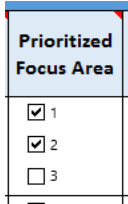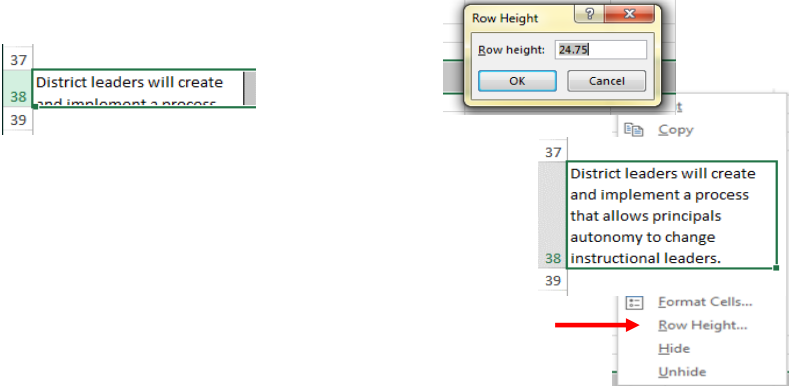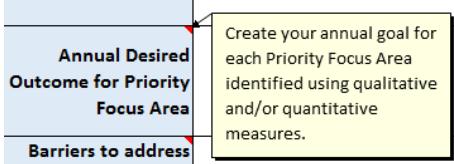## Campus Targeted Improvement Plan

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/

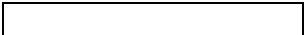Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- 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	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. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Dowling

Campus Information

District Name	Ector County ISD	Campus Name	Dowling Elementary	Superintendent	Dr. Muri	Principal	Kristabel Regalado
District Number	068901	Campus Number	000000107	District Coordinator of School Improvement (DCSI)	Alicia Press	ESC Support	Pam Hailey

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.	**Kristabel Regalado 09/19/19**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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 09/19/19**
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.	**Alicia Press 09/19/19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	68/28/18 will be the Approaches, Meets, and Masters targets for Domain 1 which will put Dowling at a 60, "D." In Domain 2A, the target is a 70, while the 2B target is 60. The Domain 3 target is a 70.
	What changes in student group and subject performance are included in these goals?	Primarily, Dowling will earn their accountability points through Domain 2A and the growth status of Domain 3. This will include an overall focus on 4th and 5th grade math and reading, specifically growing our Economically Disadvantaged, Hispanic, and Special Ed populations.
	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.	3

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.	**3**
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
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	The leadership team at Dowling needs to be unified in their processes and procedures across campus. A relentless focus on improving student outcomes through DDI is required in order to collaboratively lead change.	We've realized that while we put a lesson plan template in place, we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems.	We have the data now we need to train teachers on what to do with the data so that the focus can be on using that data to drive instruction. Looking deeply at the data and making decisions for the classroom based on that data is what will drive our school to improve in the student growth domain.
Desired Annual Outcome	Campus leadership team will meet weekly and focus on student progress, formative assessments, and teacher observation/feedback.	The leadership team will review lesson plans for alignment to the District scope and sequence, the State standards, and the expected level of rigor. The leadership team will provide teachers with regular feedback and lesson planning support.	Teachers will use the action planning process, both individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause of error, and create plans to reteach.
Barriers to Address During the Year	Time constraints. We have a tendency to "put out fires" during the day and are not able to get to classrooms for observation and feedback. We have to make time weekly to meet as a leadership team.	The leadership team hasn't set up expectations for the submission and review of lesson plans. At least one member of the leadership team will be present during grade-level planning.	The leadership team has not set up expectations and regularly planned how our PLCs will be executed. There is some fear of beginning the data meetings, especially because there was not a standard protocol to run the meetings until this year.
District Commitment Theory of Action:			

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Date of ESF Diagnostic			
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
3	Math (meets)	Other	20		Other	23		Benchmark	26		STAAR	28	
3	Reading (meets)	Other	13		Other	17		Benchmark	22		STAAR	28	
4	Math (meets)	Other	18		Other	21		Benchmark	24		STAAR	28	
4	Math (progress)	Other	69		Other	69		Benchmark	69		STAAR	69	
4	Reading (meets)	Other	9		Other	16		Benchmark	23		STAAR	28	
4	Reading (progress)	Other	69		Other	69		Benchmark	69		STAAR	69	
4	Writing (meets)	Other	15		Other	19		Benchmark	23		STAAR	28	
5	Math (meets)	Other	26		Other	28		Benchmark	30		STAAR	32	
5	Math (progress)	Other	69		Other	69		Benchmark	69		STAAR	69	
5	Reading (meets)	Other	32		Other	34		Benchmark	36		STAAR	38	
5	Reading (progress)	Other	69		Other	69		Benchmark	69		STAAR	69	
5	Science (meets)	Other	22		Other	24		Benchmark	26		STAAR	28	

Cycle 1 90-day Outcomes (September - November)		
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action 1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome Campus leadership team will meet weekly and focus on student progress, formative assessments, and teacher observation/feedback.	The leadership team will review lesson plans for alignment to the District scope and sequence, the State standards, and the expected level of rigor. The leadership team will provide teachers with regular feedback and lesson planning support.	Teachers will use the action planning process, both individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause of error, and create plans to reteach.
Desired 90-day Outcome Campus leadership team will have clear, written, and transparent roles and responsibilities. Important leadership tasks will be scheduled on weekly calendars (observations, debriefs with teachers, leadership meetings).	At least one member of the leadership team will be present during grade-level planning to support and help plan for targeted instruction.	The leadership team will set the time to analyze, assess, and take action on short cycle assessments with teachers.
Barriers to Address During this Cycle Time constraints. We have a tendency to "put out fires" during the day and are not able to get to classrooms for observation and feedback. We have to make time weekly to meet as a leadership team.	The leadership team hasn't set up expectations for submission and review of lesson plans. At least one member of the leadership team will be present during grade-level planning.	The leadership team has not set up expectations and regularly planned how our PLCs will be executed. There is some fear of beginning the data meetings, especially because there was not a standard protocol to run the meetings until this year.
District Actions for this Cycle The DCSI will provide regular coaching to the campus principal.	The ECISD Curriculum Department will partner with the campus to train teachers on the lesson planning process using the materials/recourses available to them.	The DCSI will train the principal on the DDI cycle twice- both times providing time for practice.
District Commitments Theory of Action IF...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**
The leadership team will map out an annual PLC calendar so that pre-planning and data analysis become implemented, expected, and effective.	1.1	October 11	District assessment calendar	Leadership team	Calendar for each grade level	October 11		
Teachers will begin interventions for students that are not on target to meet one year's growth as measured by campus growth charts.	5.3	September 30	Growth charts	Teachers, instructional specialists	Tutoring sign-ins	September 30		
Calendar and conduct leadership meetings and meet once a week to pre-plan weekly PLC.	1.1	September 23	Agenda	Leadership team	Agenda	Ongoing		
Administrators will schedule and conduct a minimum of two job-embedded feedback loops per week with teachers.	1.1	September 23	Observation form	Administrators	Observation forms	Ongoing		
Teachers will create exemplar responses to short cycle assessments.	5.1	September 30	Exemplar	Teachers, instructional specialists, administrators	Teacher exemplar	Ongoing		
ILT will attend phase two & three Relay training	5.3	September 17-18 & November 5-6	Relay training	ILT	Scripted plan for observation feedback	September 17-18		
Create, establish, and train on a growth tracking tool for 4th and 5th math and reading	5.3	September 26	Growth tool	ILT, and teachers, instructional specialists	Growth tool	Ongoing		

Train teachers in components of DDI through PLC	5.3	October 15	DDI scripts	Administrators, teachers, instructional specialist	Minutes	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?	

	Carryover Milestones	New Milestones
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?		

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus leadership team will meet weekly and focus on student progress, formative assessments, and teacher observation/feedback.	The leadership team will review lesson plans for alignment to the District scope and sequence, the State standards, and the expected level of rigor. The leadership team will provide teachers with regular feedback and lesson planning support.	Teachers will use the action planning process, both individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause of error, and create plans to reteach.
Desired 90-day Outcome	The second 90 days will be centered around refining the work of the ILT to effectively lead and coach teachers.	Lesson plans will reflect prioritized standards that were studied through know/show charts in PLCs.	The ILT will conduct weekly data meetings with fidelity using the assigned and trained protocols.
Barriers to Address During this Cycle	Continue to ensure that the Instruction Leadership Team is prioritizing school-wide academic improvement and not getting focused on minor managerial tasks.	Providing quality and frequent feedback from the Instructional Leadership Team on formative assessments.	Ensure that re-teach and re-evaluation is happening on a regular basis and is improving student outcomes.
District Actions for this Cycle	DCSI works alongside the ILT to coach the principal (and the team) through the DDI process.	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 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 continue interventions for students that are not on target to meet one year's growth as measured by campus growth charts. Interventions will be targeted towards specific student needs	5.3	January 8	Growth charts	Teachers, instructional specialists	Tutoring sign-ins	September 30		
Administrators will schedule and conduct a minimum of two job-embedded feedback loops per week with teachers.	1.1	December 9	Observation form	Administrators	Observation forms	Ongoing		
Teacher will create and use formative assessments to check for understanding on a daily basis.	5.1	December 9	Exemplar, question bank, quick checks	Teachers, instructional specialists, administrators	Quick checks	Ongoing		
The ILT will attend phase 4 Relay training	5.3	January 14-15	Relay training	ILT	Scripted plan for observation feedback	January 4-5		

PLCs will adhere the following DDI cycle: planning (know-show charts), identifying the gap and create a reteach plan.	5.3	January 13	DDI scripts	Administrators, teachers, instructional specialist	Minutes	Ongoing	
Teachers will create and implement student progress scoreboards to foster ownership and goal setting.	5.3	January 13	Scoreboards	Teachers	Scoreboards	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?	

	Carryover Milestones	New Milestones
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?		

Cycle 3 90-Day Outcomes (March-May)		
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action 1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome Campus leadership team will meet weekly and focus on student progress, formative assessments, and teacher observation/feedback.	The leadership team will review lesson plans for alignment to the District scope and sequence, the State standards, and the expected level of rigor. The leadership team will provide teachers with regular feedback and lesson planning support.	Teachers will use the action planning process, both individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause of error, and create plans to reteach.
Desired 90-day Outcome The third 90 day cycle will reflect the consistent use of written protocols in ILT and grade-level meetings, as well as a prioritization of coaching for teachers yielding the lowest percentage of students achieving annual	All teachers will use PLC artifacts to improve teaching and learning in their classrooms	All 3rd-5th grade teachers will implement the ILT's STAAR review and intervention plan.
Barriers to Address During this Cycle Continue to ensure that the Instruction Leadership Team is prioritizing school-wide academic improvement and not getting focused on minor managerial tasks.	Ensure that quality re-teach and re-assessment plans are written that reflect diverse classrooms/student needs.	Ensure that re-teach and re-evaluation is happening regularly and that it is improving student outcomes.
District Actions for this Cycle Ongoing/job-embedded principal coaching from the DCSI.	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.	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 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
ILT will plan, create, and train on a strategic STAAR review based on student data and needs.	5.3	March 2	Student data	Teachers, instructional specialists	Tutoring sign-ins	September 30		
Administrators will schedule and conduct a minimum of two job-embedded feedback loops per week with teachers.	1.1	March 2	Observation form	Administrators	Observation forms	Ongoing		
All teachers will create daily objectives paired with formative assessments to monitor and adjust instruction	5.1	March 2	Exemplar, question bank, quick checks	Teachers, instructional specialists, administrators	Quick checks	Ongoing		
ILT will attend phase 5 Relay training	5.3	March 24	Relay training	ILT	Scripted plan for observation feedback	March 24		
PLCs will follow the following DDI cycle: planning (know-show charts), identifying the gap and create a reteach plan.	5.3	March 30	DDI scripts	Administrators, teachers, instructional specialist	Minutes	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?	

	Carryover Milestones	New Milestones
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?		

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	Campus leadership team will meet weekly and focus on student progress, formative assessments, and teacher observation/feedback.	The leadership team will review lesson plans for alignment to the District scope and sequence, the State standards, and the expected level of rigor. The leadership team will provide teachers with regular feedback and lesson planning support.	Teachers will use the action planning process, both individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause of error, and create plans to reteach.
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	Campus leadership team will have clear, written, and transparent roles and responsibilities. Important leadership tasks will be scheduled on weekly calendars (observations, debriefs with teachers, leadership meetings)	At least one member of the leadership team will be present during grade-level planning to support and help plan for targeted instruction.	The leadership team will set the time to analyze, assess, and take action on short cycle assessments with teachers.
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	0		

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?		
	Carryover Milestones	New Milestones
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?		

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.