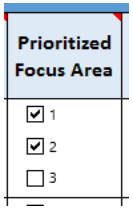
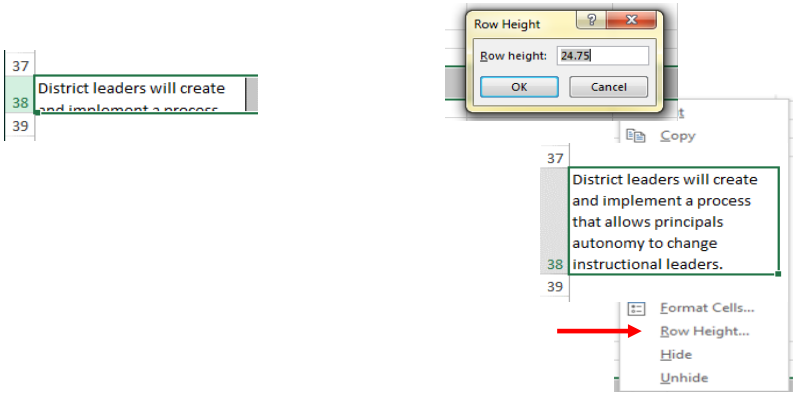
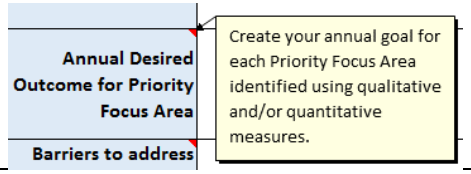
Campus Targeted Improvement Plan

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	Ector County ISD			**Superintendent**	Dr. Scott Muri	**Principal**	Brian Ellington
District Number	068901	**Campus Number**	068901043	**District Coordinator of School Improvement (DCSI)**	Dalia Benavides	**ESC Support**	Sha Burdsal Hartzer

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.	**Dalia Denavides, September 16, 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.	**Dalia Denavides, September 16, 2019**
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.	**Brian Ellington, September 16, 2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1=64, Domain 2=79, Domain 3= 60
	What changes in student group and subject performance are included in these goals?	Changes in student groups to meet Domain 3 goal would be 3 targets for African American, White and SPED Former in ELA/Reading Growth Status and 3 targets for White, SPED Former, Cont. &Non-cont. Enrolled in Growth status for Math
	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.	**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.	**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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Rationale	The district recognizes that the leaders of a campus must have clear roles and responsibilities and must be trained in effective schoolwide systems implementation and in curriculum and instruction in order to lead the campus. The campus leader is being trained by Relay as part of a district-wide initiative.	The campus utilizes the TEKS Resource System to inform the year long scope and sequence for curriculum and assessment implementation	The campus is implementing the Data Driven Instruction process during PLCs to inform instructional practices.
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Also train principals to become more versed and knowledgeable about curriculum and instruction.	The desired outcome is for teachers to increase their knowledge of the standards to improve the quality of lesson planning and instructional delivery.	The desired outcome is for leaders and teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
Barriers to Address During the Year	Barriers during the year include time constraints and access to more highly qualified teaching staff.	Barriers during the year include time constraints and capacity of teaching staff.	Barriers include establishing a system to monitor the DDI and PLC processes and assess the capacity of teachers to use what they are learning and utilize it for lesson planning and direct teaching.
District Commitment Theory of Action:	If the campus develops effective instructional leadership with clear roles and responsibilities and establishes curriculum and assessments aligned with TEKS with a year long scope and sequence and develops capacity of teachers through data driven instruction, then students will show growth in their learning and show an increase in meeting STAAR standards.		

ESF Diagnostic Results

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

Date of ESF Diagnostic	October 9, 2019 with Sha Burdsal Hartzer from Region 18

	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 Meets	Other	19		District Interim	23		Benchmark	28		STAAR	28	
6	Reading Growth	Other	38		District Interim	53		Benchmark	68		STAAR	71	
6	Math Meets	Other	24		District Interim	26		Benchmark	28		STAAR	28	
6	Math Growth	Other	40		District Interim	54		Benchmark	68		STAAR	71	
7	Reading Meets	Other	28		District Interim	29		Benchmark	30		STAAR	30	
7	Reading Growth	Other	51		District Interim	59		Benchmark	68		STAAR	71	
7	Math Meets	Other	20		District Interim	24		Benchmark	28		STAAR	28	
7	Math Growth	Other	48		District Interim	58		Benchmark	68		STAAR	71	
8	Reading Meets	Other	31		District Interim	32		Benchmark	33		STAAR	33	
8	Reading Growth	Other	49		District Interim	58		Benchmark	68		STAAR	71	
8	Math Meets	Other	14		District Interim	21		Benchmark	28		STAAR	28	
8	Math Growth	Other	57		District Interim	62		Benchmark	68		STAAR	71	
8													
8													
8													
8													
8													

Cycle 1 90-day Outcomes (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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Also train principals to become more versed and knowledgeable about curriculum and instruction.	The desired outcome is for teachers to increase their knowledge of the standards to improve the quality of lesson planning and instructional delivery.	The desired outcome is for leaders and teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
Desired 90-day Outcome	The desired 90 day outcome is for campus leaders to implement Relay coaching on their campus and implement data meetings consistently during PLCs.	The desired outcomes are to effectively teach skills and concepts that will be assessed in order to align curriculum and assessment. Also improve the quality of lesson planning and direct teaching.	The outcome is to train teachers and establish the DDI and PLC process consistently and effectively.
Barriers to Address During this Cycle	Barriers include completing Relay Training	Barriers include time constraints and quality of teaching staff.	Lack of substitutes available to cover classes and trying to protect the planning time of core cont
District Actions for this Cycle	District action for this cycle includes providing and supporting Relay Training and monitoring implementation on campus.	Actions include placing Instructional Specialists at campus level and providing district level instructional support for each content area.	District actions include continuous hiring of long term substitutes and teachers throughout the year and utilization of Instructional Specialists to lead DDI during PLCs.
District Commitments Theory of Action	If the campus develops effective instructional leadership with clear roles and responsibilities and establishes curriculum and assessments aligned with TEKS with a year long scope and sequence and develops capacity of teachers through data driven instruction, then students will show growth in their learning and show an increase in meeting STAAR standards.		

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
Insure campus leader is attending Relay Training. Executive Leadership coach campus leaders during the implementation of Relay.	EA 1.1	June through November	Relay Training	Principal, DCSI	Walk Through Forms, PLC Agendas, coaching scripts	30-Nov-19	Some Progress	Continue to implement Relay
Implement district assessments according to calendar and do data analysis of results within 48 hours of testing. Currently following TEKS Resource YAG. Implementation of daily block scheduling for 6th/7th Grade ELA and 6th	EA 4.1	August through November	District Assessment Calendar, District SCAs,YAG, Master Schedule and DDI process	Principal, DCSI and teaching staff.	PLC Agendas, Lesson Plans, Unit Planning Mats	30-Nov-19	Some Progress	Continue to implement DDI process and monitor lesson plans
Completed Relay training on DDI process and protected PLC time built in to master schedule for 6th/7th Grade ELA and 6th Grade Math	EA 5.3	August through November	PLC Agendas, Master Schedule, DDI documentation	Principal, DCSI and teaching staff.	Eduphoria data reports, Know and Show documents and Master Schedule	30-Nov-19	Some Progress	Continue DDI process and monitor 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 2 90-Day Outcomes (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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Also train principals to become more versed and knowledgeable about curriculum and instruction.	The desired outcome is for teachers to increase their knowledge of the standards to improve the quality of lesson planning and instructional delivery.	The desired outcome is for leaders and teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
Desired 90-day Outcome	The desired 90 day outcome is for campus leaders to refine Relay coaching on their campus and data meetings consistently during PLCs. PLCs will develop and implement Re-Teach of lowest performing highly tested TEKS on Short Cycle Assessments.	Teachers will effectively teach skills and concepts that will be assessed in order to align curriculum and assessment. Teachers will enhance teaching and learning through use of backward design in lesson planning.	PLCs conduct data meetings with fidelity for Short Cycle Assessments. Teachers internalize standards they are teaching.
Barriers to Address During this Cycle	Barriers include completion of Relay training, time constraints, and systems	Barriers include time constraints and capacity of teaching staff.	Lack of experience of teachers in PLC, lack of subsititutes available in order to protect planning ti
District Actions for this Cycle	District action for this cycle includes providing and supporting Relay Training and monitoring implementation on campus.	Principal, Assistant Principal and Instructional Specialists attend PLCs in order to ensure t	District actions include continuous hiring of long term substitutes and teachers throughout the year and utilization of Instructional Specialists to lead DDI during PLCs.
District Commitments Theory of Action	If the campus develops effective instructional leadership with clear roles and responsibilities and establishes curriculum and assessments aligned with TEKS with a year long scope and sequence and develops capacity of teachers through data driven instruction, then students will show growth in their learning and show an increase in meeting STAAR standards.		

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
Campus leader is attending Relay Training and completing Relay asignments. Executive Leadership coach campus leaders during the implementation of Relay. Campus Leader will coach PLC Leads and Teachers.	EA 1.1	December-February	Relay Training and Materials	Principal, DCSI	Walk Through Forms, PLC Agendas, coaching scripts	28-Feb		
PLCs and teachers will create weekly lesson plans that are aligned with the TEKS of the Unit Planning Mat. Student growth on SCAs will be at 68% or above.	EA 4.1	December-February	District Assessment Calendar, District SCAs,YAG, Master Schedule and DDI process	Principal, DCSI and teaching staff.	PLC Agendas, Lesson Plans, Unit Planning Mats, Eduphoria	28-Feb		
PLC leads will be working with Principal, ISs and PLC in developing re-teach strategies using data from SCAs. Re-teach will be targeting the two lowest performing highly tested TEKS on the last Unit SCA	EA 5.3	December-February	PLC Agendas, Master Schedule, DDI documentation	Principal, DCSI and teaching staff.	Eduphoria data reports, TEKs Resource System, Unit Planning Mats	28-Feb		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Also train principals to become more versed and knowledgeable about curriculum and instruction.	The desired outcome is for teachers to increase their knowledge of the standards to improve the quality of lesson planning and instructional delivery.	The desired outcome is for leaders and teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
Desired 90-day Outcome	The desired 90 day outcome is for campus leaders to fully and successfully implement Relay coaching on their campus and implement data meetings consistently during PLCs.	Lesson plans will be in full alignment with Short Cycle Assessments and TEKS in Unit Planning Mats	68% of students show growth of Short Cycle Assessments
Barriers to Address During this Cycle	Barriers include completing Relay Training and Time Constraints	Barriers include time constraints and quality of teaching staff.	Lack of experience of teachers in PLC, lack of subsititutes available in order to protect planning ti
District Actions for this Cycle	District action for this cycle includes providing and supporting Relay Training and monitoring implementation on campus.	Actions include placing Instructional Specialists at campus level and providing district level instructional support for each content area.	District actions include continuous hiring of long term substitutes and teachers throughout the year and utilization of Instructional Specialists to lead DDI during PLCs.
District Commitments Theory of Action	If the campus develops effective instructional leadership with clear roles and responsibilities and establishes curriculum and assessments aligned with TEKS with a year long scope and sequence and develops capacity of teachers through data driven instruction, then students will show growth in their learning and show an increase in meeting STAAR standards.		

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
Principal will fully implement Relay observation and feedback protocol during observations and walkthroughs and use Relay video strategies for feedback in order to identify gaps in teaching strategies.	EA 1.1	March-May	Relay Training and Materials, Whetstone	Principal, DCSI	Walk Through Forms, PLC Agendas, coaching scripts	22-May		
68% of students show growth of Short Cycle Assessments	EA 4.1, EA 5.3	March-May	District Assessment Calendar, District SCAs,YAG, Master Schedule and DDI process	Principal, DCSI and teaching staff.	PLC Agendas, Lesson Plans, Unit Planning Mats	22-May		
PLCs will follow 3 week cycle-1. Short Cycle Assessment 2. Break down data and identify 2-3 lowest performing highly tested TEKS. 3-Plan Do-Nows and Exit Tickets 4. Re-assess on next SCA	EA 5.3	March-May	PLC Agendas, DDI documentation	Principal, DCSI and teaching staff.	Eduphoria data reports, TEKs Resource System, Unit Planning Mats	22-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	The desired outcome is to create leadership capacity in campus leaders in order to influence and execute systems. Also train principals to become more versed and knowledgeable about curriculum and instruction.	The desired outcome is for teachers to increase their knowledge of the standards to improve the quality of lesson planning and instructional delivery.	The desired outcome is for leaders and teachers to perform the data driven instruction process during PLCs in order to become more knowledgeable about standards and skills required to increase teacher effectiveness and student academic growth.
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 desired 90 day outcome is for campus leaders to implement Relay coaching on their campus and implement data meetings consistently during PLCs	The desired outcomes are to effectively teach skills and concepts that will be assessed in order to align curriculum and assessment. Also improve the quality of lesson planning and direct teaching	The outcome is to train teachers and establish the DDI and PLC process consistently and effectively.
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 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.