

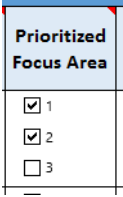
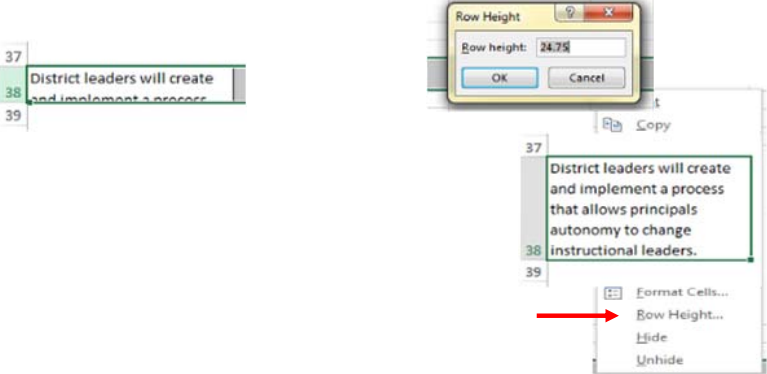
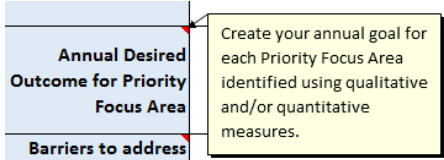
Campus Targeted Improvement Plan

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:

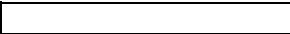
- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

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 |
|--------------------------------------|---|--|
| <p>Checkbox selection</p> | <p>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.</p> |  |
| <p>Expanding rows and/or columns</p> | <p>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> |  |
| <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> |  |

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| <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> |
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Ross



| Campus Information | | | | | | | |
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| District Name | Ector County I.S.D. | | | Superintendent | Dr. Muri | Principal | Susan Hendricks |
| District Number | 068901 | Campus Number | 068901119- Ross Elementary | District Coordinator of School Improvement (DCSI) | Alicia Press | ESC Support | Sha Burdsal-Hartzer |
| Assurances | | | | | | | |
| DCSI | I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. | | | | | Alicia Press 9/20/2019 | |
| 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. | | | | | Alicia Press 9/20/2020 | |
| 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. | | | | | S. Hendricks 9/20/19 | |
| Board Approval Date | 11.19.19 | | | | | | |
| Needs Assessment | | | | | | | |
| Data Analysis Questions | What accountability goals for each Domain has your campus set for the year? | Domain 1 Goal = 70 (70% Approaches, 36% Meets, 17% Masters); Domain 2a Goal =77; Domain 3 Goal =70 | | | | | |
| | What changes in student group and subject performance are included in these goals? | Our focus this year will center around Domain II- growth for every student. In doing this, our Domain II numbers will rise to an overall scaled score of 77 which will lead to a rise in Domains I & III. In Domain III, we plan to meet our White, Hispanic and Economically Disadvantaged growth targets in math which will push the campus to a 70 in this Domain. | | | | | |
| | 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. | | | | 1 | | | |
| 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. | | | | 2 | | | |
| 5.1 Objective-driven daily lesson plans with formative assessments. | | | | 2 | | | |
| 5.3 Data-driven instruction. | | | | 2 | | | |
| Prioritized Focus Area #1 | | | Prioritized Focus Area #2 | | | Prioritized Focus Area #3 | |
| Essential Action | 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 | There was a 643% increase in discipline referrals from 2017-2019. This caused an unsafe environment for students to learn and teachers to teach. | | While a consistent lesson planning template is in place, the plans, as a whole, lack the specificity and rigor they need to account for the diversity within each classroom. Daily formative assessments are not planned for and checking for understanding does not occur throughout the lesson. | | The campus does not implement consistent protocols to study/analyze student data to make informed instructional decisions. PLCs lack effectiveness and teachers receive limited feedback of their teaching practices. In addition, the campus has lacked a consistent way to measure the growth of every student. | | |

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| Desired Annual Outcome | All students and staff will follow CHAMPS and PBIS with fidelity so discipline is minimized and a safe and supportive learning environment can occur. | All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Administration and instructional specialists will guide the teachers through backward planning until the teachers are comfortable doing it on their own. | The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be tracked after every short-cycle and benchmark assessment. |
| Barriers to Address During the Year | Teachers will become inconsistent in the use of PBIS and CHAMPS. Re-sets will need to occur at each staff meeting and every morning during morning assembly. | Time is the primary barrier...time to build effective plans, time to train, and time to give quality and meaningful feedback. | The team may struggle with a fear of failure because they lack the confidence, skill, and knowledge to effectively implement DDI on a routine basis. |

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| District Commitment Theory of Action: | If...the campus is driven by an aligned vision, mission, goals and values AND...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within her PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners. |
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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 | | | |
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| Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
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| Essential Action | | | |
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| Desired Annual Outcome | | | |
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| Barriers to Address During the Year | | | |
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| District Commitment Theory of Action | | | |
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| Prioritized Focus Areas for Improvement | Capacity Builder | | |
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| Cycle 1 90-day Outcomes (September - November) | | | |
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| | 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 | All students and staff will follow CHAMPS and PBIS with fidelity so discipline is minimized and a safe and supportive learning environment can occur. | All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Administration and instructional specialists will guide the teachers through backward planning until the teachers are comfortable doing it on their own. | The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be tracked after every short-cycle and benchmark assessment. |
| Desired 90-day Outcome | The first 90 days will be centered around all staff and students following CHAMPS with fidelity in the hallway, cafeteria and when entering and exiting (transitions). Teachers will be trained in depth before school begins. Positive reinforcement will occur when faculty and students have CHAMPS systems in place and re-teach will occur when they don't. | All teachers will be trained on how to backwards-design lesson plans and implement them in the classroom. Modeling and coaching on the pacing of the Balanced Literacy program will be implemented and feedback will be given by administration in walk-throughs. 4th and 5th grade reading and math teachers will receive daily modeling and coaching and assistance with engaging lesson plans. | The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student and teacher progress will be tracked. 4th and 5th grade teachers will receive daily assistance with formative assessments that help them determine whole group and small group needs. |
| Barriers to Address During this Cycle | Time management will be a barrier. If teachers do not allow the time for re-teach, then classes will not follow CHAMPS expectations with fidelity. | With the amount of new teachers at Ross, it is imperative that they receive bite-size training and specific feedback on lesson plans and engaging instruction during lesson delivery. | It is critical that the Instructional Leadership Team understands the expectations of the weekly data meetings and the DDI process. Administrators must be willing to take the time to pre-plan and script out the PLCs to ensure their effectiveness. Teachers must use the data in their classroom to create whole group and small group re-teach plans. Teachers feel vulnerable sharing what is working and what isn't working as they teach. |
| District Actions for this Cycle | The DCSI will conduct culture walks with the campus principal to provide coaching and support for system-wide routines and procedures. | The ECISD Curriculum Department will partner with Ross to train teacher teams on how to backwards plan lessons. | The DCSI will train the principal on the DDI cycle twice- both times providing time for practice. |
| District Commitments Theory of Action | If...the campus is driven by an aligned vision, mission, goals and values AND...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within her PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners. | | |

| 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 |
| Grade level teams will receive initial training in backward planning using the district scope and sequence and resources. | 5.1 | 9/6/2019 | Full-day; 4 substitutes, instructional specialists and administration | Hendricks, Galindo, Howell, Mason | Pacing calendar of high leverage TEKS; Know and Show Chart(s) | 9/6/2019 | | |
| Teachers will be trained on how to create exemplars for their unit/module and how to script the key elements of their lesson delivery. This process will improve student engagement and teacher effectiveness. | 5.1 | 9/26/2019 and then continue before each unit/module | Short Cycle Assessments | Hendricks, Galindo, Howell, Mason | Exemplars; Student Work; Lesson Plans | 9/26/2019 | | |
| 4th and 5th grade Reading and Math teachers will receive daily coaching in the classroom. | 5.1 | 9/16/2019 | Instructional Specialist | Mason and Howell | Improvement in delivery of instruction as noted in walk-throughs | Ongoing | | |
| All K-5 teachers will receive modeling in the phonics and vocabulary portion of HMH (Balanced Literacy) | 5.1 | 9/17/2019 | Instructional Specialist | Cotton and Grohman | Meeting minutes | 9/17/2019 | | |
| All K-5 teachers will receive quality feedback on lesson plans from the campus ILT using a standardized weekly protocol that is focused on teacher actions in order to positively impact student learning. | 5.1 | 10/15/2019 | Lesson Plan Review Protocol | Hendricks, Galindo, Howell, Mason | Feedback on notes section in Eduphoria of lesson plans | Ongoing | | |
| All K-5 teachers will receive modeling in the Building Knowledge and Readers Workshop portion of HMH (Balanced Literacy) | 5.1 | 9/24/2019 | Instructional Specialist | Cotton and Grohman | Meeting minutes | 9/24/2019 | | |

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| All K-5 teachers will receive modeling in the Guided Reading portion of HMH (Balanced Literacy). | 5.1 | 10/1/2019 | Instructional Specialist | Cotton and Grohman | Meeting minutes | 10/1/2019 | | |
| Create and implement a data tracker to track individual student growth in 4th and 5th grade math and reading. | 5.3 | 9/23/2019 | Student and Teacher Data Tracker | Hendricks, Press | Student data trackers | Ongoing | | |
| ILT will implement the DDI protocol to help teachers identify the highest leverage TEKS to re-teach during the school-wide intervention time. | 5.3 | 9/18/2010 | Student tests, Individual Response Report in Eduphoria | Hendricks and Galindo | Scripted reteach plans | Ongoing | | |
| DCSI provides DDI Training (See It, Name It, Do It) to the campus Principal | 5.3 | 9/11/2019 | DDI protocol | Press and Hendricks | Anchor Charts of data talks, Know and Show Charts, Use of data in the classroom and student thinking | 9/12/2019 | | |
| The District will send the campus AP to CHAMPS TOT training. As a result, she will lead the school through a CHAMPS/PBIS refresh. | 3.1 | 8/12/2019 | \$4,000 and a full day of training/planning | Galindo | Decrease in campus discipline referrals | Ongoing | | |
| The District will provide a leadership coach for the campus that will oversee the development of the ILT's instructional leadership through routine walkthroughs, feedback, and coaching. | 3.1, 5.1, 5.3 | 7/1/2019 | Leadership Coach | Press | Action-step tracker | Ongoing | | |
| Ross will work with a diverse sampling of stakeholders to establish an aligned vision, mission, and set of core values that is clearly communicated and easily articulated by all. | 3.1 | 11/20/2019 | Letterhead, website, surveys, parent meetings, morning assembly, staff meetings | Hendricks and Galindo | Staff members, students and stakeholders can explain how our mission, vision, and values are present in the daily life of | Ongoing | | |
| The campus will start "highlighting the positive" by implementing Positive Office Referrals and host a Ram of the Month luncheon. | 3.1 | 9/11/2019 | Positive office referrals and student selection criteria | Galindo and Jones | Positive office referrals | Ongoing | | |
| 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 | | |
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Cycle 2 90-Day Outcomes (December-February)

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
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| 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 | All students and staff will follow CHAMPS and PBIS with fidelity so discipline is minimized and a safe and supportive learning environment can occur. | All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Administration and instructional specialists will guide the teachers through backward planning until the teachers are comfortable doing it on their own. | The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be tracked after every short-cycle and benchmark assessment. |
| Desired 90-day Outcome | The second 90 days will be centered around using CHAMPS in the classroom for all activities. Although routines and procedures are in place, voice levels and participation will need to be consistently referred to ensure a safe and learning environment. | All teachers will be trained on how to backwards-design lesson plans to include engaging activities and implement them in the classroom. Administrators will begin providing bite-sized feedback on the plans that will be focused on teacher actions that would have the greatest impact on student learning. | The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be tracked. Teachers will begin to feel comfortable sharing their successes with each other and what is tweaked as they teach to ensure student success. |
| Barriers to Address During this Cycle | The entire campus, including the special area teachers, will need to follow this to minimize unacceptable physical contact discipline issues in the classroom and PE. | Teachers need to monitor and adjust on a daily basis in order to re-teach instead of just waiting on the data from short cycle assessments to immediately correct misconceptions. | Teachers feel vulnerable sharing what is working and what isn't working as they teach. Creating the growth mindset with not only their students but with themselves as educators is paramount to the PLC process working. |
| District Actions for this Cycle | The DCSI will conduct culture walks with the campus principal to provide coaching and support for system-wide routines and procedures. | Curriculum Department supports the ILT with helping the team prioritize standards and create the foundations of know/show charts before each PLC. | DCSI attends PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation. |
| District Commitments Theory of Action | IF...the campus is driven by an aligned vision, mission, goals and values AND...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within her PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners. | | |

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 |
|---|------------------------|------------------|---|-----------------------------------|---|--------------------------|---------------------------|------------------------------------|
| Teachers will be trained on creating daily formative assessments to monitor and adjust instruction. Feedback will be given in lesson plans once training is complete. | 5.1 | 12/10/2019 | Instructional Specialist; District and Federal and State resources (Mentoring Minds, Target Math) | Howell, Mason, Hendricks, Galindo | Lesson plans paired with daily formative assessments | Ongoing | | |
| Teachers will create exemplars for each unit/module. | 5.1 | Before each unit | Short Cycle Assessments | Hendricks, Galindo, Howell, Mason | Exemplars; Student work | Ongoing | | |
| Grade levels will receive continued training in backward planning for upcoming units using the district scope and sequence and resources. | 5.1 | 12/11-12/17 | Full-day; 4 substitutes, instructional specialists and administration | Hendricks, Galindo, Howell, Mason | Pacing calendar of high leverage TEKS; Know and Show Chart; Engaging Activities included in lesson | 12/17/2019 | | |
| Teachers will receive differentiated coaching in their lesson planning. Campus administration will provide bite-sized feedback on these plans and individually coach teachers for lesson enhancement. | 5.1 | 12/1/2019 | Full Day, Instructional Specialists, and Resources | Hendricks, Galindo, Howell, Mason | Lesson plan feedback | Ongoing | | |
| The campus will build upon the DDI PLC process to add creating formative assessments to re-assess high leverage TEKS after the reteach. | 5.3 | 12/1/2019 | Student tests, Individual Response Report in Eduphoria | Hendricks and Galindo | Reassessments | Ongoing | | |
| PBIS/CHAMPS will be fully implemented in all classrooms with fidelity. | 3.1 | 12/10/2019 | CHAMPS posters, CHAMPS book, campus CHAMPS/PBIS plan | Galindo | CHAMPS of each classroom activity as evidenced in walk-throughs | 1/17/2020 | | |
| The ILT will map out and implement a monthly PLC schedule for each grade level that allows for pre-unit planning, post-assessment data analysis, re-teach creation, and re-evaluation analysis. | 3.1 | 12/1/2019 | Assessment calendars and unit maps | Hendricks and Galindo | PLC planning calendar | Ongoing | | |
| Ross will communicate the stakeholder developed aligned vision, mission, and set of core values. | 3.1 | 1/20/2019 | Letterhead, website, surveys, parent meetings, morning assembly, staff meetings | Hendricks and Galindo | Staff members, students and stakeholders can explain how our mission, vision, and values are present in the daily life of | Ongoing | | |
| The ILT will create and implement a data tracking system to monitor discipline referrals, attendance, tardies, and interventions on a bi-weekly basis to identify trends and adapt accordingly. | 3.1 | 12/1/2019 | SQL reports, intervention data | Hendricks and Galindo | Data tracker | Ongoing | | |

| 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 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) | | | |
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| | 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 | All students and staff will follow CHAMPS and PBIS with fidelity so discipline is minimized and a safe and supportive learning environment can occur. | All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Administration and instructional specialists will guide the teachers through backward planning until the teachers are comfortable doing it on their own. | The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be tracked after every short-cycle and benchmark assessment. |
| Desired 90-day Outcome | The third 90 days will be centered around perfecting PBIS/CHAMPS in the classroom for all activities, hallways, cafeteria, classrooms, and entering and exiting. Although routines and procedures are in place, voice levels and participation will need to be consistently reinforced to ensure a safe and supportive learning environment. | During this cycle, our focus will be on providing quality feedback on lesson plans that will be focused on teacher actions that would have the greatest impact on student learning. | As a result of a relentless focus on DDI, a minimum of 73% of Ross students will be on track to exhibit one year of growth on STAAR. |
| Barriers to Address During this Cycle | Student discipline will rise during this time. With teacher stress of the STAAR, morale will decrease and teachers will give up on re-teaching and following the expectations of school-wide procedures and structures. | It will be imperative that quality re-teach and re-assessment plans are written that reflect diverse classrooms/student needs. | Some teachers will still be resistant to sharing or seeing that the process is beneficial for their entire grade level. |
| District Actions for this Cycle | The DCSI will provide job-embedded coaching on promoting a positive school culture. | The DCSI and campus principal will work collaboratively with the ILT to create data-informed tutoring and reteach plans for the school-wide review cycle. | The DCSI will attend PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation. |
| District Commitments Theory of Action | If...the campus is driven by an aligned vision, mission, goals and values AND...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within her PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners. | | |

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 |
|---|------------------------|-------------------|---|--|---|--------------------------|---------------------------|------------------------------------|
| Grade levels will receive continued training in backward planning using the district scope and sequence and resources to include engaging and rigorous activities. | 5.1 | 03/2-03/19 | Full-day; 4 substitutes, instructional specialists and administration | Hendricks, Galindo, Howell, Mason | Pacing calendar of high leverage TEKS; Know and Show Chart; Engaging and rigorous activities included | 3/19/2020 | | |
| ILT will plan and complete teacher training on an effective STAAR review | 5.1 | 3/9/2020 | Highly tested SE's, STAAR Data, STAAR Test, Lead4ward resources | Hendricks, Howell, Mason, Grohman | STAAR Review lesson plans | 3/9/2020 | | |
| PLCs will follow the established cycle of: 1. Planning/TEKS breakdown (know/show charts) 2. Data analysis and creation of re-teach plans 3. Data analysis of benchmark results. | 5.3 | 3/1/2019 | Student tests, Individual Response Report in Eduphoria; LLI Kit | Hendricks, Galindo, Howell, Mason, Grohman | PLC minutes | Ongoing | | |
| 4th and 5th grade teachers and students will continue to use a data tracker to track individual student growth. Students that are not on track to meet growth will be provided intervention via the classroom teacher, reading coach, or day tutor. | 5.3 | 12/1/2019-2/28/19 | Student Data Tracker | Hendricks, Howell, Mason | Student tracker | Ongoing | | |
| The campus will implement PBIS/CHAMPS resets as needed in the hallway, cafeteria, arrival, dismissal, and classrooms. | 3.1 | 3/6/2019 | CHAMPS posters | Galindo | CHAMPS of each classroom activity as evidenced in walk-throughs | 1/17/2020 | | |
| Ross will implement the stakeholder developed aligned vision, mission, and set of core values that will be shared with staff during PLCs, other stakeholders through the campus website, parent letters, and parent meetings. | 3.1 | 3.30.20 | Letterhead, website, surveys, parent meetings, morning assembly, staff meetings | Hendricks and Galindo | Staff members, students and stakeholders can explain how our mission, vision, and values are present in the daily life of | Ongoing | | |
| Campus will participate in the Spring ESF Diagnostic | 5.1 | 2/3/2020 | DCSI, administration, staff, surveys, campus walk through | Pam Hailey, DCIS, Principal | Spring ESF Diagnostic Data | 2/3/2020 | | |

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 | | | |
| Desired Annual Outcome | All students and staff will follow CHAMPS and PBIS with fidelity so discipline is minimized and a safe and supportive learning environment can occur. | All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Administration and | The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols. In addition, student progress will be |
| Did the campus achieve the desired outcome? Why or why not? | | | |

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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? | 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. |