## **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 <a href="https://tea.texas.gov/si/accountabilityinterventions/">https://tea.texas.gov/si/accountabilityinterventions/</a>

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.	Prioritized Focus Area  1 2 3
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.	District leaders will create and implement a process that allows principals autonomy to change instructional leaders.  39

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.	Annual Desired Outcome for Priority Focus Area Barriers to address	Create your annual goal for each Priority Focus Area identified using qualitative and/or quantitative measures.	<del>-</del>
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	e.com/en-us/article/insert-mo	ove-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

	Campus Information											
District Name	West Orange-Cove CISD	Campus Name	West Orange-Stark HS	Superintendent	Dr. Rickie Harris	Principal	Mrs. Rolanda Holifield					
District Number	181906	Campus Number	000000001	District Coordinator of School Improvement	Dr. Larry Haynes	ESC Support	Mrs. Monica Mahfouz					
	101500		00000001	(DCSI)	. ,							
DCSI	commitments and support n understand I am responsible	nechanisms to ensure for the implementation	attest that I will provide or facilitate the successful implementation of th on of all intervention requirements. he plan elements as indicated herein	e the provision of all the nece e Targeted Improvement Pla If I am the principal supervis	n for this campus. I	Dr. Larry Haynes (August 26, 2019)						
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.							Dr. Larry Haynes (August 26, 2019)					
Principal		support mechanisms t	ordinate with the DCSI (and my super to ensure the successful implementa nerein.			Mrs. Rolanda Holifield						
Board Approval Date												
					Assessment							
			What accountability goals for each Domain has your campus set for the year?	Domain I (Student Achiever (Student Growth/Relative F the Gaps) = 80								
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?	Increases in percentages re	eases in percentages reaching the "Meets" level for all subgroups; Increased percentages at the "Approaches" level for English I & II.							
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	90% minimum graduation r	on rate for all subgroups; significant increase in earned industry certifications							
					essment Results	2						
	(To be completed if the campus HAS NOT had an ESF Diagnostic)  Use the completed Self-Assessment Tool to complete this section											
		Essential Act		and completed self-Asse	Sometic root to complete		tion Level (1 Not Yet Started - 5 Fully Implemented)					
1.1 Develop campus ins	tructional leaders with clear r	oles and responsibiliti	es.		2							
2.1 Recruit, select, assig	n, induct and retain a full staf	f of highly qualified ec	lucators.		2							

<b>3.1</b> Compelling and align	ned vision, mission, goals, values focused on a safe e	environment and high expectations.			3			
	essments aligned to TEKS with a year-long scope and				1			
	ly lesson plans with formative assessments.			1				
<b>5.3</b> Data-driven instructi					2			
5.5 Data-univen mstructi	Prioritized Focus Are	02 #1		Prioritized Focus Area #2	Prioritized Focus Area #3			
Essential Action	2.1 Recruit, select, assign, induct and retain a full st	taff of highly qualified educators.	5.1 Objective-driven daily le	esson plans with formative assessments.	5.3 Data-driven instruction.			
Rationale	Our teacher retention numbers are not favorable (1 wide)	turnover rate exceeds 25% district-	of instruction. Effective form	ne TEKS is essential to effective planning and delivery mative assessments will help us identify areas of st us with our reteach efforts.	We understand that we can't play "what if" with the data. We are where our data says we are. Data must be used to inform all facets of instruction, including pacing, assessment, reteach/relearn, etc. Having targets helps us know if we are gaining ground or not.			
Desired Annual Outcome	Teacher turnover rate will not exceed 10% for this	campus fo rthe 2019-2020 year.	clearly communicates teach	hly vetted and present a logical progression that ler and student expectations. Outcomes based on be shared and discussed during PLCs and coaching	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.			
Barriers to Address During the Year	Lack of administrative support (cited by non-return reasons they leave); classroom management trainine expectations (stamina to stick to the plan)	9	There are a lot of long-term understanding of the TEKS.	substitutes who lack a thorough and complete	Resistance to change; trusting the data			
Distric	ct Commitment Theory of Action:							
			ESF Diag	nostic Results				
		(To be completed	AFTER the campus engag	es in the shared diagnostic with an ESF Facilita	ator)			
	Date of ESF Diagnostic							
	Prioritized Focus Are	ea #1		Prioritized Focus Area #2	Prioritized Focus Area #3			
Essential Action								
Desired Annual Outcome	Every classroom will be staffed by a competent, car	ring, fully-certified teacher.	Lesson plans will be clearly level of planning and rigor	aligned with the TEKS and will demonstrate a high	All instruction will be guided by reliable/clean data; there will be a clear connection between formative and summative data			
Barriers to Address During the Year	classroom management training, mentor quality; p	roviding a higher level of support	Time, committing to provid not telling	ing meaningful feedback on a regular basis; showing,	Ensuring that PLCs are focusing on the right thingsimproving teacher practices and using the data to inform instruction			
Distric	ct Commitment Theory of Action							
Prioritized Focus Areas for Improvement				Capacity Builder				

Foundations	
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					S	tudent Data								
			% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
Grade level	Subject tested		Cycle 1			Cycle 2		Cycle 3			Summative			
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	
EOC	ENGLISH I	Benchmark	70% (Approaches)		State Interim	70% Approaches		STAAR	5% above Approaches (2019) scores		STAAR	36%		
EOC	ENGLISH II	Benchmark	70% (Approaches)		State Interim	70% Approaches		STAAR	5% above Approaches (2019) scores		STAAR	34%		
EOC	ALGEBRA I	Benchmark	70% (Approaches)		State Interim	70% Approaches		STAAR	5% above Approaches (2019) scores		STAAR	24%		
EOC	BIOLOGY	Benchmark	70% (Approaches)		State Interim	70% Approaches		STAAR	5% above Approaches (2019) scores		STAAR	30%		
EOC	US HISTORY	Benchmark	70% (Approaches)		State Interim	70% Approaches		STAAR	5% above Approaches (2019) scores		STAAR	40%		

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		Cycle 1 90-day Outcomes (September - November)	
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Every classroom will be staffed by a competent, caring, fully-certified teacher.	Icommunicates teacher and student expectations. Ulitcomes hased on formative	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions. All instruction will be guided by reliable/clean data; there will be a clear connection between formative and summative data
Desired 90-day Outcome	All current teachers remain on staff, no departures	Additional training sessions will be held for teachers who are struggling with writing good lesson plans.	Visual evidence of data driven instruction; collaborative meetings, classroom walkthroughs
Barriers to Address During this Cycle	Strengthening clasroom management skills of novice teachers	Time	Time; learning how to effectively use data to inform/drive instruction
District Actions for this Cycle	Provide mentor teachers, oversight; attend training sessions at Region V	Principal supervisor will evaluate processes/lesson plan format and provide feedback during team meetings.	Principal supervisor will track data following all assessments to determine progress towards meeting campus goals
District Commitments Theory of Action	If adequate support is provided throughout the cycle, the campus should see imp	rovement in all areas. We will use our checkpoint dates to assess our progress and make any chang	ges that are necessary.

	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			
Lesson Plan training for those in need (exemplars in the hands of teachers)	5.1	Aug./Sept./Oct.	Time, facilitator	Academic Dean, Instructional Coaches	Lesson Plan checks in Eduphoria	28-Sep-19					
Data walls are updated with prior year's STAAR data	5.3	August./Sept. (walls are updated throughout the year)	2019 STAAR data	Principal, APs, Academic Dean, Instructional Coaches, teachers	data room visit; check for compliance	6-Sep-19					
Benchmark data is used to drive PLCs and curriculum adjustments	5.3	AugMay	Eduphoria, Lead4Ward, PLC agendas	Principal, APs, Academic Dean, Instructional Coaches, teachers	movement of students in data room, PLC visits	Ongoing throughout 2019- 20					
Assign mentor teachers	2.1	September	teachers willing to serve as mentors; training, clear expectations	Principal	list of mentors/mentees; evidence/documentation of meetings	September/October					

Theory of Action

Individual classroom management plans tuned in	2.1	September	teplate, clear expectations	Principal, administrative team	copies of plans	September 2019		
			Reflection and Pla	nning for Next 90-Day	y Cycle			
Did you achieve your desired 90-day outcome? Why or why not	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?								
		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?								

	Cycle 2 90-Day Outcomes (December-February)							
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.					
Desired Annual Outcome	Every classroom will be staffed by a competent, caring, fully-certified teacher.	communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions. All instruction will be guided by reliable/clean data; there will be a clear connection between formative and summative data					
Desired 90-day Outcome	Potentially hire fully-certified graduates (those graduating in December 2019)	, , , , , , , , , , , , , , , , , , , ,	Data from first Interim Assessment is evaluated for all content areas; instruction demonstrates mid-course corrections as needed					
Barriers to Address During this Cycle	The overall pool of teachers is relatively thin; competition with other districts who are looking for the same teachers	none	Time to disaggregate/analyze data; trusting the validity of the data					
District Actions for this Cycle	Attend job fairs, publicize openings with local colleges	Provide clear expectations for all staff members; principal supervisor will track progress in Eduphoria	Provide clear expectations for all staff members; principal supervisor will track data and make recommendations as needed					
District Commitments	Campus should see substantial growth by the end of Cycle 2 if they are provided v	vith adequate tools and guidance. Additional training opportunities for training will be provided as	the need arises.					

Theory of Action

			Action	n 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
Students take the Interim Assessments for English I, II, Algebra, Biology and US History	5.3	Jan./Feb.	Files uploaded, Chromebooks, schedule adjustments	District Testing Coordinator, Principal, Academic Dean	files created, test dates scheduled, tests administered	1/30/20		
STAAR Interim data used to plan for second semester	5.3	Nov./Dec.	PDFs of student results printed per grade level/subject	DTC, Counselors, Academic Dean	Test results in TOMS	January 2020		
Attend university (Lamar) job fair	2.1	December/January	Time, applications, list of current openings	Principal, HR Dept.	resumes of candidates	January		
Lesson PLans checkpoint	5.1	January/February	time, Eduphoria	Campus administrative team	checklists of teachers, comments	January/February		

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			Reflection and Pla	nning 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?							
			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?							

		Cycle 3 90-Day Outcomes (March-May)		
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Every classroom will be staffed by a competent, caring, fully-certified teacher.	All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions. All instruction will be guided by reliable/clean data; there will be a clear connection	
Desired 90-day Outcome	Retain all quality certified teachers; post vacancies and fill positions as soon as possible; turnover rate will be cut in half (no more than 10-15%)	Lesson Planning process has become embedded in our daily practice; lesson plan checkpoint will provide documentation	Teachers are leading data discussions; curricular adjustments are made as needed (based on data)	
Barriers to Address During this Cycle	teacher stamina during the hardest stretch of the year	none	none	
District Actions for this Cycle	Continue to aggressively advertise positions and recruit candidates to fill all openings	Continue to emphasize the expectations regarding lesson plans	Verify that the process is being used with fidelity	
District Commitments Theory of Action	These critical areas should be streamlined and fully embedded into the culture of	the campus by the end of the 3rd cycle. STAA results should reflect adequate growth to reach at I	east a TEA rating of a B.	

	Prioritized	II		plan-Milestones	Evidence used to	5.1. 0.11.11.2.1		Necessary Adjustments /
Milestones	Focus Area	Timeline	Resources Needed	Person(s) Responsible	Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Next Steps
District job fair	2.1	April 2020	Application, job descriptions	HR, Principal, content area interview teams	completed applications, notes from interviews	April 2020		
Teacher Appreciation Week	2.1	May 2020	funds, activities geared toward building morale	Principal, CILT	Calendar of activities; comments from staff	May 2020		
Lesson Plan checkpoint	5.1	May 2020	time	Principal, Dean, APs	Lesson Plans in Eduphoria	May 2020		
STAAR results; evidence of growth	5.3	April/May 2020	STAAR results	DTC, Principal, Counselors	Copies of results sent to campus	April/May 2020		

Did the campus achieve the desired outcome? Why or why not?								
Desired Annual Outcome	Every classroom will be staffed by a competent, caring, fully-certified teacher.		All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching			All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions. All instruction will be guided by reliable/clean data; there will be a clear connection		
Essential Action	0		0			0		
	Prioritized Foo	cus Area #1	END OF	Prioritized Focus Area #2			Prioritized Focus Area #3	
			FND OF	YEAR REFLECTION				
	ents/next steps column above. What milesto that new milestones do you need to add to			Carryover ivinescories			New Wilestones	
Did you achieve your student po	erformance goals (see Student Data Tab)? W	Why or why not?		Carryover Milestones		New Milestones		
Did you achieve your desired 90	0-day outcome? Why or why not?							
			Reflection and Pla	nning for Next 90-Day	· Cycle			

## 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.

	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		Additional training sessions will be held for teachers who are struggling with writing good lesson plans.	Visual evidence of data driven instruction; collaborative meetings, classroom walkthroughs				
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	0						
		Action plan Milestanes					

	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 Pla	nning for Next 90-D	ay 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?							
Deviant the recognized directments from stone column above. What milestones from this evale will you continue			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?							

Notes
Foundations
If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Explain the reasons this Essential Action was selected.
Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Complete after ESF Diagnostic.
Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan
Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
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.
List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
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.
Select the Prioritized Focus Area(s) that is aligned to this milestone.
Identify a start and end date. End date may carryover to another cycle.
Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Measures can be qualitative or quantitative.
Select the status of the evidence review from the dropdown menu.
List adjustments or next steps the campus will take to achieve this action. Include partiers that illnited progress
Cycle 4 90-day Action Plan
Explain the reasons this Essential Action was selected.
Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Select the Prioritized Focus Area(s) that is aligned to this milestone.
Identify a start and end date. End date may carryover to another cycle.
Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Measures can be qualitative or quantitative.
· · ·
Select the status of the evidence review from the dropdown menu.  List adjustiments or inex steps the campus will take to achieve this action. Include partiers that finited progress towards achieving this action.