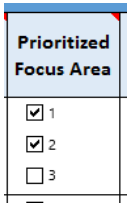
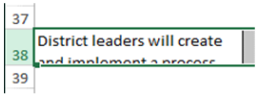
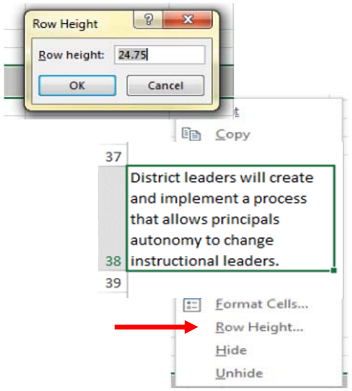
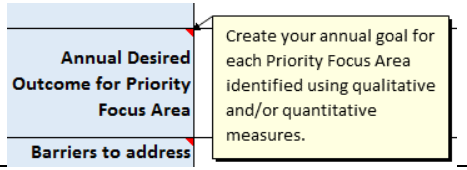
Campus Targeted Improvement Plan

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**	Marcos Lopez
District Number	068901	**Campus Number**	000000131	**District Coordinator of School Improvement (DCSI)**	Stacy Johnson	**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.	**Stacy Johnson**
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.	**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.	**Marcos Lopez 9/19/2019**
Board Approval Date	11.19.19	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 = 70 , Domain 2a = 70 , Domain 2b = 70, Domain 3 = 70
	What changes in student group and subject performance are included in these goals?	Student performance increase in all sub groups of 10% or more for students at grade level performance in each grade level and tested subject.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	na

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.	**3**

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.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Campus culture is currently unsure of campus instructional expectations. Little feedback about instruction was given in the past.	10 long term subs and 7 teachers new to the grade level. Teachers and subs are unfamiliar with grade level TEKS and level of instruction.	10 long term subs and 7 teachers new to the grade level teaching. Teachers to target their instruction and target needs of specific students.
Desired Annual Outcome	100% compliance of campus expectations of classroom procedures, routines, and instruction. Campus adminstration must verbalize, set, and follow up with assurance that these expectations are being met.	Teachers using PLC meetings to help build lesson rigor and reteach the targeted gaps.	Weekly data meetings in PLC time to review upcoming TEKS and student performance on short cycle assessments.
Barriers to Address During the Year	Confusion amongst the staff as to what the expectation is for the goals and values of the campus.	Frustration with new reading curriculum. Frustration with time management of lessons. Some lessons are rushed due to lack of time. Lesson plan are not being internalized by the teacher. Lesson plans are not consistently monitored and little to no feed back from administration.	The ability to roll out data driven instruction with many new teachers who are unfamiliar with the process of data driven instruction. Amount of time for prep work for DDI.

District Commitment Theory of Action:	The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
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
3	Reading	District Interim	50	33	Benchmark	60		District Interim	70		STAAR	80	
3	Math	District Interim	40	32	Benchmark	50		District Interim	60		STAAR	70	
4	Reading	District Interim	40	41	Benchmark	50		District Interim	60		STAAR	70	
4	Math	District Interim	40	41	Benchmark	50		District Interim	60		STAAR	70	
4	Writing	District Interim	40	28	Benchmark	50		District Interim	60		STAAR	70	
5	Reading	District Interim	40	42	Benchmark	50		District Interim	60		STAAR	70	
5	Math	District Interim	40	52	Benchmark	50		District Interim	60		STAAR	70	
5	Science	District Interim	40	63	Benchmark	50		District Interim	60		STAAR	70	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	100% compliance of campus expectations of classroom procedures, routines, and instruction.	Teachers use weekly PLC and weekly planning meetings to collaborate parts of the lessons using the know show charts, scope and sequence, and classroom assessments. Feedback of lessons will be given weekly by campus administrators as lessons are being submitted and planning minutes are submitted.	Weekly data meetings in PLC time to review upcoming TEKS and student performance on short cycle assessments.
Desired 90-day Outcome	Protocol of classroom procedures, routines, planning meetings, PLC will be communicated and taught from the campus administrator in a campus PD training day.	Planning meetings and PLC will prioritize the objectives and standards.	Every PLC follows DDI protocol after return of short cycle assessment results and reteach the targeted standards occurs within three days of PLC meetings.
Barriers to Address During this Cycle	Comfort level of staff with expected procedures and routines	Campus buy in with the Know and Show charts and it's effectiveness.	Analysis of the short cycle assessments due to new teachers to professions and high number c
District Actions for this Cycle	District has provided training for campus expectations and systems through the RELAY training. District expectation that all campus improvement plans align with the district improvement plan.	District provided PD for teachers and instructional specialist to ensure planning protocol and planning mats are available for all content areas. Principals have been trained to lead and facilitate the know and show charts to guide exemplar lessons.	District created STAAR released assessments, short cycle assessment that are aligned to the district scope and sequence the Executive Director/DCSI will continue to attend, support, coach campus administrators in the PLC and data meeting process.
District Commitments Theory of Action	The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.		

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. PLC will be trained on the 3 week cycle DDI protocol. 1) Review upcoming TEKS. Develop an exemplar and know and show chart. 2) Lesson Plan and spar. with other grade level colleagues 3) Compare assessment results and student examples with exemplar. Identify the gaps in learning from High/Med/Low performing student samples. 4)Plan reteach lesson plan and script reteach plan and spar with grade level colleague.	2,3	Every 3 weeks	PLC agendas, lead4ward field guides, assessment calendar, TEKS resource, Eduphoria	Campus administration	PLC agendas, minutes, and know and show charts	ongoing	On Track	No adjustments needed and continue with PLC process.
2. Agenda template for PLC will be created with planning norms and expectations posted in conference room and listed on template.	1	27-Sep	Planning template	Campus administration	agendas completed and submitted into campus Google drive	ongoing	On Track	Begin moving for IS and grade level teachers to begin leading the meeting.
3. Campus Leadership meetings to analyze 3 month short cycle assessment results in order to prioritize the feedback to teachers with classes that have not met their target.	2,3	4-Nov	Data results of each grade level of short cycle assessments. Trend walkthrough assessments	Campus Leadership Team	agendas and minutes to meeting and trend walkthroughs and data submitted for analysis	4-Nov	Significant Progress	No adjustments needed and continue with PLC process.
4. Specific protocol for classroom routines and procedures and grade level planning meetings will be implemented.	1	26-Sep	document of the protocol	Campus administration	sign in sheet of training, agenda	26-Sep	Met	Begin setting up practice clinics for teachers who are needing help with instructional rigor.

5. Data wall created for Istation for grades K-5, short cycle assessments for math/reading for grades 3-5	2, 3	Oct. 1	data wall set up in the conference room and on shared drive	campus administration and teachers.	data being used in PLC and updated on wall and shared drives.	1-Oct	Some Progress	Physical Data wall is needing pocket charts. These have been ordered. The data wall on shared drive is current.
6. Established weekly PLC meetings using the DDI protocol established by campus administration	2,3	14-Oct	Agendas	campus administration	PLC calendar	October 30th	Met	Continue to monitor the progress of this process.
7.. Established Response to Intervention time in master schedule. Create RTI calendar of meetings and develop protocol for RTI documentation.	1, 2, 3	6-Sep	master schedule	Campus Leadership Team	45 minutes built in master schedule, walkthrough evidence,	6-Sep	Met	Move on to Second round of RTI meetings
8. Core Values Established by Campus Leadership Team	1	Oct. 30	CLT minutes	Campus Leadership Team	List of Core Values	October 30th	Met	Campus Leadership team reviews the strengths and areas of need that are lacking within the campus in displaying the core values.
9. Mission, Vision, Core Values are placed on website, PLC agendas, posted throughout the campus	1	10-Nov	Website, poster maker, PLC agendas	Campus Leadership Team	Website, posters, and PLC agenda showing the mission, vision, and core values.	10-Nov	Significant Progress	Posters and website are pending.
10. Lesson plan cycle and protocol is presented to all instructional staff. Protocol is : 1) Lesson plans are due Thursday before the week of instruction. 2)Friday Lesson plans are reviewed by administrators and given feedback through Eduphoria. Administrators will check for TEKS alignment, alignment to scope and sequence, rigor of the lesson 3) Adjustments to lesson are made if needed.	2	4-Nov	Lesson plan protocol and Lesson plan cycle format	Campus Administrator	Lesson plan protocol and Lesson plan cycle in handbook	15-Nov	On Track	If lesson rigor is still lacking then teachers will be encouraged and invited to practice clinics.

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	The 90 day out comes have been met, but there are adjustments in the protocols that need to be changed. This is due to new training from Relay that campus administration is learning and new steps needing to be implemented to staff.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Goals not met were: 3rd grade Reading/Math and 4th Grade Writing - Reasons due to having new long term subs in Reading and Math class. Both teachers are learning the process of teaching to the level of rigor. Goals met were: 4th Reading and Math and All subject areas for 5th grade. RTI schedule has really taken off and become more focused and targeted instruction.	
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**
	Milesstones to continue are : 1,3,4,5,6,7,9,10 with minor adjustments such as continuing with the process.	New Milestones will be specifically adjustments to: 2. Agenda will be created and PLC will be led by IS and grade level teachers with the norms and expectations continued to be posted in the conference room with campus administration over seeing the process. 8. Core Values will be reviewed Campus Leadership Team and identify areas on campus where it shows strengths and areas of need. Practice clinics are being added to lesson planning and routines/procedures and instructional delivery.

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	100% compliance of campus expectations of classroom procedures, routines, and instruction.	Teachers use weekly PLC and weekly planning meetings to collaborate parts of the lessons using the know show charts, scope and sequence, and classroom assessments. Feedback of lessons will be given weekly by campus administrators as lessons are being submitted and planning minutes are submitted.	Weekly data meetings in PLC time to review upcoming TEKS and student performance on short cycle assessments.
Desired 90-day Outcome	For parents to understand and support the aligned vision, mission, core v	Practice clinics to begin being established, IS and grade level teachers to begin leading	Continue to review classroom assessments, walkthrough trends and identify areas of s
Barriers to Address During this Cycle	Lack of parents attending the parent meetings	All of the practice clinics will be after school and some teachers may not be able to stay after s	Making time to do the walkthroughs and dissaggregate the data
District Actions for this Cycle	District has provided training for campus expectations and systems through the RELAY training. District expectation that all campus improvement plans align with the district improvement plan.	District provided PD for teachers and instructional specialist to ensure planning protocol and planning mats are available for all content areas. Principals have been trained to lead and facilitate the know and show charts to guide exemplar lessons.	District created STAAR released assessments, short cycle assessment that are aligned to the district scope and sequence the Executive Director/DCSI will continue to attend, support, coach campus administrators in the PLC and data meeting process.
District Commitments Theory of Action	The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.		

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
PLC will implement the 3 week cycle DDI protocol. 1) Review upcoming TEKS. Develop an exemplar and know and show chart. 2) Lesson Plan and spar. with other grade level colleagues 3) Compare assessment results and student examples with exemplar. Identify the gaps in learning from High/Med/Low performing student samples. 4)Plan reteach lesson plan and script reteach plan and spar with grade level colleague.	2,3	Every week	PLC agendas, lead4ward field guides, assessment calendar, TEKS resource, Eduphoria	Campus administration	PLC agendas, minutes, and know and show charts	ongoing		
Agenda will be created and PLC will be led by IS and grade level teachers with the norms and expectations continued to be posted in the conference room with campus adminsitration over seeing the process.	1, 2,3	Every week	PLC agendas,PLC norms expectations, Instructional specialists	Campus administration, Instructional Specialist, Teachers	PLC agendas, minutes	ongoing		

Campus Leadership **will continue** meetings to analyze 3 week short cycle assessment results in order to prioritize the feedback to teachers with classes that have not met their target. Begin identifying classroom teachers in Tiers and hold practice clinics for teachers struggling with instructional rigor	2,3	Every 3 weeks	short cycle assessments, Tiers of teachers, Agenda for practice clinics, Instructional Specialists	Campus Leadership	Tiers of Teachers, sign in sheet to practice clinics	ongoing		
Specific protocol for classroom routines and procedures and grade level planning meetings will continue to be monitored through walkthroughs and if a teacher is struggling with procedures in routines, campus leadership will hold a coaching conference.	1	Every week	Walkthrough, trend data	Campus administration	Walkthroughs, trend data, notes to coaching meeting	ongoing till May 21		
Data wall **will continue to be update** for Istation for grades K-5, short cycle assessments for math/reading for grades 3-5	2, 3	After every short cycle in Math/Reading and every month for Istation	Istation, short cycle assessment data	Teachers	Movement of the data wall both on shared drive and physical data wall	ongoing till May 21		
Weekly PLC meetings **will continue** and use the Data Driven Instructional protocol established by campus adminsitration	2,3	Every week	Short cycle assessment data and district assessment data	Teachers	Sign in sheets and minutes to meeting	ongoing till May 21		
Second round of meetings of RTI will be held. Students will be added or exited due to classroom and assessment performance.	1, 2, 3	1-Dec	RTI list	Teachers and RTI Team	Sign in sheets and minutes to meeting, progress of RTI in Eduphoria	ongoing till May 1		
Core Values will be reviewed Campus Leadership Team and identify areas on campus where it shows strengths and areas of need.	1	22-Nov	Identified areas of need and strenghts tied to core values	Campus Leadership	Sign in sheet, minutes to meeting and plan of action	22-Nov		
Mission, Vision, Core Values will continue to be placed on website, PLC agendas, posted throughout the campus. During monthly parent meetings the core values will be explained and reviewed with parents.	1	Each month	Mission, Vision, and Core values on display for parents during parent meeting	Campus administration	Sign in sheet, minutes to parent meeting	on going each month		
Lesson plan protocol will continue to be used. Teacher needing coaching will be asked to meet with IS coaches for assistance and/or invited to attend the biweekly instructional practice clinics. Protocol is : 1) Lesson plans are due Thursday before the week of instruction. 2)Friday Lesson plans are reviewed by adminstrators and given feedback through Eduphoria. Administrators will check for TEKS alignment, alignment to scope and sequence, rigor of the lesson 3) Adjustments to lesson are made if needed.	2,3	Every week	Lesson plans in Euphoria, TEKS resourch, Reteach scripts	Campus administration and Instructional Coaches	Notes to coaching meeting	Every week, evidence will be provided when coaching meeting is necessary.		
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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	100% compliance of campus expectations of classroom procedures, routines, and instruction.	Teachers use weekly PLC and weekly planning meetings to collaborate parts of the lessons using the know show charts, scope and sequence, and classroom assessments. Feedback of lessons will be given weekly by campus administrators as	Weekly data meetings in PLC time to review upcoming TEKS and student performance on short cycle assessments.
Desired 90-day Outcome	Vision, mission, goals and core values have become recognizable by staff, student, and parent/community	Practice clinics are routine and become systematic with our instructional specialist and campus leadership team in conjuction with the instructional staff.	Continue to review classroom assessments, walkthrough trends and identify areas of s
Barriers to Address During this Cycle	Lack of parents attending the parent meetings	All of the practice clinics will be after school and some teachers may not be able to stay after school due to day care issues or other personal reasons.	Making time to do the walkthroughs and dissaggregate the data
District Actions for this Cycle	District has provided training for campus expectations and systems through the RELAY training. District expectation that all campus improvement plans align with the district improvement plan.	District provided PD for teachers and instructional specialist to ensure planning protocol and planning mats are available for all content areas. Principals have been trained to lead and facilitate the know and show charts to guide exemplar lessons.	District created STAAR released assessments, short cycle assessment that are aligned to the district scope and sequence the Executive Director/DCSI will continue to attend, support, coach campus administrators in the PLC and data meeting process.
District Commitments Theory of Action	The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.		

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
PLC will implement and adjust implemention of the 3 week cycle DDI protocol as needed. 1) Review upcoming TEKS. Develop an exemplar and know and show chart. 2) Lesson Plan and spar. with other grade level colleagues 3) Compare assessment results and student examples with exemplar. Identify the gaps in learning from High/Med/Low performing student samples. 4)Plan reteach lesson plan and script reteach plan and spar with grade level colleague.	2,3	Every week	PLC agendas, lead4ward field guides, assessment calendar, TEKS resource, Eduphoria	Campus administration	PLC agendas, minutes, and know and show charts	Ongoing till May 21		
Agendas and PLCs will be led by grade level teachers with the norms and expectations continued to be posted in the conference room with campus adminsitration over seeing the process.	1, 2,3	Every week	PLC agendas,PLC norms expectations, Instructional specialists	Campus administration, Instructional Specialist, Teachers	PLC agendas, minutes	Ongoing till May 21		

Campus Leadership will analyze the final district benchmark in order to prioritize the feedback to teachers with classes that have not met their target and identify any student groups that require that final "push" toward the end of the school year.Continue to hold practice clinics for teachers struggling with instructional rigor and procedures and routines.	2,3	Every 3 weeks	short cycle assessments, Tiers of teachers, Agenda for practice clinics, Instructional Specialists	Campus Leadership	Tiers of Teachers, sign in sheet to practice clinics	March 1st		
Specific protocol for classroom routines and procedures and grade level planning meetings will continue to be monitored through walkthroughs and if a teacher is struggling with procedures in routines, campus leadership will hold a coaching conference.	1	Every week	Walkthrough, trend data	Campus administration	Walkthroughs, trend data, notes to coaching meeting	Ongoing till May 21		
Data wall **will continue to be update** for Istation for grades K-5, short cycle assessments for math/reading for grades 3-5	2, 3	After every short cycle in Math/Reading and every month for Istation	Istation, short cycle assessment data	Teachers	Movement of the data wall both on shared drive and physical data wall	Ongoing till May 21		
Weekly PLC meetings **will continue** and use the Data Driven Instructional protocol established by campus adminsitration	2,3	Every week	Short cycle assessment data and district assessment data	Teachers	Sign in sheets and minutes to meeting	Ongoing till May 21		
Third and final round of meetings of RTI will be held. Students will be added or exited due to classroom and assessment performance.	1, 2, 3	1-Dec	RTI list	Teachers and RTI Team	Sign in sheets and minutes to meeting, progress of RTI in Eduphoria	May 1st		
Core Values will continued to be reviewed by Campus Leadership Team and identify areas on campus where it shows strenghts and areas of need. Plan of action will be developed to address areas of need for the upcoming year.	1	22-Nov	Identified areas of need and strenghts tied to core values	Campus Leadership	Sign in sheet, minutes to meeting and plan of action	May 21st		
Mission, Vision, Core Values will continue to be placed on website, PLC agendas, posted throughout the campus. During monthly parent meetings the core values will continued to be reviewed and gather feedback from parents about the implementation of core values on campus.	1	Each month	Mission, Vision, and Core values on display for parents during parent meeting	Campus administration	Sign in sheet, minutes to parent meeting	Ongoing till May 21		

Lesson plan protocol will continue to be used. Teacher needing coaching will be asked to meet with IS coaches for assistance and/or invited to attend the biweekly instructional practice clinics. Protocol is : 1) Lesson plans are due Thursday before the week of instruction. 2)Friday Lesson plans are reviewed by adminstrators and given feedback through Eduphoria. Administrators will check for TEKS alignment, alignment to scope and sequence, rigor of the lesson 3) Adjustments to lesson are made if needed. Campus leadership team will review the effectiveness of the practice clinic and develop a plan for next year.	2,3	Every week	Lesson plans in Euphoria, TEKS resourch, Reteach scripts	Campus administration and Instructional Coaches	Notes to coaching meeting	Ongoing till May 21		

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			
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	Protocol of classroom procedures, routines, planning meetings, PLC will be communicated and taught from the campus administrator in a campus PD training day	Planning meetings and PLC will prioritize the objectives and standards.	Every PLC follows DDI protocol after return of short cycle assessment results and reteach the targeted standards occurs within three days of PLC 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

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.