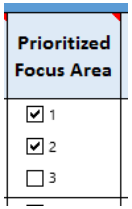
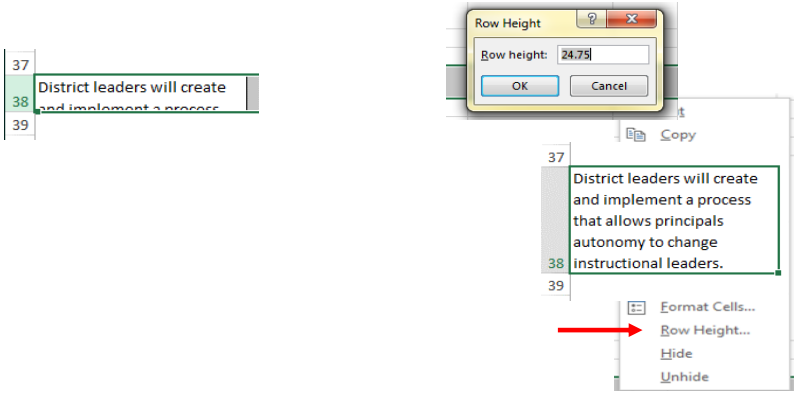
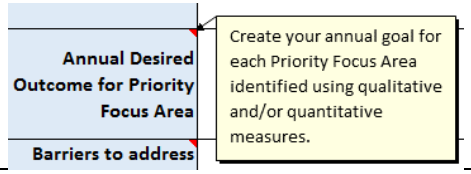
Campus Targeted Improvement Plan

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		CrockettMiddle School	**Superintendent**	Dr. Scott Muri	**Principal**	Maribel Aranda
District Number	068901	**Campus Number**	068901044	**District Coordinator of School Improvement (DCSI)**	Dalia Benavides	**ESC Support**	Sha 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 Benavides September 16, 2018**
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 Benavides September 16, 2018**
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.	**Maribel Aranda 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 = 62 Domain 2 A = 72 Domain 2B =57 Domain 3 = 66
	What changes in student group and subject performance are included in these goals?	Changes in student groups to meet domain 3 goal would be 2 targets for White, ELLs, in ELA/Reading grown and 3 targets for White and sped and ELLs.
	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 school wide systems implemenation and curriculum and instruction in order to lead the campus. The campus leader is being trained with Relay as part of a district wide initiative.	Campus utilizes the TEKS Resources System to inform the year long scope and sequence for curriculum and assessment implementation. Campus is implementing90 minute block for 6th ad 7th ELAR and 6th Math. Campus is implementing Relay Know/Show process.	The campus is implementing data driven instruction process during PLCs to inform curriculum and instructional practices.
Desired Annual Outcome	The desired outcome is to create leadership capacity in campus leader in order to influence and execute systems. Also, train principal 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 preform 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 include time constraints, completion of Relay training.	Barriers include time, capacity of teaching staff, completion of Relay training.	The barriers include establishing a system to monitor the DDI and PLC processes and monitor 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 the campus established curriculum and assessments aligned to TEKS with year long scope and sequence, and develops capacity in 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 18, 2019 with Sha 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
6th	Reading Meets	Other	19		Other	22		Benchmark	25		Other	25	
6th	Reading Growth	Other	36		Other	50		Benchmark	65		Other	66	
6th	Math Meets	Other	29		Other	24		Benchmark	25		Other	25	
6th	Math Growth	Other	35		Other	52		Benchmark	65		Other	71	
7th	Reading Meets	Other	23		Other	25		Benchmark	25		Other	25	
7th	Reading Growth	Other	52		Other	62		Benchmark	65		Other	66	
7th	Math Meets	Other	23		Other	24		Benchmark	25		Other	25	
7th	Math Growth	Other	52		Other	62		Benchmark	68		Other	71	
8th	Reading Meets	Other	24		Other	25		Benchmark	25		Other	25	
8th	Reading Growth	Other	49		Other	58		Benchmark	65		Other	66	
8th	Math Meets	Other	25		Other	25		Benchmark	25		Other	25	
8th	Math Growth	Other	65		Other	68		Benchmark	70		Other	71	

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 leader in order to influence and execute systems. Also, train principal 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 preform 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 leader to implement Relay coaching on their campus and implement data meetings consistently during PLCs.	The desired outcomes are to effectively teacher 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 desired outcomes are to train teachers and establish the DDI and PLC processes consistently and effectively.
Barriers to Address During this Cycle	Barriers include completing Relay training and establishing a monitoring system	The barriers include time constraints and quality of teaching staff.	The barriers include lack of substitutes available to cover classes and trying to protect the planni
District Actions for this Cycle	District action for this cycle includes providing and supporting Relay training and monitoring implementation on campus.	District actions include placing Instructional Specialists at campus level and providing district level instructional support for each content area.	District actions include continuous hiring of substitutes and teachers throughout the year and utilization of Instructional Specialist to lead DDI during PLCs.
District Commitments Theory of Action	If the campus develops effective instructional leadership with clear roles and responsibilities, and the campus established curriculum and assessments aligned to TEKS with year long scope and sequence, and develops capacity in 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
Ensure campus leader is attending Relay training. Executive leader coach campus leaders during the implementation of Relay.	EA 1.1	August - November	Relay training	Maribel Aranda, Principal Dalia Benavides, DCSI	Walk-through forms, PLC agendas, coaching scripts, Relay registration and assignments	November 30th	Some Progress	Continue to implement Relay
Implement district assessments according to calendar and do data analysis of results with 48 hours of testing. Currently following TEKS Resource YAG. Implementation of block scheduling in 6th ELAR/Math and 7th ELAR.	EA 4.1	August-November	SCAs, YAG, DDI Process, master schedule	Principal and teaching staff, DCSI	PLC Agendas, Lesson plans, Unit Planning Mats, Yag, Master schedule, Eduphoria data reports	November 30th	Some Progress	Continue to implement DDI process and monitor lesson plans.
Completed Relay training on DDI process. Protected PLC time built into master schedule for 6th ELAR/Math and 7th ELAR.	EA 5.3	August-November	PLC agendas, master schedule, DDI documentation	Principal and teaching staff, DCSI	Eduphoria data reports, Know and Show documents, and master schedule	November 30th	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 leader in order to influence and execute systems. Also, train principal to become more versed and knowledgeable about curriculum and instruction.	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 and utilize the 90 minute block effectively.	The desired outcome is for leaders and teachers to preform 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 desire 90 day outcome is for campus leader to implement Relay coachi	Teachers will effectively teach skills and concepts that will be addressed in order to align	PLCs conduct data meeting with fidelity for short cycle assessments
Barriers to Address During this Cycle	Barries include completion of Relay training and monitor coaching through	Barries include time constraints and capacity of teaching staff.	The barries include lack of substitutes available to cover classes to protect planning time and effe
District Actions for this Cycle	District action for this cycle includes providing and supporting Relay training	District actions include placing instructional specialist at campus level and providing distr	District actions include continuous hiring of long terms substitutes and teachers through
District Commitments Theory of Action	If the campus develops effective instructional leadership with clear roles and responsibilities, and the campus established curriculum and assessments aligned to TEKS with year long scope and sequence, and develops capacity in 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-Febrruary	Relay Training and Materials	Principal, DCSI	Walk Through Forms, PLC Agendas, coaching scripts, Relay assignments	Feb-20		
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-Febrruary	District Assessment Calendar, District SCAs,YAG, Master Schedule and DDI process	Principal, DCSI, and teaching staff	PLC Agendas, Lesson Plans, Unit Planning Mats, YAGm, master schedule, Eduphoira reports.	Feb-20		
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-Febrruary	PLC Agendas, Master Schedule, DDI documentation	Principal, DCSI, and teaching staff	Eduphoria data reports, TEKs Resource System, Unit Planning Mats	Feb-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**

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 leader in order to influence and execute systems. Also, train principal 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. Also, increase effective use of 90 minute block.	The desired outcome is for leaders and teachers to preform 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. All staff fully understands and implements DDI Process.
Barriers to Address During this Cycle	Barriers include completing Relay Training and Time Constraints	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 time of PLCs.
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 during PLCs and classrooms.	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 the campus established curriculum and assessments aligned to TEKS with year long scope and sequence, and develops capacity in 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	May-20		
68% of students show growth of Short Cycle Assessments	EA 4.1, EA 5.3	March-May	District Assessment Calendar, District SCAs, YAG, Master schedel and DDI	Principal, DCSI and teaching staff.	PLC agendas, lesson plans, unit planning mats	May-20		
PLCs will do data analysis of each short cycle assessment within 48 hours to break down and identify lowest perfoming, h ighly tested TEK and plan reteach using Do Nows/ecit tickets/small group.	EA 5.3	March-May	PLC agendas, DDI documentation	Principal, DCSI and teaching staff.	Eduphoria data reports, TEKS resource system, and unit planning mats	May-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	The desired outcome is to create leadership capacity in campus leader in order to influence and execute systems. Also, train principal 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 preform 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 leader to implement Relay coaching on their campus and implement data meetings consistently during PLCs	The desired outcomes are to effectively teacher 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 desired outcomes are to train teachers and establish the DDI and PLC processes 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.