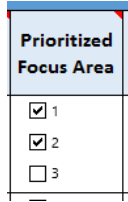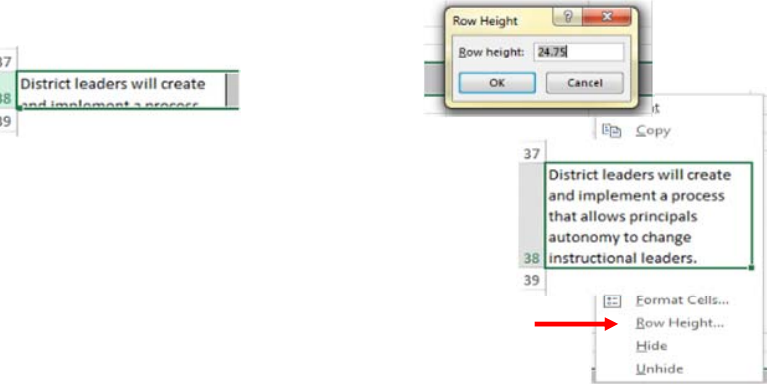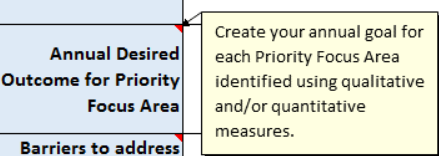## Campus Targeted Improvement Plan

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	2019-11-19	

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 implementation 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:	The district is committed to supporting the campus in the essential actions in the following ways: 1. In essential action 1.1 the districted has committed to provide Relay Professional Development and resources to implement the coaching model of Get Better Faster. 2. For essential action 4.1 Curriculum and Assessment, the district has committed to supporting the campus by providing: short cycle assessments that are aligned with STAAR, TEKS Resources for the scope and sequence, block scheduling in 6th and 7th ELAR and 6th Math to increase instructional time, and Teach to One Math program for 6th Grade Math students. 3. For essential action 5.3 Data Driven Instruction, the district has committed additional staff in order include a PLC planning period for teachers to engage in the Data Driven Instruction (DDI) process.		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	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 for all teachers create and submit daily lesson plans that include clear objectives, campus leaders review lesson plans to ensure alignment with standards and high quality activities that promote student engagement and leaders conducting walk-throughs and observations to ensure consistent implementation.	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	A barrier to developing campus instructional leaders with clear roles and responsibilities could be time. So many things happen on a campus during the day that diverts the leaders attention away from essencial actions. Therefore a leader must schedule and protect time on their calendar for key leadership roles and responsibilities.	A barrier is setting up a support system that is consistent in training teachers on writing and implementing effective lesson plans and monitoring them consistently.	A barrier could be failure to establish a protocol to track and monitor progress to provide evidence driven feedback to teachers and minimal data displayed around the campus.
District Commitment Theory of Action	The district is committed to supporting the campus in the essential actions in the following ways: 1. In essential action 1.1 the districted has committed to provide Relay Professional Development and resources to implement the coaching model of Get Better Faster. 2. For essential action 4.1 Curriculum and Assessment, the district has committed to supporting the campus by providing: short cycle assessments that are aligned with STAAR, TEKS Resources for the scope and sequence, block scheduling in 6th and 7th ELAR and 6th Math to increase instructional time, and Teach to One Math program for 6th Grade Math students. 3. For essential action 5.3 Data Driven Instruction, the district has committed additional staff in order include a PLC planning period for teachers to engage in the Data Driven Instruction (DDI) process.		

Prioritized Focus Areas for Improvement	Capacity Builder
1.1	The district will use the Executive Director of Secondary Education to build capacity in the principal by training them on Leverage Leadership practices. Principal is also enrolled in Relay Graduate School of Education to train on Relay protocols.
5.1	Instructional Specialist are tasked with building capacity in using the formative assessments, Data Driven protocol (Know/Show, teacher/student exemplars) to write and plan objective driven daily lesson plans. Leadership will also use the Relay lesson planning protocols to set expectations for teachers and monitor quality of lesson plans.
5.3	The district will use the Executive Director of Secondary Education and Instructional Specialists to train the leadership team on data driven instruction protocols to drive instructional decisions. Principal is also enrolled in Relay Graduate School of Education to train on Relay protocols.

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	16	Other	22		Benchmark	25		Other			
6th	Reading Growth	Other	36	49	Other	50		Benchmark	67		Other			
6th	Math Meets	Other	19	24	Other	26		Benchmark	28		Other			
6th	Math Growth	Other	35	28	Other	52		Benchmark	67		Other			
7th	Reading Meets	Other	23	17	Other	25		Benchmark	28		Other			
7th	Reading Growth	Other	36	48	Other	52		Benchmark	67		Other			
7th	Math Meets	Other	23	26	Other	26		Benchmark	30		Other			
7th	Math Growth	Other	36	38	Other	52		Benchmark	67		Other			
8th	Reading Meets	Other	24	27	Other	27		Benchmark	30		Other			
8th	Reading Growth	Other	36	46	Other	52		Benchmark	67		Other			
8th	Math Meets	Other	30	46	Other	35		Benchmark	40		Other			
8th	Math Growth	Other	65	96	Other	68		Benchmark	67		Other			

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.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.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.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	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 outcomes are for all teachers create and submit daily lesson plans that include clear objectives,	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.The desired
Desired 90-day Outcome	The desired 90 day outcome is for campus leaders to have clear roles and responsibilities and performance expectations and use protocols and processes to lead the campus/grade level. Campus leaders will also	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 plan
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	The district is committed to supporting the campus in the essential actions in the following ways: 1. In essential action 1.1 the districted has committed to provide Relay Professional Development and resources to implement the coaching model of Get Better Faster. 2. For essential action 4.1 Curriculum and Assessment, the district has committed to supporting the campus by providing: short cycle assessments that are aligned with STAAR, TEKS Resources for the scope and sequence, block scheduling in 6th and 7th ELAR and 6th Math to increase instructional time, and Teach to One Math program for 6th Grade Math students. 3. For essential action 5.3 Data Driven Instruction, the district has committed additional staff in order include a PLC planning period for teachers to engage in the Data Driven Instruction (DDI) process.		

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
The campus leader will train on Relay protocols and implement the coaching model with assistant principals and instructional specialist. The campus leaders will train leaders on how to coach teachers to execute effective data meetings. The campus leaders will write and implement the climate and culture protocols with the entire staff.	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	On Track	Continue DDI process and monitor progress.
The campus leader will provide the rest of the leadership team Clearly written roles and responsibilities at the beginning of the school year in the staff handbook. The campus leader will review the roles and responsibilities with the leadership team during a leadership meeting to establish performance expectations.	EA 1.1	August-November	Roles/Responsibiities document	Campus Leader	Leadership Team Agenda, Roles/Responsibilities Document	November 30th	Met	Provide Leadership Team with Staff Handbook
The campus will use the TEKS Resource Year at a Glance (YAG) to establish the scope and sequence of content in each subject area. They will also use the Instructional Focus Document to ensure rigor in lesson plans. TEKS Resources outlines each unit of study for each content areas. The campus will follow the scope and sequence to ensure all standards are taught and assessed before the STAAR test.	EA 4.1	August-November	TEKS Resource YAG, Assessments	Campus Leaders, Instructional Specialists, Teachers	Growth Progress Tracking Tool, Eduphoria data reports	November 30th	Significant Progress	Continue to unpack the standards to gain a better understanding of the TEKS to ensure Rigor.

The campus leaders will implement a master schedule to provides dedicated PLC time for teachers to analyze data and have discussions centered around formative and summative assessments. Train a team from the campus on the Relay Data Driven Instruction protocol to disaggregate data to identify trends and plan for corrective instruction.	EA 5.3	August-November	Master Schedule Time, Relay training materials	Campus Leaders, Instructional Specialists, Teachers	Master Schedule, Eduphoria data reports, Growth Progress Tracking Tool	November 30th	On Track	Continue to input the data on the tracking tool and look at data to determine intervention needs.

Did you achieve your desired 90-day outcome? Why or why not?	The campus made progress or significant progress on all desired 90-day outcomes and met the desired outcome of providing the leadership team with roles and responsibilities. However, there is still work that needs to improve in our efforts to get better.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The campus met student performance goals in most areas. The two areas that were not met are 6th reading meets (goal was 19% actual was 16%) and in 7th grade reading meets (goal was 23% and actual was 17%). In the growth area the campus did not meet 6th math (goal was 35% and actual was 28%) The campus showed growth in all other areas annd grades.

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	The campus will continue working on the milestones that are currently listed on the TIP plan.	The campus will begin working on implementing the Relay lesson planning protocols that include framing the lesson with lesson objectives that are aligned to the standards along formative assessments such as exit tickets to monitor student learning.

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.1.1 Develop campus instructional leaders with clear roles	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.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	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
Desired 90-day Outcome	The desired 90 day outcome is to continue implementation of Relay proto	Teachers will effectively teach skills and concepts that will be addressed in order to alig	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 throug	Barries include time constraints and capacity of teaching staff.	The barries include lack of substitutes available to cover classes to protect planning time and e
District Actions for this Cycle	District action for this cycle includes providing and supporting Relay traini	District actions include placing instructional specialist at campus level and providing dis	District actions include continuous hiring of long terms substitutes and teachers throug
District Commitments Theory of Action	The district is committed to supporting the campus in the essential actions in the following ways: 1. In essential action 1.1 the districted has committed to provide Relay Professional Development and resources to implement the coaching model of Get Better Faster. 2. For essential action 4.1 Curriculum and Assessment, the district has committed to supporting the campus by providing: short cycle assessments that are aligned with STAAR, TEKS Resources for the scope and sequence, block scheduling in 6th and 7th ELAR and 6th Math to increase instructional time, and Teach to One Math program for 6th Grade Math students. 3. For essential action 5.3 Data Driven Instruction, the district has committed additional staff in order include a PLC planning period for teachers to engage in the Data Driven Instruction (DDI) process.		

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 will continue Relay Training and completing Relay asignments. Campus leader will ensure training of Relay protocols with the campus leaders and monitor implementation of the coaching model on the campus.	EA 1.1	December-February	Relay Training and Materials	Principal, DCSI	Walk Through Forms, Leadership PLC Agendas, coaching scripts and videos, 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-February	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-February	PLC Agendas, Master Schedule, DDI documentation	Principal, DCSI, and teaching staff	Eduphoria data reports, TEKs Resource System, Unit Planning Mats	Feb-20		
The campus leader will monitor the leadership team's implementation of their roles and responsibilites using various sources of information to include calendars, TPESS, Leadership Team PLCs, and Relay coaching scripts. Campus Leader will consult with team members not meeting expectations to make adjustments.	EA 1.1	December-February	Leadership Team meetings, TPESS, Relay Materials	Campus Leader and leadership team	Leadership Team meeting agendas, calendar, TPESS, coaching scripts	20-Feb		

After each unit is taught, the campus will use the district provided Short Cycle Assessments and fall/spring Interim and Benchmark to drive instruction and monitor individual student progress. All district created assessments have been created using Released STAAR questions to ensure alignment and rigor with the standards.	EA 4.1	December-February	Short Cycle Assessments, Interim and Benchmark Assessments,	Campus Leader and leadership team, Instructional Specialists, Teachers	Eduphoria data reports, TEKs Resource System, Unit Planning Mats	20-Feb	
The campus leader will train everyone on the leadership team on the DDI Protocols to ensure effective implementation of the process with teachers. Campus leaders will begin by leading the DDI PLCs and coach teachers to eventually take over the process. The process includes, analyzing the data, identifying the high leverage TEKS to unpack by creating an exemplar and creating a know and show to increase teacher capacity to teach the standard. Teachers will then compare student exemplars to the teacher exemplar to determine the learning gap for student. Once the gap is identified, teachers will plan for the re-teach and document when and how to assess. Begin to require students to track their own	EA 5.3	December-February	Relay Training and Materials, Teacher and Student exemplars, Know/Show Chart, Student Data Trackers, Unit Planning Mats	Campus Leaders, leadership team, Instructional Specialists, Teachers	Know/ Show charts for each TEKS, PLC Agendas, Exemplars, Assessment calendar,	20-Feb	

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Carryover Milestones	New Milestones

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

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.1.1 Develop campus instructional leaders with clear roles	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.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	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
Desired 90-day Outcome	The desired 90 day outcome is for campus leaders to fully and successfully implement Relay protocols and coaching on their campus in the areas of climate and culture, data driven instruction, and	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	The district is committed to supporting the campus in the essential actions in the following ways: 1. In essential action 1.1 the districted has committed to provide Relay Professional Development and resources to implement the coaching model of Get Better Faster. 2. For essential action 4.1 Curriculum and Assessment, the district has committed to supporting the campus by providing: short cycle assessments that are aligned with STAAR, TEKS Resources for the scope and sequence, block scheduling in 6th and 7th ELAR and 6th Math to increase instructional time, and Teach to One Math program for 6th Grade Math students. 3. For essential action 5.3 Data Driven Instruction, the district has committed additional staff in order include a PLC planning period for teachers to engage in the Data Driven Instruction (DDI) process.		

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 leaders will fully implement Relay protocols and processes with entire staff and monitor the impact on student performance.	EA 1.1	March-May	Relay Training and Materials, Whetstone	Principal, DCSI	Walk Through Forms, Leadership PLC Agendas, coaching scripts, staff survey, Student data	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		
Campus leader will gather documentation to meet with the leadership team members to document completion of the roles/responsibilities and expectations.	EA 1.1	March-May	Leadership Team meetings, TPESS, Relay Materials	Campus Leader and Team	TPESS, Calendars, PLC Agendas, coaching scripts, walk-through documentation	20-May		

After each assessment, teachers will analyze the data to identify the highest leverage TEKS to plan for re-teach. Teachers will plan for the re-teach after each assessment during PLC and document when they will re-teach on the assessment calendar. Students will be re-assessed on the TEKS being retaught on the next Short Cycle Assessment to monitor student progess.	EA 4.1	March-May	Standards, Lead4ward TEKS documents, Assessment calendar,	Campus Leaders, Instructional Specialists and Teachers	Growth Progress Tracking Tool, Eduphoria Reports, Campus Re-teaching plans	20-May	
The campus leadership team will monitor the implementation of the DDI protocols during PLCs, by adding the PLCs to their calendars. They will also monitorthat the PLC is being done with fidelity by reviewing the PLC agendas, student assessment data, and Lesson plans.	EA 5.3	March-May	Relay Training and Materials, PLC Agendas, Lesson Plans	Campus Leaders, Instructional Specialists and Teachers	PLC agendas, lesson plans, Growth Progress Tracking Tool, Student Tracking Tool	20-May	

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

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	The desired 90 day outcome is for campus leaders to have clear roles and responsibilities and performance expectations and use protocols and processes to lead the campus/grade level. Campus leaders will also	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?		
	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

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.