

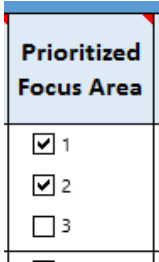
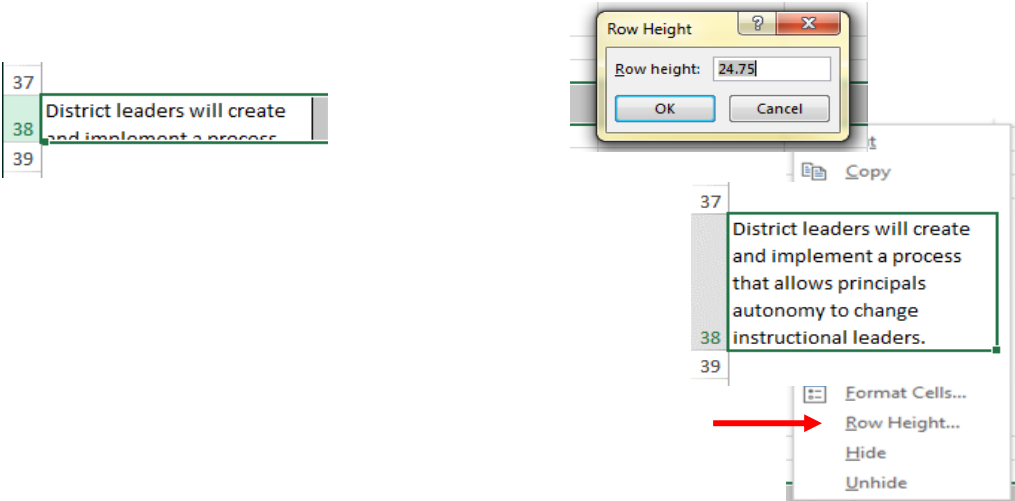
Campus Targeted Improvement Plan

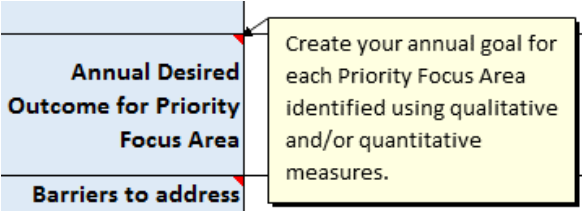
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

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

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

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

<p>Viewing cell tips</p>	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>



Campus Information

District Name	Ector County ISD	Campus Name	Wilson & Young Middle School	Superintendent	Dr. Scott Muri	Principal	Anthony Garcia
District Number	068901	Campus Number	000000045	District Coordinator of School Improvement (DCSI)	Robert Cedillo	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.	Roberto Cedillo, 9/14/19
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.	Roberto Cedillo, 9/14/19
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.	Anthony Garcia, 9/16/19
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: Increase from 58 to 70 (Approaches 57 to 67, Meets 24 to 33, Masters 8 to 13) Increase from 55 to 70 (53 to 66) Domain 3: Increase from 39 to 70 (AA: 2 to 5, Growth: 0 to 4, ELLs.: 0 to 1, Std. Success: 0 to 2).	Domain 2:
	What changes in student group and subject performance are included in these goals?	All	
	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.	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.	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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Rationale	Rated 2, focus on lowest rated Essential Actions	Rated 2, focus on lowest rated Essential Actions	Rated 2, focus on lowest rated Essential Actions
Desired Annual Outcome	100% of teacher monitors are on time and are actively monitoring. 100% of students are on task without reminders.	100% of teachers are breaking down the standards with the Know and Show process	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans.
Barriers to Address During the Year	Students and teachers not implementing routines effectively and/or not completing a routine reset.	Calendar does not indicate date to complete the Know and Show Process or creating the assessment exemplar. PLCs are not meeting or using the time	Calendar does not indicate date to disaggregate and review data or to develop reteach and reassessment plans. PLCs are not meeting or using the time allotted effectively. The science

District Commitment Theory of Action: If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential 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

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
6	ELAR Achievement	Other	44% Meets or above		Other	44% Meets or above		District Interim	44% Meets or above		STAAR	44% Meets or above	
6	ELAR Growth	Other	66%		Other	66%		District Interim	66%		STAAR	66%	
6	Math Achievement	Other	46% Meets or above		Other	46% Meets or above		District Interim	46% Meets or above		STAAR	46% Meets or above	
6	Math Growth	Other	71%		Other	71%		District Interim	71%		STAAR	71%	
7	ELAR Achievement	Other	44% Meets or above		Other	44% Meets or above		District Interim	44% Meets or above		STAAR	44% Meets or above	
7	ELAR Growth	Other	66%		Other	66%		District Interim	66%		STAAR	66%	
7	Math Achievement	Other	46% Meets or above		Other	46% Meets or above		District Interim	46% Meets or above		STAAR	46% Meets or above	
7	Math Growth	Other	71%		Other	71%		District Interim	71%		STAAR	71%	
8	ELAR Achievement	Other	44% Meets or above		Other	44% Meets or above		District Interim	44% Meets or above		STAAR	44% Meets or above	
8	ELAR Growth	Other	66%		Other	66%		District Interim	66%		STAAR	66%	
8	Math Achievement	Other	46% Meets or above		Other	46% Meets or above		District Interim	46% Meets or above		STAAR	46% Meets or above	
8	Math Growth	Other	71%		Other	71%		District Interim	71%		STAAR	71%	
8	Science Achievement	Other	67 / 33 / 13		Other	67 / 33 / 13		District Interim	67 / 33 / 13		STAAR	67 / 33 / 13	
8	SS Achievement	Other	67 / 33 / 13		Other	67 / 33 / 13		District Interim	67 / 33 / 13		STAAR	67 / 33 / 13	
6 - 8	TELPAS Progress Rate	Other	36%		Other	36%		District Interim	36%		Other	36%	

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	100% of teacher monitors are on time and are actively monitoring. 100% of students are on task without reminders.	100% of teachers are breaking down the standards with the Know and Show process	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans.
Desired 90-day Outcome	80% of teacher monitors are on time and are actively monitoring. 80% of students are on task without reminders.	All ELAR and Math teacher teams are breaking down the standards with the Know and Show process and creating the assessment exemplar	All ELAR and Math teacher teams disaggregate and review data in order to build reteach and reassessment plans
Barriers to Address During this Cycle	Students and teachers not implementing routines effectively and/or not completing a routine reset.	Calendar does not indicate date to complete the Know and Show Process or creating the assessment exemplar. PLCs are not meeting or using the time allotted effectively.	Calendar does not indicate date to disaggregate and review data or to develop reteach and reassessment plans. PLCs are not meeting or using the time allotted effectively.
District Actions for this Cycle	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).	The district provides access to assessments aligned to the standards and the expected level of rigor.	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.
District Commitments Theory of Action	If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential 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
Build routines for arrival, transitions, first 5 minutes, lunch and dismissal then train, practice and execute	3.1	July 8 - August 19	Exemplar model of written systems with roles and responsibilities of each staff member	Campus administration	Written systems with roles and responsibilities , staff rollout plan, observations of staff following plans and survey	8/19/19		
ELAR and math teachers to breakdown standards by the Know/Show process and build assessment exemplars to ensure alignment between curriculum and assessments.	4.1	August 5 - October 18	Standards, assessments, examples of the Know/Show standards and example of assessment exemplar	Teachers, teacher leaders and administrators	Calendar showing days teams are breaking down standards/building assessment exemplars, teacher work of the know/shows and assessment exemplars	9/27/19		
Implement a consistent process to disaggregate, monitor data, reteach and reassessment plans through ELAR and math professional learning communities	5.3	August 5 - October 18	Data driven instructional process, common assessments, blue prints, data reports,	Principal	DDI process, reteach & reassessment plans	9/27/19		

Provide protected time for ELAR and math teachers to plan and disaggregate data	4.1, 5.3	July 8 - August 19	Staffing report	Principal	Master schedule shows ELAR and Math teachers with a PLC period	8/19/19		
Administer surveys based on climate and teacher teams to assess and measure progress.	3.1, 4.1, 5.3	August 19 - November 22	Surveys	Principal	Surveys and survey data	11/22/19		
Build and implement a process to identify and address students who have significant learning gaps	5.3	October	Assessments, reteach, reassessments, data reports, a detailed plan	Teachers, teacher leaders and administrators	A written process and data	11/22/19		

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	100% of teacher monitors are on time and are actively monitoring. 100% of students are on task without reminders.	100% of core teachers are breaking down the standards with the Know and Show process	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans.
Desired 90-day Outcome	90% of teacher monitors are on time and are actively monitoring. 90% of students are on task without reminders.	All core teachers are breaking down the standards with the Know and Show process and creating the assessment exemplar	All core teachers disaggregate and review data in order to build reteach and reassessment plans
Barriers to Address During this Cycle	Students and teachers not implementing routines effectively and/or not completing a routine reset.	The science and social studies teachers have not been trained on the Know and Show Process or on building assessment exemplars. Campus administration not verifying the calendar or if the ELAR and math teachers are completing the Know and Show process or the assessment exemplars.	The science and social studies teachers have not been trained on how to disaggregate data, reteach and reassessment plans. Campus administration not verifying the calendar for reteach/reassessment days or if the ELAR and math teachers are completing the reteach/reassessment plans based on data.
District Actions for this Cycle	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).	The district provides a data assessment platform to capture assessment data by item and student level.	The district provides a data assessment platform to capture assessment data by item and student level.
District Commitments Theory of Action	If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential 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
Administer the district interim assessment for 7th grade writing, 8th grade ELAR & math to identify student and teacher needs.	5.3	2/5, 2/6	Assessments	Teachers	Data reports, and student work	2/7		
Science and social studies teachers to breakdown standards by the Know/Show process and build assessment exemplars to ensure alignment between curriculum and assessments.	4.1	December 1	Standards, assessments, examples of the Know/Show standards and example of assessment exemplar	Teachers, teacher leaders and administrators	Calendar showing days teams are breaking down standards/building assessment exemplars, teacher work of the know/shows and assessment exemplars	1/27/20		
Administer surveys based on climate and teacher teams to assess and measure progress.	3.1, 4.1, 5.3	December - February	Surveys	Principal	Surveys and survey data	1/27/20		

Implement a consistent process to disaggregate, monitor data, reteach and reassessment plans through science and social studies teacher teams.	5.3	December 1	Data driven instructional process, common assessments, blue prints, data reports, reteach/reassessment strategies	Principal	DDI process, reteach & reassessment plans	1/27/20		
From district interim assessments identify teacher and students needs to develop a plan to close the performance gap in targeted subgroups.	5.3	2/11	Assessments, student work and data reports	Lead teachers, campus administration	Plan of action	2/15		
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		

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			Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans.
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			
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐							
	☐							
	☐							
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Reflection and Planning for Next 90-Day Cycle

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	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.
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.