

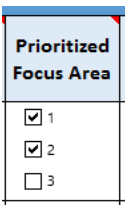
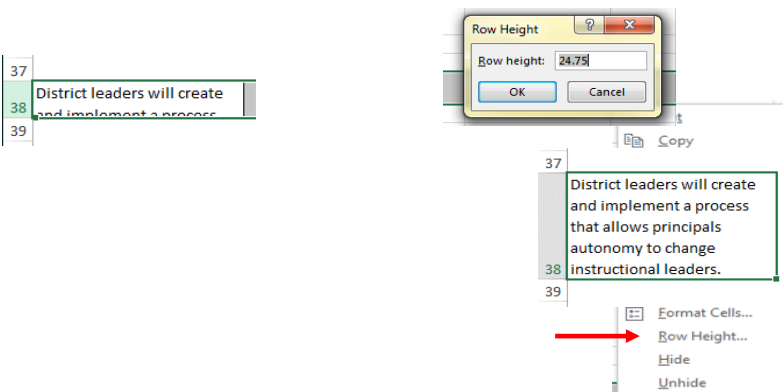
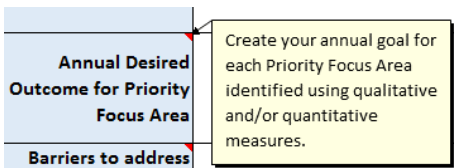
## Campus Targeted Improvement Plan

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.<br><br>To view the information in the notes box, hover your mouse over the cell. |  |

|                       |   |  |
|-----------------------|---|--|
| Printing the Template | <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><a href="https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2">https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</a></p> |
|-----------------------|---|--|

| Campus Information  |   |               |  |   |  |                |                |
|---|---|---------------|--|---|--|----------------|----------------|
| District Name   | ECISD   |               |  | Superintendent  | Dr. Muri   | Principal      | Alisha Holguin |
| District Number   | 068901  | Campus Number | 000000128  | District Coordinator of School Improvement (DCSI)   | Stacy Johnson  | ESC Support    |                |
| Assurances  |   |               |  |   |  |                |                |
| DCSI  | I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. |               |  |   |  | Stacy Johnson  |                |
| Principal Supervisor<br><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.  |               |  |   |  | Stacy Johnson  |                |
| 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.   |               |  |   |  | Alisha Holguin |                |
| Board Approval Date   |   |               |  |   |  |                |                |
| Needs Assessment  |   |               |  |   |  |                |                |
| Data Analysis Questions   |   |               | What accountability goals for each Domain has your campus set for the year?        | Domain 1=70, Domain 2=70, Domain 3=70   |  |                |                |
|   |   |               | What changes in student group and subject performance are included in these goals? | Meets on state assessment will increase to 36% in 3rd, 28% in 4th, and 40% in 5th grade on both math and reading. Mastery |  |                |                |
|   |   |               | If applicable, what goals has your campus set for CCMR and Graduation Rate?        |   |  |                |                |
| Self-Assessment Results   |   |               |  |   |  |                |                |
| (To be completed if the campus HAS NOT had an ESF Diagnostic)                               |   |               |  |   |  |                |                |
| Use the completed Self-Assessment Tool to complete this section                             |   |               |  |   |  |                |                |
| Essential Action  |   |               |  |   | Implementation Level (1 Not Yet Started - 5 Fully Implemented) |                |                |
| 1.1 Develop campus instructional leaders with clear roles and responsibilities.             |   |               |  |   |  |                |                |

|   |   |   |                           |
|---|---|---|---------------------------|
| 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.                            |   |   |                           |
| 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.        |   |   |                           |
| 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.                                   |   |   |                           |
| 5.1 Objective-driven daily lesson plans with formative assessments.   |   |   |                           |
| 5.3 Data-driven instruction.  |   |   |                           |
| Prioritized Focus Area #1   |   | Prioritized Focus Area #2   | Prioritized Focus Area #3 |
| Essential Action  | 5.1 Objective-driven daily lesson plans with formative assessments.   | 5.3 Data-driven instruction.  |                           |
| Rationale   | In past years there has been inconsistency in monitoring lesson plans, little feedback on lesson plans, and diferent templates being used. If we use data driven instruction effectively then we will need to improve lesson plans and the feedback we give teachers on them. | We have always had PLC's that analysis data but haven't focused on the reteach of the TEKS and its effectiveness.   |                           |
| Desired Annual Outcome  | During PLC's teachers and Campus Leadership Team will colloborate to improve lesson plans by breaking down TEKS and giving feedback to enhance their lesson plans.  | During PLC's we will use the DDI process after each reading and math short cycle assessment. Based on these results a reteach and retest will be completed.   |                           |
| Barriers to Address During the Year   | Campus Leadership Team and teachers have trust and honesty when having a discussion on content specific plans and then openly and willing make changes.   | Campus Leadership Team rolling DDI process out effectively to teachers so that teachers implement it in their classroom. Teachers become confident in the process so that they reteach and assess the students effectively. |                           |
| District Commitment Theory of Action:   |   |   |                           |
| ESF Diagnostic Results<br>(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator) |   |   |                           |
| Date of ESF Diagnostic  |   |   |                           |
| Prioritized Focus Area #1   |   | Prioritized Focus Area #2   | Prioritized Focus Area #3 |
| Essential Action  |   |   |                           |
| Desired Annual Outcome  |   |   |                           |
| Barriers to Address During the Year   |   |   |                           |
| District Commitment Theory of Action  |   |   |                           |

| Prioritized Focus Areas<br>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 |
| K            | Reading        | Istation   | Level 4/5=25%           |        | Istation     | Level 4/5=50%           |        | Istation     | Level 4/5=65%           |        | Istation  | Level 4/5=75%           |        |
| K            | Math           | Imagine Math   |                         |        | Imagine Math |                         |        | Imagine Math |                         |        | Imagine Math  |                         |        |
| 1            | Reading        | Istation   | Level 4/5=20%           |        | Istation     | Level 4/5=50%           |        | Istation     | Level 4/5=65%           |        | Istation  | Level 4/5=75%           |        |
| 1            | Math           | Imagine Math   |                         |        | Imagine Math |                         |        | Imagine Math |                         |        | Imagine Math  |                         |        |
| 2            | Reading        | Istation   | Level 4/5=20%           |        | Istation     | Level 4/5=50%           |        | Istation     | Level 4/5=65%           |        | Istation  | Level 4/5=75%           |        |
| 2            | Reading        | Benchmark  | 50/20/10                |        | Benchmark    | 50/20/10                |        | Benchmark    | 50/20/10                |        | Benchmark   | 50/20/10                |        |
| 2            | Math           | Imagine Math   |                         |        | Imagine Math |                         |        | Imagine Math |                         |        | Imagine Math  |                         |        |
| 2            | Math           | Benchmark  | 50/20/10                |        | Benchmark    | 50/20/10                |        | Benchmark    | 50/20/10                |        | Benchmark   | 50/20/10                |        |
| 3            | Reading        | Istation   | Level 4/5=20%           |        | Istation     | Level 4/5=50%           |        | Istation     | Level 4/5=65%           |        | Istation  | Level 4/5=75%           |        |
| 3            | Reading        | Benchmark  | 50/30/15                |        | Benchmark    | 50/30/15                |        | Benchmark    | 50/30/15                |        | Benchmark   | 50/30/15                |        |
| 3            | Math           | Imagine Math   |                         |        | Imagine Math |                         |        | Imagine Math |                         |        | Imagine Math  |                         |        |
| 3            | Math           | Benchmark  | 50/20/15                |        | Benchmark    | 50/20/15                |        | Benchmark    | 50/20/15                |        | Benchmark   | 50/20/15                |        |
| 4            | Reading        | Istation   | Level 4/5=25%           |        | Istation     | Level 4/5=50%           |        | Istation     | Level 4/5=65%           |        | Istation  | Level 4/5=70%           |        |
| 4            | Reading        | Benchmark  | 50/20/10                |        | Benchmark    | 50/20/10                |        | Benchmark    | 50/20/10                |        | Benchmark   | 50/20/10                |        |
| 4            | Math           | Imagine Math   |                         |        | Imagine Math |                         |        | Imagine Math |                         |        | Imagine Math  |                         |        |
| 4            | Math           | Benchmark  | 50/15/10                |        | Benchmark    | 50/15/10                |        | Benchmark    | 50/15/10                |        | Benchmark   | 50/15/10                |        |
| 5            | Reading        | Istation   | Level 4/5=25%           |        | Istation     | Level 4/5=50%           |        | Istation     | Level 4/5=65%           |        | Istation  | Level 4/5=70%           |        |
| 3            | Reading        | STAAR  | 36% Meets= 22%Mastery   |        | STAAR        | 36% Meets= 22%Mastery   |        | STAAR        | 36% Meets= 22%Mastery   |        | STAAR   | 36% Meets= 22%Mastery   |        |
| 4            | Reading        | STAAR  | 28% Meets=15% Mastery   |        | STAAR        | 28% Meets=15% Mastery   |        | STAAR        | 28% Meets=15% Mastery   |        | STAAR   | 28% Meets=15% Mastery   |        |
| 5            | Reading        | STAAR  | 40% Meets=22% Mastery   |        | STAAR        | 40% Meets=22% Mastery   |        | STAAR        | 40% Meets=22% Mastery   |        | STAAR   | 40% Meets=22% Mastery   |        |
| 3            | Math           | STAAR  | 36% Meets= 22%Mastery   |        | STAAR        | 36% Meets= 22%Mastery   |        | STAAR        | 36% Meets= 22%Mastery   |        | STAAR   | 36% Meets= 22%Mastery   |        |
| 4            | Math           | STAAR  | 28% Meets=15% Mastery   |        | STAAR        | 28% Meets=15% Mastery   |        | STAAR        | 28% Meets=15% Mastery   |        | STAAR   | 28% Meets=15% Mastery   |        |
| 5            | Math           | STAAR  | 40% Meets=22% Mastery   |        | STAAR        | 40% Meets=22% Mastery   |        | STAAR        | 40% Meets=22% Mastery   |        | STAAR   | 40% Meets=22% Mastery   |        |
| 4            | Writing        | STAAR  | 25% Mastery=5% Mastery  |        | STAAR        | 25% Mastery=5% Mastery  |        | STAAR        | 25% Mastery=5% Mastery  |        | STAAR   | 25% Mastery=5% Mastery  |        |
| 5            | Science        | STAAR  | 30% Mastery=15% Mastery |        | STAAR        | 30% Mastery=15% Mastery |        | STAAR        | 30% Mastery=15% Mastery |        | STAAR   | 30% Mastery=15% Mastery |        |

| Cycle 1 90-day Outcomes (September - November)  |   |                |   |                       |  |                                   |                           |                                    |
|---|---|----------------|---|-----------------------|--|-----------------------------------|---------------------------|------------------------------------|
|   | Prioritized Focus Area #1   |                | Prioritized Focus Area #2   |                       |  | Prioritized Focus Area #3         |                           |                                    |
| Essential Action  | 5.1 Objective-driven daily lesson plans with formative assessments.   |                | 5.3 Data-driven instruction.  |                       |  |                                   |                           |                                    |
| Desired Annual Outcome  | During PLC’s teachers and Campus Leadership Team will collaborate to improve lesson plans by breaking down TEKS and giving feedback to enhance their lesson plans.  |                | During PLC’s we will use the DDI process after each reading and math short cycle assessment. Based on these results a reteach and retest will be completed.   |                       |  |                                   |                           |                                    |
| Desired 90-day Outcome  | During PLC’s a know/show chart will completed with teachers for highly tested TEKS followed by a reteach and evidence from teachers classrooms every month.   |                | Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings.  |                       |  |                                   |                           |                                    |
| Barriers to Address During this Cycle   | Teacher buy in  |                | Using multiple ways to reteach a concept effectively  |                       |  |                                   |                           |                                    |
| District Actions for this Cycle   | PLC’s Campus Leadership Team is knowledgeable about the content and the ability to create know/show chart with teachers and teachers buy in to this process.  |                | Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days. |                       |  |                                   |                           |                                    |
| District Commitments Theory of Action   | If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal’s development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.➡ |                |   |                       |  |                                   |                           |                                    |
| Action plan-Milestones  |   |                |   |                       |  |                                   |                           |                                    |
| Milestones  | Prioritized Focus Area  | Timeline       | Resources Needed  | Person(s) Responsible | Evidence used to Determine Progress toward Milestone | Evidence Collection Date          | Progress toward Milestone | Necessary Adjustments / Next Steps |
| Establishment of recurring weekly ILT meeting   | 1,2   | September      | Notes from the meeting  | Principal, AP, IS     | Calendar & Notes from the meeting                    | Calendar & Notes from the meeting | Ongoing weekly            |                                    |
| Completed teacher training (through PLCs) on component parts of DDI meeting   | 1, 2  | October 25th   | PD materials (facilitator notes, slides, tools, examples/videos)  | Leadership Team       | Teacher work products from each training             | After each PLC through Oct. 25th  |                           |                                    |
| Completed teacher training (through PLCs) on exit ticket creation and analysis  | 1,2   | October 25th   | PD materials (facilitator notes, slides, tools, examples)   | Leadership Team       | Teacher work products from training                  | After each PLC through Oct. 25th  |                           |                                    |
| Finalization of data tracking tool for PLC leads and teachers   | 1,2   | September 30th | Data tracking tool  | Principal             | Existence of data tracking tool                      | Sept 30th                         |                           |                                    |
| Every 3rd PLC focused on planning with real-time guidance from PLC lead   | 1,2   | November 1st   | Feedback cheat sheet for PLC leads  | Leadership Team       | Principal obs of PLC meetings                        | Nov. 1st                          |                           |                                    |
| ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery | 1,2   | November 6th   | Data tracker, obs calendars   | Principal             | Obs calendars  | Nov. 6th                          |                           |                                    |
| Common assessments include retest of retaught standards   | 1,2   | November 20th  | PLC leads need data trackers, prioritized standards, sample assessment questions  | Leadership Team       | Copies of common assessments w/ retested standards   | Ongoing                           |                           |                                    |
| Teachers and PLC leads use data tracker for all common assessments and unit tests   | 1,2   | November 29th  | Data tracker  | Leadership Team       | Data tracker   | Ongoing                           |                           |                                    |
|   |   |                |   |                       |  |                                   |                           |                                    |

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



| Cycle 2 90-Day Outcomes (December-February)   |   |                |   |                       |  |                                  |                           |                                    |
|---|---|----------------|---|-----------------------|--|----------------------------------|---------------------------|------------------------------------|
|   | Prioritized Focus Area #1   |                | Prioritized Focus Area #2   |                       |  | Prioritized Focus Area #3        |                           |                                    |
| Essential Action  | 5.1 Objective-driven daily lesson plans with formative assessments.   |                | 5.3 Data-driven instruction.  |                       |  |                                  |                           |                                    |
| Desired Annual Outcome  | During PLC's teachers and Campus Leadership Team will colloborate to improve lesson plans by breaking down TEKS and giving feedback to enhance their lesson plans.  |                | During PLC's we will use the DDI process after each reading and math short cycle assessment. Based on these results a reteach and retest will be completed.   |                       |  |                                  |                           |                                    |
| Desired 90-day Outcome  | During PLC's a know/show chart will completed with teachers for highly tested TEKS followed by a reteach and evidence from teachers classrooms every month.   |                | Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings.  |                       |  |                                  |                           |                                    |
| Barriers to Address During this Cycle   | Teacher buy in  |                | Using multiple ways to reteach a concept effectiveliy   |                       |  |                                  |                           |                                    |
| District Actions for this Cycle   | PLC's Campus Leadership Team is knowledgable about the content and the ability to create know/show chart with teachers and teachers buy in to this process.   |                | Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days. |                       |  |                                  |                           |                                    |
| District Commitments Theory of Action   | If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.☐ |                |   |                       |  |                                  |                           |                                    |
| Action plan-Milestones  |   |                |   |                       |  |                                  |                           |                                    |
| Milestones  | Prioritized Focus Area  | Timeline       | Resources Needed  | Person(s) Responsible | Evidence used to Determine Progress toward Milestone | Evidence Collection Date         | Progress toward Milestone | Necessary Adjustments / Next Steps |
| Completed teacher training (through PLCs) on component parts of DDI meeting   | 1, 2  | January        | PD materials (facilitator notes, slides, tools, examples/videos)  | Leadership Team       | Teacher work products from each training             | After each PLC through Oct. 25th |                           |                                    |
| Completed teacher training (through PLCs) on exit ticket creation and analysis  | 1,2   | January 31st   | PD materials (facilitator notes, slides, tools, examples)   | Leadership Team       | Teacher work products from training                  | Ongoing                          |                           |                                    |
| Finalization of data tracking tool for PLC leads and teachers   | 1,2   | September 30th | Data tracking tool  | Prinicpal             | Existence of data tracking tool                      | Ongoing                          |                           |                                    |
| Every 3rd PLC focused on planning with real-time guidance from PLC lead   | 1,2   | February 28th  | Feedback cheat sheet for PLC leads  | Leadership Team       | Principal obs of PLC meetings                        | Ongoing                          |                           |                                    |
| ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery | 1,2   | January 31st   | Data tracker, obs calendars   | Principal             | Obs calendars  | Ongoing                          |                           |                                    |

|   |     |               |  |                 |  |                |  |  |
|---|-----|---------------|--|-----------------|--|----------------|--|--|
| Common assessments include retest of retaught standards   | 1,2 | February 28th | PLC leads need data trackers, prioritized standards, sample assessment questions | Leadership Team | Copies of common assessments w/ retested standards | Ongoing        |  |  |
| Teachers and PLC leads use data tracker for all common assessments and unit tests   | 1,2 | February 28th | Data tracker   | Leadership Team | Data tracker                                       | Ongoing        |  |  |
|   |     |               |  |                 |  |                |  |  |
|   |     |               |  |                 |  |                |  |  |
|   |     |               |  |                 |  |                |  |  |
| Reflection and Planning for Next 90-Day Cycle   |     |               |  |                 |  |                |  |  |
| Did you achieve your desired 90-day outcome? Why or why not?  |     |               |  |                 |  |                |  |  |
| Did you achieve your student performance goals (see Student Data Tab)? Why or why not?  |     |               |  |                 |  |                |  |  |
| Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle? |     |               | Carryover Milestones   |                 |  | New Milestones |  |  |
|   |     |               |  |                 |  |                |  |  |

| Cycle 3 90-Day Outcomes (March-May)   |   |                |   |                       |  |                           |                           |                                    |
|---|---|----------------|---|-----------------------|--|---------------------------|---------------------------|------------------------------------|
|   | Prioritized Focus Area #1   |                | Prioritized Focus Area #2   |                       |  | Prioritized Focus Area #3 |                           |                                    |
| Essential Action  | 5.1 Objective-driven daily lesson plans with formative assessments.   |                | 5.3 Data-driven instruction.  |                       |  |                           |                           |                                    |
| Desired Annual Outcome  | During PLC's teachers and Campus Leadership Team will collaborate to improve lesson plans by breaking down TEKS and giving feedback to enhance their lesson plans.  |                | During PLC's we will use the DDI process after each reading and math short cycle assessment. Based on these results a reteach and retest will be completed.   |                       |  |                           |                           |                                    |
| Desired 90-day Outcome  | During PLC's a know/show chart will completed with teachers for highly tested TEKS followed by a reteach and evidence from teachers classrooms every month.   |                | Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings.  |                       |  |                           |                           |                                    |
| Barriers to Address During this Cycle   | Teacher buy in  |                | Using multiple ways to reteach a concept effectiveliy   |                       |  |                           |                           |                                    |
| District Actions for this Cycle   | PLC's Campus Leadership Team is knowledgable about the content and the ability to create know/show chart with teachers and teachers buy in to this process.   |                | Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days. |                       |  |                           |                           |                                    |
| District Commitments Theory of Action   | If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.☐ |                |   |                       |  |                           |                           |                                    |
| Action plan-Milestones  |   |                |   |                       |  |                           |                           |                                    |
| Milestones  | Prioritized Focus Area  | Timeline       | Resources Needed  | Person(s) Responsible | Evidence used to Determine Progress toward Milestone | Evidence Collection Date  | Progress toward Milestone | Necessary Adjustments / Next Steps |
| Completed teacher training (through PLCs) on component parts of DDI meeting   | 1, 2  | March          | PD materials (facilitator notes, slides, tools, examples/videos)  | Leadership Team       | Teacher work products from each training             | Ongoing                   |                           |                                    |
| Completed teacher training (through PLCs) on exit ticket creation and analysis  | 1,2   | 31-Mar         | PD materials (facilitator notes, slides, tools, examples)   | Leadership Team       | Teacher work products from training                  | Onoging                   |                           |                                    |
| Finalization of data tracking tool for PLC leads and teachers   | 1,2   | September 30th | Data tracking tool  | Prinicpal             | Existence of data tracking tool                      | Ongoing                   |                           |                                    |
| Every 3rd PLC focused on planning with real-time guidance from PLC lead   | 1,2   | April          | Feedback cheat sheet for PLC leads  | Leadership Team       | Principal obs of PLC meetings                        | Ongoing                   |                           |                                    |
| ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery | 1,2   | 20-May         | Data tracker, obs calendars   | Principal             | Obs calendars  | Ongoing                   |                           |                                    |

|   |  |        |   |                 |  |                           |  |  |
|---|--|--------|---|-----------------|--|---------------------------|--|--|
| Common assessments include retest of retaught standards   | 1,2  | 1-May  | PLC leads need data trackers, prioritized standards, sample assessment questions  | Leadership Team | Copies of common assessments w/ retested standards | Ongoing                   |  |  |
| Teachers and PLC leads use data tracker for all common assessments and unit tests   | 1,2  | 22-May | Data tracker  | Leadership Team | Data tracker                                       | Ongoing                   |  |  |
|   |  |        |   |                 |  |                           |  |  |
|   |  |        |   |                 |  |                           |  |  |
|   |  |        |   |                 |  |                           |  |  |
| Reflection and Planning for Next 90-Day Cycle   |  |        |   |                 |  |                           |  |  |
| Did you achieve your desired 90-day outcome? Why or why not?  |  |        |   |                 |  |                           |  |  |
| Did you achieve your student performance goals (see Student Data Tab)? Why or why not?  |  |        |   |                 |  |                           |  |  |
| Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle? |  |        | Carryover Milestones  |                 |  | New Milestones            |  |  |
|   |  |        |   |                 |  |                           |  |  |
| END OF YEAR REFLECTION  |  |        |   |                 |  |                           |  |  |
|   | Prioritized Focus Area #1  |        | Prioritized Focus Area #2   |                 |  | Prioritized Focus Area #3 |  |  |
| Essential Action  | 0  |        | 0   |                 |  | 0                         |  |  |
| Desired Annual Outcome  | During PLC's teachers and Campus Leadership Team will colloborate to improve lesson plans by breaking down TEKS and giving feedback to enhance their lesson plans. |        | During PLC's we will use the DDI process after each reading and math short cycle assessment. Based on these results a reteach and retest will be completed. |                 |  |                           |  |  |
| 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.<br>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  | During PLC's a know/show chart will completed with teachers for highly tested TEKS followed by a reteach and evidence from teachers classrooms every month | Every PLC, led by a member of the ICI, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings |                  |                           |  |                          |                           |                                  |
| Rationale   |  |   |                  |                           |  |                          |                           |                                  |
| How will you communicate these priorities to your stakeholders? How will you invest them?   |  |   |                  |                           |  |                          |                           |                                  |
| Desired 90-Day Outcome  |  |   |                  |                           |  |                          |                           |                                  |
| Who will help the campus build capacity in this area?   |  |   |                  |                           |  |                          |                           |                                  |
| Barriers to Address   |  |   |                  |                           |  |                          |                           |                                  |
| District Actions for this Cycle   |  |   |                  |                           |  |                          |                           |                                  |
| District Commitments Theory of Action   |  |   |                  |                           |  |                          |                           |                                  |
| Action plan-Milestones  |  |   |                  |                           |  |                          |                           |                                  |
| Milestones  | Prioritized Focus Area   | Timeline  | Resources Needed | Person(s) Responsible     | Evidence Used to Determine Progress Toward Milestone | Evidence Collection Date | Progress Toward Milestone | Necessary Adjustments/Next Steps |
|   |  |   |                  |                           |  |                          |                           |                                  |
|   | 1  |   |                  |                           |  |                          |                           |                                  |
|   | 2  |   |                  |                           |  |                          |                           |                                  |
|   | 3  |   |                  |                           |  |                          |                           |                                  |
|   | 4  |   |                  |                           |  |                          |                           |                                  |

|   |  |  |                      |  |  |                |  |  |
|---|--|--|----------------------|--|--|----------------|--|--|
|   |  |  |                      |  |  |                |  |  |
|   |  |  |                      |  |  |                |  |  |
|   |  |  |                      |  |  |                |  |  |
|   |  |  |                      |  |  |                |  |  |
|   |  |  |                      |  |  |                |  |  |
| 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 ' <i>Self-Assessment</i> ' section. Continue to the next section titled, ' <i>ESF Diagnostic Results</i> '   |
| 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.<br>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.   |