

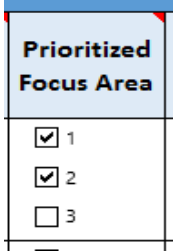
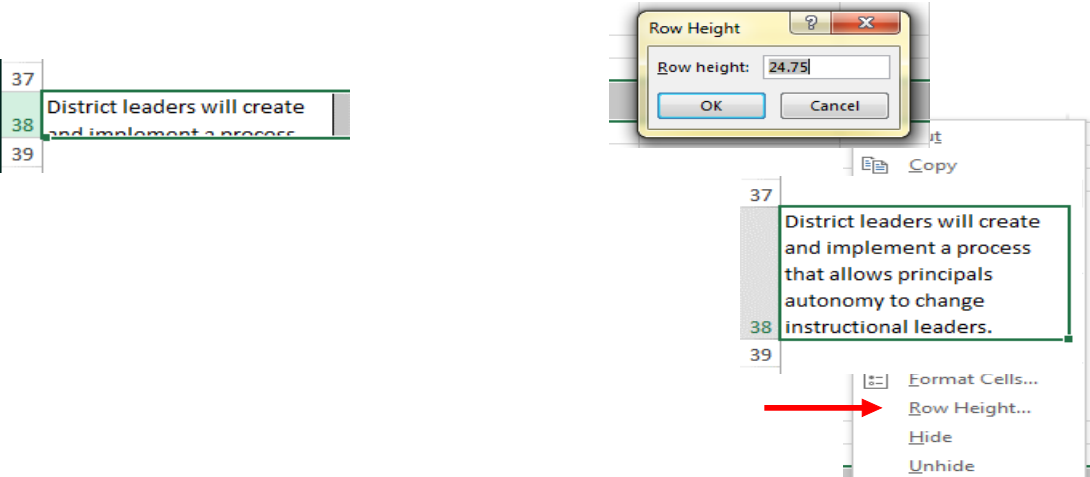
## Campus Targeted Improvement Plan

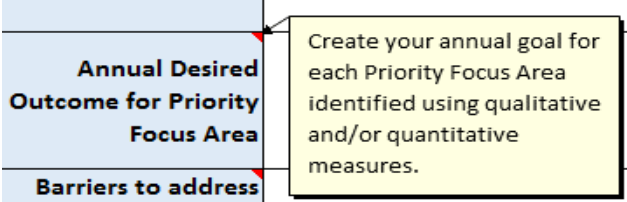
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

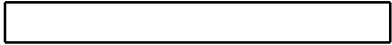
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- 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	<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>	
Printing the Template	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p><a href="https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2">https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</a></p>



**Campus Information**

<b>District Name</b>	West Orange-Cove ciSD	<b>Campus Name</b>	West Orange-Stark Middle School	<b>Superintendent</b>	Dr. Rickie Harris	<b>Principal</b>	Mr. Brodrick McGrew
<b>District Number</b>	181906	<b>Campus Number</b>	181906041	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Larry Haynes	<b>ESC Support</b>	Mr. Johnny Vines

**Assurances**

<b>DCSI</b>	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.	<b>Dr. Larry Haynes</b>
<b>Principal Supervisor</b> <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.	<b>Dr. Larry Haynes</b>
<b>Principal</b>	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.	<b>Mr. Brodrick McGrew</b>
<b>Board Approval Date</b>		

**Needs Assessment**

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain I (Student Achievement) = 66 (Student Growth/Relative Performance) = 69 (Closing the Gaps) = 63	Domain II Domain III
	What changes in student group and subject performance are included in these goals?	The expectation is that all tested content areas reach the minimum threshold score of 60 in each domain. Our goals for each domain are based on our Plus 10 model. We anticipate having an additional group (ESL) qualify as a counted group in Domain 3. In terms of relative performance component of Domain 2, our percentages of economically disadvantaged students will present a more accurate picture this year.	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA	

**Self-Assessment Results**  
(To be completed if the campus HAS NOT had an ESF Diagnostic)

**Use the completed Self-Assessment Tool to complete this section**

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1
5.1 Objective-driven daily lesson plans with formative assessments.	1
5.3 Data-driven instruction.	1

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
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<b>Essential Action</b>	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Rationale</b>	We understand that we can't play "what if" with the data. We are where our data says we are. Data must be used to inform all facets of instruction, including pacing, assessment, reteach/relearn, etc. Having targets helps us know if we are gaining ground or not.	A thorough knowledge of the TEKS is essential to effective planning and delivery of instruction. Effective formative assessments will help us identify areas of need more quickly and assist us with our reteach efforts.	
<b>Desired Annual Outcome</b>	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.	All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities.	
<b>Barriers to Address During the Year</b>	There is still some trepidation when it comes to using data. Data causes us to sometimes use the other end of the pencil (the eraser) because our plans change as the data changes. We don't like change.	There are a lot of long-term substitutes who lack a thorough and complete understanding of the TEKS.	

<b>District Commitment Theory of Action:</b>	
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<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)
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<b>Date of ESF Diagnostic</b>	
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Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
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<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.	All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities.	
<b>Barriers to Address During the Year</b>	There is still some trepidation when it comes to using data. Data causes us to sometimes use the other end of the pencil (the eraser) because our plans change as the data changes. We don't like change.	There are a lot of long-term substitutes who lack a thorough and complete understanding of the TEKS.	

<b>District Commitment Theory of Action</b>	
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<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>
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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	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	65% at Approaches level		STAAR	20	
6TH	MATH	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	65% Approaches		STAAR	20	
7TH	READING	Benchmark	60% at Approaches level		State Interim	65% at Approaches level		STAAR	70% Approaches		STAAR	30	
7TH	MATH	Benchmark	60% at Approaches level		State Interim	65% at Approaches level		STAAR	70% Approaches		STAAR	20	
7TH	WRITING	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	70% Approaches		STAAR	25	
8TH	READING	Benchmark	65% at Approaches level		State Interim	68% at Approaches level		STAAR	70% Approaches		STAAR	30	
8TH	MATH	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	70% Approaches		STAAR	30	
8TH	SCIENCE	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	70% Approaches		STAAR	30	
8TH SOC.	SOC.STDS.	Benchmark	50% at Approaches level		State Interim	55% at Approaches level		STAAR	60% Approaches		STAAR	15	







Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions. All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.	All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities. All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities.	
<b>Desired 90-day Outcome</b>	Data rooms will be updated after major assessments with follow-up meetings to discuss results; Information from data room will drive future planning sessions	Training will be provided for all teachers in need of assistance; 75% of teachers will produce effective lesson plans as evidenced by lesson plan checkpoints and documented in Eduphoria	
<b>Barriers to Address During this Cycle</b>	Negative assumptions about the data; resistance to let the data "speak"	Lack of training provided for new teachers, long-term subs	
<b>District Actions for this Cycle</b>	The DCSI will attend data talks, ensure curriculum focus is tied to the data	The DCSI will ensure that small group training sessions for teachers who struggle with effective lesson planning	
<b>District Commitments Theory of Action</b>	The campus should see an overall improvement of the quality of planning and assessments given the training and assistance they have requested and received.		

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
Lesson Plan training for those in need (exemplars in the hands of teachers)	5.1	Aug./Sept.	Time, facilitator	Academic Dean, Instructional Coaches	Lesson Plan checks in Eduphoria	28-Sep-19	Some Progress	
Data walls are updated with prior year's STAAR data	5.3	August./Sept.	2019 STAAR data	Principal, APs, Academic Dean, Instructional Coaches, teachers	data room visit; check for compliance	6-Sep-19	Met	Data walls will be updated regularly as district assessments are given.
Benchmark data is used to drive PLCs and curriculum adjustments	5.3; 5.1	Aug.-May	Eduphoria, Lead4Ward, PLC agendas	Principal, APs, Academic Dean, Instructional Coaches, teachers	movement of students in data room, PLC visits	Ongoing throughout 2019-20	Some Progress	
Students take the Interim Assessments for Reading, Math, Science	5.3	October	Files uploaded, Chromebooks, schedule adjustments	District Testing Coordinator, Principal, Academic Dean	files created, test dates scheduled, tests administered	10/25/2019/ November 22		

Teachers are identifying objectives in need of reteaching and presenting new opportunities for learning to all students.	5.3; 5.1	October/November	Assessment data, walkthrough data; notes from PLC discussions	Principal, APs, Academic Dean, Instructional Coaches, teachers	Improved student understanding as evidenced by data; walkthrough data; reteach becomes an area of reinforcement instead of refinement	October/November; during weekly administrative team meetings		
Clear and concise expectations regarding the development and use of lesson plans will be provided to all teachers.	5.1	September/October	Lesson Planning template in Eduphoria	Principal, APs, Academic Dean, Instructional Coaches	Copy of expectations, copy of minutes from meeting; verbal feedback from teachers	September/October		

**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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>




**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	5.3 Data-driven instruction.		5.1 Objective-driven daily lesson plans with formative assessments.					
<b>Desired Annual Outcome</b>	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions. All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.		All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities. All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities.					
<b>Desired 90-day Outcome</b>	The Data Driven Instruction (DDI) process is fully embedded in all content areas; teachers are leading data discussions		Teachers are vetting each other's work, providing assistance, sparring to ensure quality					
<b>Barriers to Address During this Cycle</b>	Staying focused on quality day-to-day instruction with STAAR on the horizon		none					
<b>District Actions for this Cycle</b>	The DCSI will ensure the focus (DDI) remains clear		The DCSI will continue to provide oversight and assistance as needed.					
<b>District Commitments Theory of Action</b>	With the level of assistance provided, the campus should score high enough to receive a minimal grade of "D" from TEA.							
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
Identified students will receive additional targeted support for all STAAR tested areas	5.3	March-EOY	Specific data from Eduphoria, minutes from PLCs, walk-through documentation	Principal, Academic Dean, Counselors, Instructional Coaches	Targeted lists of students requiring intervention per subject	27-Mar-20		
Scopes/Sequence in Lesson Plans will document the coverage of all STAAR-tested TEKS	5.1	March-EOY	Data from Eduphoria; assessment data	Principal, Academic Dean, Counselors, Instructional Coaches	Lesson Plans	March 27 (checkpoint)		
Review of initial STAAR results (1st time testing opportunities for 8th grade Reading & Math)	5.3	April/May	STAAR results	Principal, Academic Dean, Counselors, Instructional Coaches, teachers	STAAR results	April/May		
Review of STAAR results for 6th/7th grade Writing, 8th grade Science, Social Studies, and Algebra I.	5.3	May	STAAR results	Principal, Academic Dean, Counselors, Instructional Coaches, teachers	Actual results compared to preset goals	May		

As test dates draw closer, day-to-day instruction will continue to focus on the TEKS instead of STAAR	5.1	April/May	focus/time/stamina	Principal, Academic Dean, Counselors, Instructional Coaches, teachers	Increased number of walkthroughs to reinforce the desire to see sustained instruction instead of STAAR prep.	March-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?

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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	0	0	0
<b>Desired Annual Outcome</b>	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.All instructional lessons/assessments are based on data.	All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities.All	

<b>Did the campus achieve the desired outcome? Why or why not?</b>			
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**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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.
<b>Cycle 4 90-day Action Plan</b>	
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.