

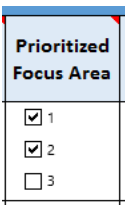
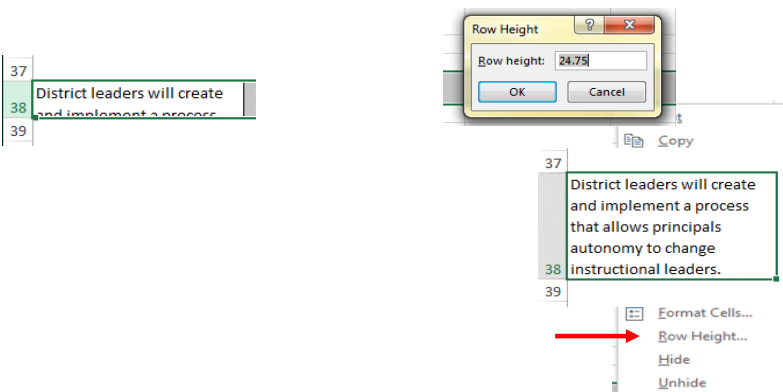
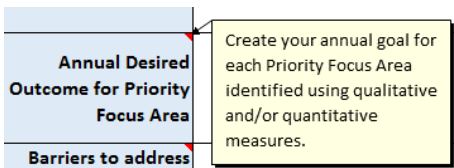
Campus Targeted Improvement Plan

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	<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			Superintendent	Dr. Scott Muri	Principal	Marcos Lopez
District Number	068901	Campus Number	000000131	District Coordinator of School Improvement (DCSI)	Stacy Johnson	ESC Support	
Assurances							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Stacy Johnson	
Principal Supervisor <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.					Marcos Lopez 9/19/2019	
Board Approval Date							
Needs Assessment							
Data Analysis Questions		What accountability goals for each Domain has your campus set for the year?	Domain 1 = 70 , Domain 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?					
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 administration 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:			
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

[illegible]

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			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 adminstrator 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 of		
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 align to state standards to all tested areas.							
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 follow a 3 week cycle. 1) Plan a know and show chart and evidence of learning. 2) Review of evidence of learning through exit tickets and plan reteach. 3) Review data analysis of short cycle assessments and plan reteach	2,3	Every 3 weeks	PLC agendas	Campus administration	PLC agendas, minutes, and know and show charts	ongoing		
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		
Campus Leadership meetings to analyze 3 month short cycle assessment results in order to prioritize the feedback to teachers with classes, subgroups, and languages that have not met their target.	2,3	4-Nov	Data results of each grade level of short cycle assessments	Campus Leadership Team	agendas and minutes to meeting and data submitted for anaylsis	4-Nov		
Specific protocol for classroom routines and procedures and grade level planning meetings	1	26-Sep	document of the protocol	Campus administration	sign in sheet of training, agenda	26-Sep		
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	campus administation and teachers.	data being used	1-Oct		
Established weekly PLC meetings	2,3	6-Sep	Agendas	campus administration	PLC calendar	6-Sep		
established Response to Intervention time in master schedule	1, 2, 3	6-Sep	master schedule	Campus Leadership Team	45 minutes built in master schedule, walkthrough evidence,	6-Sep		

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	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			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 adminstrator 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 of l		
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 align to state standards to all tested areas.							
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 follow a 3 week cycle. 1) Plan a know and show chart and evidence of learning. 2) Review of evidence of learning through exit tickets and plan reteach. 3) Review data analysis of short cycle assessments and plan reteach	2,3	Every 3 weeks	PLC agendas	Campus administration	PLC agendas, minutes, and know and show charts	ongoing		
Agenda template for PLC will continued to be utilized with planning norms and expectations posted in conference room and listed on template.	1	weekly	Planning template	Campus administration	agendas completed and submitted into campus Google drive	ongoing		
Campus Leadership meetings to analyze 3 month short cycle assessment results in order to prioritize the feedback to teachers with classes, subgroups, and languages that have not met their target.	2,3	Feb. 7	Data results of each grade level of short cycle assessments	Campus Leadership Team	agendas and minutes to meeting and data submitted for anaylsis	Feb. 28		
Specific protocol for classroom routines and procedures and grade level planning meetings will continue to be utilized and monitored.	1	daily	document of the protocol	Campus administration	sign in sheet of training, agenda, walk-throughs, trend data	Feb. 28		

Data wall updated for Istation for grades K-5, short cycle assessments for math/reading for grades 3-5.	2, 3	monthly	data wall set up in the conference room	campus administation and teachers.	data being used	ongoing		
Continue weekly PLC meetings	2,3	weekly	Agendas	campus administration	PLC calendar, sign in sheets	ongoing		
Continue Response to Intervention time in master schedule, meet with Leadership team to evaluate effect on student achievement	1, 2, 3	7-Jan	master schedule	Campus Leadership Team	45 minutes built in master schedule, walkthrough evidence, leadership agenda	Jan. 7		
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 lessons are being			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 adminstrator 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 of l		
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 align to state standards to all tested areas.							
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 follow a 3 week cycle. 1) Plan a know and show chart and evidence of learning. 2) Review of evidence of learning through exit tickets and plan reteach. 3) Review data analysis of short cycle assessments and plan reteach	2,3	Every 3 weeks	PLC agendas	Campus administration	PLC agendas, minutes, and know and show charts	ongoing		
Agenda template for PLC will continued to be utilized with planning norms and expectations posted in conference room and listed on template.	1	weekly	Planning template	Campus administration	agendas completed and submitted into campus Google drive	ongoing		
Campus Leadership meetings to analyze 3 month short cycle assessment results in order to prioritize the feedback to teachers with classes, subgroups, and languages that have not met their target.	2,3	Feb. 7	Data results of each grade level of short cycle assessments	Campus Leadership Team	agendas and minutes to meeting and data submitted for anaylsis	15-May		
Specific protocol for classroom routines and procedures and grade level planning meetings will continue to be utilized and monitored.	1	daily	document of the protocol	Campus administration	sign in sheet of training, agenda, walk-throughs, trend data	15-May		

Data wall updated for Istation for grades K-5, short cycle assessments for math/reading for grades 3-5.	2, 3	monthly	data wall set up in the conference room	campus administation and teachers.	data being used	ongoing		
Continue weekly PLC meetings	2,3	weekly	Agendas	campus administration	PLC calendar, sign in sheets	ongoing		
Continue Response to Intervention time in master schedule, meet with Leadership team to evaluate effect on student achievement	1, 2, 3	15-Apr	master schedule	Campus Leadership Team	45 minutes built in master schedule, walkthrough evidence, leadership agenda	15-Apr		
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			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.		

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 ' <i>Self-Assessment</i> ' section. Continue to the next section titled, ' <i>ESF Diagnostic Results</i> '
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. 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.