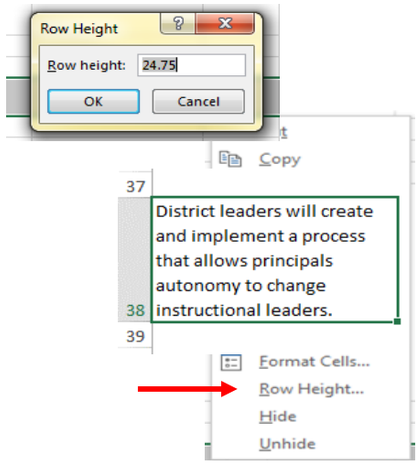
Campus Targeted Improvement Plan

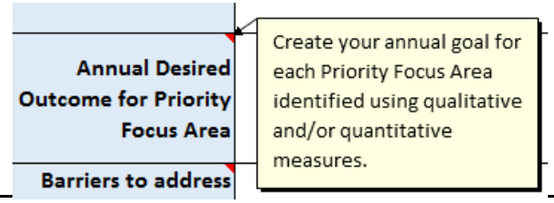
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	South San Antonio	**Campus Name**	South San Antonio High School	**Superintendent**	Dolores Sendejo	**Principal**	Dr. Lee Hernandez
District Number		**Campus Number**	000000001	**District Coordinator of School Improvement (DCSI)**		**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**<Enter Name and Date>**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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>**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**<Enter Name and Date>**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I--Increase 3 percentage points in Masters, 12 percentage points in Meets, and 6 percentage points in Approaches; Domain II--Increase student growth by 3 percantage points; Domain III--address target that were not met.
	What changes in student group and subject performance are included in these goals?	Scheduling, support, grouping, assessment for data, monitoring and adjusting
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR--50%; GR--89.6%

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**4**

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**4**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**3**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**4**
5.3 Data-driven instruction.	**4**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Rationale	Increasing the focus on good first instruction, there has been an emphasis on the planning process. Leadersihp is providing lesson plan feedback and following up on implementation.	Need to restructure PLCs to focus specifically on anticipation of student misunderstandings as well as to determine time spent on certain concepts. Provide opportunity for modeling, developing exemplars and adjusting instruction and assessments. Need to assess data weekly.	Address the conent and rigor of our curriculum and student assessments from DOLs, to benchmarks, to common formative assessments. Need to ensure that instruction is aligned with student expected outcomes and supporting our instructional initiatives.
Desired Annual Outcome	Teachers begin to address student needs and misunderstandings during the planning process which will allow them to implement appropriate and rigorous, engaging activities. A decrease in leadership feedback.	PLCs become teacher planned and lead. All PLC areas become more common and consistent.	Students are gradually exposed through the instruction/curriculum to meet the rigor of the vaious levels of assessment.
Barriers to Address During the Year	Teacher openness. Follow up on the leadership side. Skill level to monitor and adjust. Accurate and consistent feedback.	Teacher openness. Follow up on the leadership side. Skill level to monitor and adjust. Accurate and consistent feedback.	Teacher openness. Follow up on the leadership side. Skill level to monitor and adjust. Accurate and consistent feedback.

District Commitment Theory of Action:	

ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers begin to address student needs and misunderstandings during the planning process which will allow them to implement appropriate and rigorous, engaging activities. A decrease in leadership feedback.	PLCs become teacher planned and lead. All PLC areas become more common and consistent.	Students are gradually exposed through the instruction/curriculum to meet the rigor of the vaious levels of assessment.
Desired 90-day Outcome	100% of the teachers submit lesson plans and feedback is provided in a timely manner.	Weekly PLC agendas. Norms established.	Assessments become more aligned with DOLs
Barriers to Address During this Cycle	Teacher buy-in. Consistent and timely follow up from leadership.	Teacher buy-in. Consistent and timely follow up from leadership.	Teacher buy-in. Consistent and timely follow up from leadership.
District Actions for this Cycle	Administrator will provide training and clear expectations for lesson plans.	Administrator will implement a monitoring document to be followed weekly.	Administrator will implement a monitoring document to be followed weekly.
District Commitments Theory of Action	By providing timely, targeted, and specific feedback, teachers will be able to develop more effective lesson plans. Assessements (expected student outcomes) and data will be utilized to drive the planning process creating a well thought out lesson, increased rigor, intentional monitoring, aligned assessments and more accurate data allowing for appropriate adjustments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Administrators will provide weekly lesson plan feedback on LO/DOL, Questioning, and CFU	5.1	Weekly		Administrators	Evidence in the classroom of LO/DOL, Questioning, and CFU	After walkthroughs	Some Progress	More specific feedback and more frequent classroom observations of identified teachers.
Teacher created goals/norms/agendas for PLC.	5.3	Every PLC Meeting		Teacher Leads	Deliverables created in PLC based off agendas.	Every PLC	Significant Progress	Use of student data to determine how are agendas need to be adjusted.
Daily DOLs will be aligned to questions that will be asked on common assessments.	4.1	Weekly-in PLC Meetings	Different resources to pull STAAR/STAAR like questions from.	Teachers and Instructional Coaches	Created DOLs that are aligned to common assessments.	Every 4th and 9th week	Some Progress	Continue to structure PLC time to allow for the creation of aligned DOLs to the common assessment.

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers begin to address student needs and misunderstandings during the planning process which will allow them to implement appropriate and rigorous, engaging activities. A decrease in leadership feedback.	PLCs become teacher planned and lead. All PLC areas become more common and consistent.	Students are gradually exposed through the instruction/curriculum to meet the rigor of the vaious levels of assessment.
Desired 90-day Outcome	100% of the teachers submit lesson plans and feedback is provided in a timely manner. Teachers will require less pieces of feedback. Lesson plans will be developed after assessement has been developed.	Weekly PLC agendas. Norms established. Teachers will begin to take a monitored lead during specified PLCs to engage their peers in best practices.	Assessments become more aligned with DOLs. Revisit instructional calendar to address added support and student needs. Increase in writing opportunities through the instruction.
Barriers to Address During this Cycle	Teacher buy-in. Consistent and timely follow up from leadership.	Teacher buy-in. Consistent and timely follow up from leadership.	Teacher buy-in. Consistent and timely follow up from leadership.
District Actions for this Cycle	Administrator will provide training and clear expectations for lesson plans. Lesson plans will be shared in non-tested core areas. Lesson plans will become aligned within the repsective content area.	Administrator will implement a monitoring document to be followed weekly. Administrator will work with identified teachers to provide support for PLC leadership.	Administrator will implement a monitoring document to be followed weekly. Train teachers how to anticipate student misunderstandings so they are addressed prior to the delivery of instruction.
District Commitments Theory of Action	By providing timely, targeted, and specific feedback, teachers will be able to develop more effective lesson plans. Assessements (expected student outcomes) and data will be utilized to drive the planning process creating a well thought out lesson, increased rigor, intentional monitoring, aligned assessments and more accurate data allowing for appropriate adjustments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Administrators will provide weekly lesson plan feedback on LO/DOL, Questioning, and CFU	5.1	Weekly		Administrators	Evidence in the classroom of LO/DOL, Questioning, and CFU	After walkthroughs	Significant Progress	Continue with the consistent practice of providing lesson plan feedback and following up with what is observed in the
Teacher leads fill in the monitoring document for the upcoming week.	5.3	Every Monday/Tuesday PLC Meeting		Teacher Leads and Instructional Coaches	Monitoring Document Completed	Every Monday/Tuesday PLC Meeting	Significant Progress	Updating/Tweaking activities, DOLs, warmups, etc. based off the monitoring document.
Daily DOLs will be aligned to questions that will be asked on common assessments.	4.1	Weekly-in PLC Meetings	Different resources to pull STAAR/STAAR like questions from.	Teachers and Instructional Coaches	Created DOLs that are aligned to common assessments.	Every 4th and 9th week	Significant Progress	Training specific teachers who are still struggling with writing STAAR aligned DOLs that are aligned to the common assessment that will be given

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers begin to address student needs and misunderstandings during the planning process which will allow them to implement appropriate and rigorous, engaging activities. A decrease in leadership feedback.	PLCs become teacher planned and lead. All PLC areas become more common and consistent.	Students are gradually exposed through the instruction/curriculum to meet the rigor of the vaious levels of assessment.
Desired 90-day Outcome	100% of the teachers submit lesson plans and feedback is provided in a timely manner. Teachers will require minimal to no feedback.	Weekly PLC agendas. Teachers will begin to take the lead and plan PLCs with little to no guidance from adminstration.	Assessments are aligned with DOLs. Instructional calendar established for following school year. Increase in writing opportunities through the instruction.
Barriers to Address During this Cycle	Teacher buy-in. Consistent and timely follow up from leadership.	Teacher buy-in. Consistent and timely follow up from leadership.	Teacher buy-in. Consistent and timely follow up from leadership.
District Actions for this Cycle	Administrator will provide training and clear expectations for lesson plans. Lesson plans will be shared in non-tested core areas. Lesson plans will become aligned within the repsective content area.	Administrator will train and develop teacher leads for instructional support.	Teachers independently anticipate student misunderstandings based on data. Adjustments are made from previous year.
District Commitments Theory of Action	By providing timely, targeted, and specific feedback, teachers will be able to develop more effective lesson plans. Assessements (expected student outcomes) and data will be utilized to drive the planning process creating a well thought out lesson, increased rigor, intentional monitoring, aligned assessments and more accurate data allowing for appropriate adjustments.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Administrators will provide weekly lesson plan feedback on LO/DOL, Questioning, and CFU	5.1	Weekly		Administrators	Evidence in the classroom of LO/DOL, Questioning, and CFU	After walkthroughs and observations	On Track	Continue with this practice.
Content teams create common assessments, LOs and DOLs, and activities for all parts of the lesson plan cycle.	5.3	Every PLC Meeting		Teacher Leads and Instructional Coaches	Deliverables created each PLC based off the agenda.	Every PLC	Significant Progress	Modeling "New" activites if needed
Daily DOLs will be aligned to questions that will be asked on common assessments.	4.1	Weekly-in PLC Meetings	Different resources to pull STAAR/STAAR like questions from.	Teachers and Instructional Coaches	Created DOLs that are aligned to common assessments.	Every 4th and 9th week	On Track	Continue with this practice.

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Teachers begin to address student needs and misunderstandings during the planning process which will allow them to implement appropriate and rigorous, engaging activities. A decrease in leadership feedback.	PLCs become teacher planned and lead. All PLC areas become more common and consistent.	Students are gradually exposed through the instruction/curriculum to meet the rigor of the vaious levels of assessment.
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Rationale	**In order to support backwards planning while anticpating student misunderstandings so that teachers can adjust instruction from prior implementation.**	**In order to support backwards planning while anticpating student misunderstandings so that teachers can adjust instruction from prior implementation.**	**In order to support backwards planning while anticpating student misunderstandings so that teachers can adjust instruction from prior implementation.**
How will you communicate these priorities to your stakeholders? How will you invest them?	**Weekly leadership huddles, weekly CILT meetings, campus newsletters, faculty meetings, department meetings, PD, PLC**	**Weekly leadership huddles, weekly CILT meetings, campus newsletters, faculty meetings, department meetings, PD, PLC**	**Weekly leadership huddles, weekly CILT meetings, campus newsletters, faculty meetings, department meetings, PD, PLC**
Desired 90-Day Outcome	Planned PD and department meetings.	Planned PD and department meetings.	Planned PD and department meetings.
Who will help the campus build capacity in this area?	The leadership team will build capacity through training and developing department chairs and teach leads to support instruction in the classrooms.	The leadership team will build capacity through training and developing department chairs and teach leads to support instruction in the classrooms.	The leadership team will build capacity through training and developing department chairs and teach leads to support instruction in the classrooms.
Barriers to Address	Closing follow-up loops and providing feedback/support in a timely manner. Teacher buy-in.	Closing follow-up loops and providing feedback/support in a timely manner. Teacher buy-in.	Closing follow-up loops and providing feedback/support in a timely manner. Teacher buy-in.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
Self-Assessment Results	**If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'**
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.