

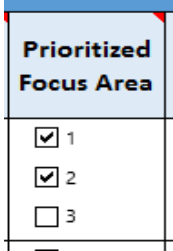
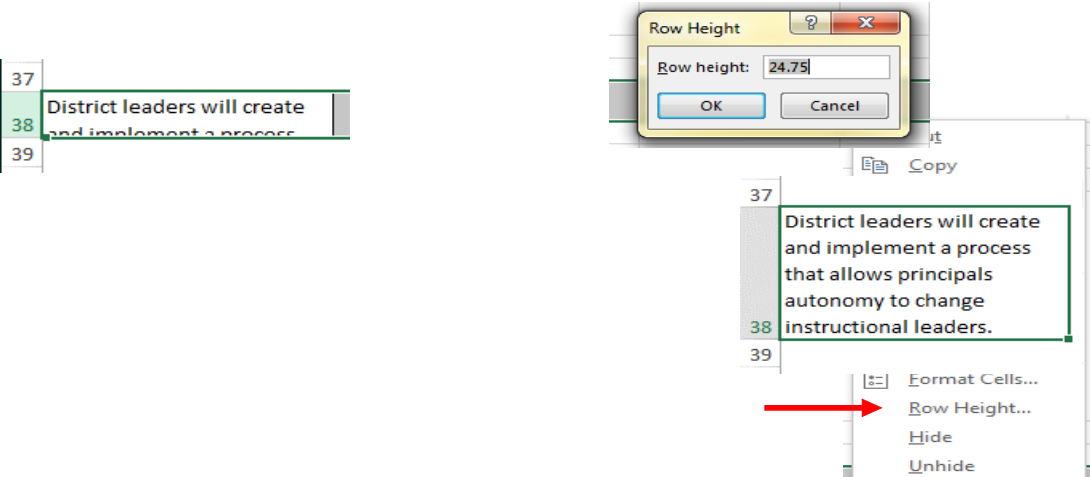
Campus Targeted Improvement Plan

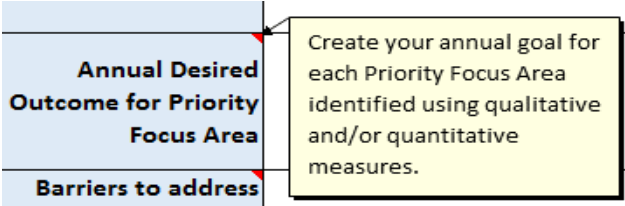
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

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.	

<p>Viewing cell tips</p>	<p>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.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>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.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>



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 (DCSI)	Dr. Larry Haynes	ESC Support	Mrs. Monica Mahfouz

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 <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
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.
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?

Domain I (Student Achievement) = 80
 Domain II (Student Growth/Relative Performance) = 80
 Domain III (Closing the Gaps) = 80

Increases in percentages reaching the "Meets" level for all subgroups; Increased percentages at the "Approaches" level for English I & II.

90% minimum graduation rate for all subgroups; significant increase in earned industry certifications

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.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1
5.1 Objective-driven daily lesson plans with formative assessments.	1
5.3 Data-driven instruction.	2

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.		
Rationale	Our teacher retention numbers are not favorable (turnover rate exceeds 25% district-wide)	A thorough knowledge of the TEKS is essential to effective planning and delivery of instruction. Effective formative assessments will help us identify areas of need more quickly and assist 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 for the 2019-2020 year.	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 opportunities.	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-returning staff as one of the main reasons they leave); classroom management training, implementation, and expectations (stamina to stick to the plan)	There are a lot of long-term substitutes who lack a thorough and complete understanding of the TEKS.	Resistance to change; trusting the data		

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	Every classroom will be staffed by a competent, caring, fully-certified teacher.	Lesson plans will be clearly aligned with the TEKS and will demonstrate a high level of planning and rigor	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; providing a higher level of support	Time, committing to providing meaningful feedback on a regular basis; showing, not telling	Ensuring that PLCs are focusing on the right things--improving teacher practices and using the data to inform instruction		

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	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 opportunities. Lesson plans will be clearly aligned with the TEKS and will demonstrate a high level of planning and rigor	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 classroom 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 improvement in all areas. We will use our checkpoint dates to assess our progress and make any changes 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	Aug.-May	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		

Individual classroom management plans tuned in	2.1	September	teplate, clear expectations	Principal, administrative team	copies of plans	September 2019		

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

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?	
--	--

	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?		
---	--	--

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

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.