

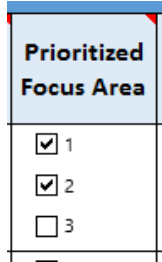
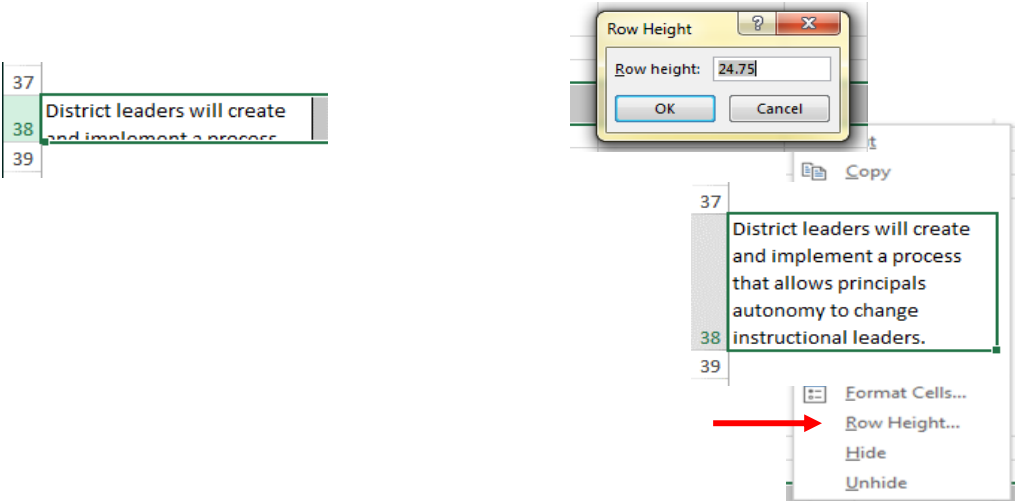
Campus Targeted Improvement Plan

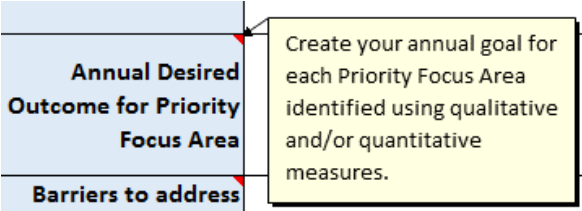
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

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. |  |

| | | |
|------------------------------|---|--|
| <p>Viewing cell tips</p> | <p>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.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p> |  |
| <p>Printing the Template</p> | <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>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p> |

Campus Information

| | | | | | | | |
|------------------------|------------------|----------------------|--------------------|--|------------------|--------------------|----------------------|
| District Name | Ector County ISD | Campus Name | Blanton Elementary | Superintendent | Dr. Muri | Principal | Ms. Stacey Molyneaux |
| District Number | 068901 | Campus Number | 000000125 | District Coordinator of School Improvement (DCSI) | Ms.Stacy Johnson | ESC Support | none |

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 <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. | Stacey Molyneaux |
| Board Approval Date | | |

Needs Assessment

| | | |
|--------------------------------|--|---|
| Data Analysis Questions | What accountability goals for each Domain has your campus set for the year? | Domain 1: 75, Domain 2a: 70, Domain 2B: 70, Domain 3: 70 |
| | What changes in student group and subject performance are included in these goals? | Increase overall meets standard from 38.% to 45 % and overall masters standard from 19% to 25% on all STAAR Assessments |
| | 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. | 4 |
| 5.1 Objective-driven daily lesson plans with formative assessments. | 1 |
| 5.3 Data-driven instruction. | 2 |

| 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 | Blanton will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024. | Previously we have analyzed data in our PLCs but did not focus on how to reteach and continue to cover new concepts. Dates must be established for retesting. | |
| Desired Annual Outcome | PLC's will be utilized by teachers and campus leadership to collaborate and improve teaching and learning by breaking the TEKS down prior to introduction of student expectations to deepen staff understanding and improve lesson planning using backwards design. PLC planning using backwards design. Campus leadership will give feed back to improve lesson plans. Teachers will design teacher exemplars and use know /show charts for highly tested TEKS using Lead4ward documents. | Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans | |
| Barriers to Address During the Year | Time management for all staff so instruction is the main focus. Work on the work. Staff also has to have trust and discuss content and be willing to try new ideas so students benefit from instruction. | Campus leadership effectively rolling out this process and staff feeling its is a valuable process. | |

| | |
|--|--|
| District Commitment 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. |
|--|--|

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|--|
| ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator) |
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| | |
|-------------------------------|--|
| 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 |
| K | Reading Istation | Other | 20% Level 4/5 | | Other | 50% Level 4/5 | | Other | 70% Level 4/5 | | Other | 80% Level 4/5 | |
| K | Math Imagine | Other | 3 lessons passed | | Other | 15 Lessons Passed | | Other | 25 Lessons Passed | | Other | 30 Lessons passed | |
| 1 | Reading Istation | Other | 20% Level 4/5 | | Other | 50% Level 4/5 | | Other | 70% Level 4/5 | | Other | 80% Level 4/5 | |
| 1 | Math Imagine | Other | 5 lessons passed | | Other | 15 Lessons Passed | | Other | 25 lessons passed | | Other | 30 Lessons passed | |
| 2 | Reading | Other | 30% Level 4/5 | | Other | 50% Level 4/5 | | Other | 70% Level 4/5 | | Other | 85% Level 4/5 | |
| 2 | Reading SCA | Benchmark | 55/30/10 | | Benchmark | 65/35/10 | | Benchmark | 75/40/15 | | Benchmark | 80/ 45/ 20 | |
| 2 | Math Imagine | Other | 5 lessons passed | | Other | 15 Lessons Passed | | Other | 25 Lessons Passed | | Other | 30 Lessons passed | |
| 2 | Math SCA | Benchmark | 58/30/10 | | Benchmark | 63/35/10 | | Benchmark | 73/40/15 | | Benchmark | 78/45/20 | |
| 3 | Reading Istation | Other | 50%Level 4/5 | | Other | 60%level 4/5 | | Other | 70% Level 4/5 | | Other | 80% level 4/5 | |
| 3 | Reading SCA | Benchmark | 55/30/10 | | Benchmark | 65/35/10 | | Benchmark | 75/40/15 | | STAAR | 80/45/20 | |
| 3 | Math Imagine | Other | 5 lessons passed | | Other | 15 Lessons Passed | | Other | 25 Lessons Passed | | STAAR | 30 Lessons passed | |
| 3 | Math SCA | Benchmark | 58/30/10 | | Benchmark | 63/35/10 | | Benchmark | 73/40/15 | | STAAR | 85/45/25 | |
| 4 | Reading Istation | Other | 50%Level 4/5 | | Other | 60%level 4/5 | | Other | 70% Level 4/5 | | Other | 80% level 4/5 | |
| 4 | Reading SCA | Benchmark | 50/30/10 | | Benchmark | 56/35/10 | | Benchmark | 67/40/15 | | STAAR | 77/45/20 | |
| 4 | Writing SCA | Benchmark | 50/30/10 | | Benchmark | 60/35/10 | | Benchmark | 65/40/15 | | STAAR | 70/45/20 | |
| 4 | Math Imagine | Other | 5 lessons passed | | Other | 15 Lessons Passed | | Other | 25 Lessons Passed | | Other | 30 Lessons passed | |

| 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 | PLC's will be utilized by teachers and campus leadership to collaborate and improve teaching and learning by breaking the TEKS down prior to introduction of student expectations to deepen staff understanding and improve lesson planning using backwards design. Campus leadership will give feedback to improve lesson plans. Teachers will design teacher exemplars and use know/show charts for highly tested TEKS using Lead4ward documents. | PLC's will be held after every short cycle assessment in reading and math. Reteach will be documented in lesson plans and a date for reassessment will be established. | |
| Desired 90-day Outcome | ILT establishes recurring weekly meetings; first 6 weeks focuses on design and delivery of teacher training on DDI | PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) every third meeting, w/ feedback on rigor and alignment to standards from PLC lead | |
| Barriers to Address During this Cycle | Leadership's comfort level with this process and teacher buy in | PLC leads' content knowledge for K&S creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?) Using multiple high yield strategies to reach every learner will be key to student success. | |
| District Actions for this Cycle | Principal supervisor attends DDI training with ILT and begins every other week coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership. | Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning. | |
| 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 | Evidence Collection Date | Progress toward Milestone | Necessary Adjustments / Next Steps |
| Targeted intervention for the fourth Grade team | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | 13-Sep | hnh and pearson | Campus Administration, 4th Grade team | Short Cycle Assessments , walkthrough | ongoing | | |
| DDI PLC Process weekly to drive instruction | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | weekly through June 1, 2020 | short cycle assessments, teacher exemplars, plc agenda & minutes, know and show charts | campus administrators, Instructional specialist | ; attendance sign in | weekly | | |
| Completed teacher training (through PLCs) on component parts of DDI meeting | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | Oct. 25th | PD materials (facilitator notes, slides, tools, examples/videos) | campus administrators, Instructional specialist | Teacher work products from each training, attendance sign in | After each PLC through Oct. 4th | | |

| | | | | | | | | |
|---|--|------------|--|---|---|----------------------------------|--|--|
| Completed teacher training (through PLCs) on exit ticket creation and analysis | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | Oct. 25th | PD materials (facilitator notes, slides, tools, examples) | ILT | Teacher work products from training, attendance sign in | After each PLC through Oct. 25th | | |
| Finalization of data tracking tool for PLC leads and teachers | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | Sept. 25th | Data tracking tool | Campus Administrators, Instructional Specialist | Existence of data tracking tool | Oct. 30th | | |
| Every 4th PLC focused on planning with real-time guidance from PLC lead | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | Nov. 1st | Feedback cheat sheet for PLC leads | ILT | 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 | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | Nov. 6th | Data tracker, obs calendars | Principal Jones | Obs calendars | Nov. 6th | | |
| Common assessments include retest of retaught standards | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | 9-Sep | electronic data wall, prioritized standards, sample assessment questions | Campus Administrators, instructional Specialist, Classroom teachers | Copies of common assessments w/ retested standards | Ongoing | | |
| Teachers and PLC leads use electronic data wall for all common assessments and unit tests | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> | 9-Sep | Data tracker | campus administrators, Instructional specialist, classroom teachers | data wall | Ongoing | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |

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 | PLCs will be utilized by teachers and campus leadership to collaborate and improve teaching and learning by breaking the TEKS down prior to introduction of student expectations to deepen staff understanding and improve lesson planning using backwards design. PLC planning using backwards design. Campus leadership will give feed back to improve lesson plans. Teachers will design teacher exemplars and use know /show charts for highly tested TEKS using Lead4ward documents. | Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans | |
| Desired 90-day Outcome | ILT reviews unit test data and aligns observation schedule with test results | Teachers plan for teaching of prioritized standards w/ know & show and exit ticket banks on a recurring basis as observed by PLC lead in PLCs | PLCs conduct data meetings with fidelity (WDM template) for common weekly assessments as well as unit tests |
| Barriers to Address During this Cycle | Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported not targeted | Maintain quality/frequency of feedback from PLC leads | Quality of common assessments - will they produce analyzable data that leads to strong reteach? |
| District Actions for this Cycle | Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans | Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning. | 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 |
|--|---|----------|--|-----------------------|--|--------------------------|---------------------------|------------------------------------|
| PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan (K&S and exit tickets) 3) ; Exit ticket analysis and reteach;4) Plan (K&S and exit tickets); 5) Full data meeting on common assessment results | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Dec. 6 | PLC calendar and PLC agendas | ILT | PLC calendar and PLC agendas; principal obs of PLCs | Ongoing | | |
| DDI Cycle 3 Training w/ ESC | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Dec. 10 | Videos of data meeting for each ILT member | ILT | Videos; sign ins | Dec. 10 | | |

| | | | | | | | | |
|---|---|----------|---|-----------------|-------------------|----------|--|--|
| Weekly one-on-one meetings with Principal and ILT start | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Jan. 8 | Meeting agendas, ILTs' calendars, data trackers | Principal Jones | Calendar; agendas | Ongoing | | |
| ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | Jan. 22 | Data tracker, obs calendars | Principal Jones | Obs calendars | Jan. 22 | | |
| DDI Cycle 4 Training w/ ESC | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | Feb. 6th | Videos of data meeting for each ILT member | ILT | Videos; sign ins | Feb. 6th | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |

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 | PLC's will be utilized by teachers and campus leadership to collaborate and improve teaching and learning by breaking the TEKS down prior to introduction of student expectations to deepen staff understanding and improve lesson planning using backwards design. PLC planning using backwards design. Campus leadership will give feedback to improve lesson plans. Teachers will design teacher exemplars and use know /show charts for highly tested TEKS using Lead4ward documents. | | Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans | | | | | |
| Desired 90-day Outcome | ILTs calendars show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards | | Teachers make adjustments to lesson plans based on recurring analysis of exit tickets (observed by PLC lead in PLCs) | | | 80% of students master priority standards after reteach | | |
| Barriers to Address During this Cycle | Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.) | | Balancing planning adjustments w/ space in the scope and sequence; teacher buy in to | | | Nothing new - quality/rigor of retest questions? | | |
| District Actions for this Cycle | Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a focus on high-quality reteach plans | | Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning. | | | 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 |
| All students track their data on mastery and update regularly to show progress | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | March 1st | Student data trackers (hard copy for student binders/folders) | ILT (to train/push out to teachers) | Copies of student trackers | March 1st (although should be rolled out starting Jan.) | | |
| ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | March 25th | Data tracker, obs calendars | Principal Jones | Obs calendars | March 25th | | |
| PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan (K&S and exit tickets) 3) ; Exit ticket analysis and reteach;4) Plan (K&S and exit tickets); 5) Full data meeting on common assessment results | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Ongoing (routine established in Cycle 2) | PLC calendar and PLC agendas | ILT | PLC calendar and PLC agendas; principal obs of PLCs | Ongoing | | |

| | | | | | | | | |
|--|---|--|---|-----------------|-------------------|---------|--|--|
| Weekly one-on-one meetings with Principal and ILT continue | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | Ongoing (routine established in Cycle 2) | Meeting agendas, ILTs' calendars, data trackers | Principal Jones | Calendar; agendas | Ongoing | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
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| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | | |

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 | | | |

| | | | |
|---|--|---|--|
| <p>Desired Annual Outcome</p> | <p>PLC's will be utilized by teachers and campus leadership to collaorate and imporve teaching and learning by breaking the TEKS down prior to introduction of student expectations to deepen staff understanding and improve lesson planning using backwards design. PLC planning using backwards design. Campus leadership will give feed back to improve lesson plans. Teachers will design teacher exemplars and use know /show charts for highly tested TEKS using Lead4ward documents.</p> | <p>Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans</p> | |
| <p>Did the campus achieve the desired outcome? Why or why not?</p> | | | |

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 | ILT establishes recurring weekly meetings; first 6 weeks focuses on design and delivery of teacher training on DD1 | PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) every third meeting, w/ feedback on rigor and alignment to standards from PLC lead | |
| 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 |
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Reflection and Planning for Next 90-Day Cycle

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| 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. |