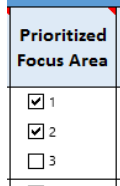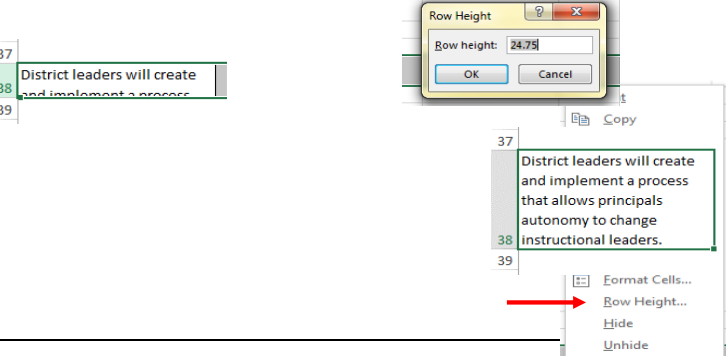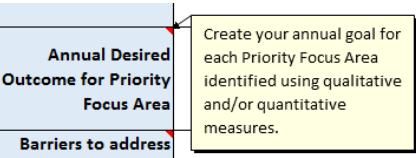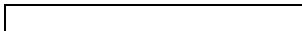| Campus Targeted Improvement Plan |
|:---:|
| Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at   https://tea.texas.gov/si/accountabilityinterventions/ |

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

Campus Information

District Name	SAISD	Campus Name	Beacon Hill	Superintendent	Pedro Martinez	Principal	Laryn Nelson
District Number	000907	Campus Number	000000106	District Coordinator of School Improvement (DCSI)	Judith Solis	ESC Support	Sandy Slough

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.	**Judith Solis, October 16, 2019**
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.	
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.	**Laryn Nelson, October 16, 2019**
Board Approval Date	2020-02-10	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 - 66; Domain 2 - 60 (Relative Performance 69); Domain 3 - 65
	What changes in student group and subject performance are included in these goals?	Our scores have fluctuated over the past years, but we have seen a decrease in students' growth in math over all. With the addition of 8th grade last year, it impacted our performance specifically in Social Studies and Science. Our subpopulations continue to need improvement in Reading and Math achievement, but do make some progress. On average, we want to see a 5% increase in each STAAR tested subject and grade level.
	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.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4
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.	2
5.3 Data-driven instruction.	2

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	Prior to this year, lesson plans were reviewed and feedback was given. However, it was apparent through the data and daily activities that students were not mastering the content. Therefore, the focus needs to be on the daily formative assesment coupled with the lesson plan in the form of exit tickets and aggressive monitoring. Now the feedback is focused on the rigor and alignment of the exit tickets to the lesson plans.	Teachers were focused on the whole class data, rather than specific student data to drive their instruction to include small groups, intervention and enrichment. Teachers and administration did not track data consistently to inform instruction.	

Desired Annual Outcome	Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches provide feedback on all exit tickets to ensure alignment. The principal reviews the feedback given, all in an effort to improve results and mastery across all grade levels. The administrative team loops back through walk throughs to observe the implementation of the exit tickets and data.	Each teacher will know individual student data and create action plans on a student by student basis by TEK.	
Barriers to Address During the Year	Teachers level of knowledge on how to write effective, open-ended exit tickets to monitor student mastery. The Instructional coaches skill and confidence in giving feedback on the exit tickets and content specific discussions. Exit tickets are submitted weekly with limited timeframe for feedback and corrections to resubmit before executing.	Teachers not anzalyzing data consistently to inform instruction that identify misconception, determine root cause and create effective plans based on this data. Corrective Action plans are need to be create in a timely manner. Principal needs to delegate tasks to include instructional coaches and assistant principal as a part of monitoring teachers' data and action plans.	
District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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

Date of ESF Diagnostic	October 8 2019	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches provide feedback on all exit tickets to ensure alignment. The principal reviews the feedback given, all in an effort to improve results and mastery across all grade levels. The administrative team loops back through walk throughs to observe the implementation of the exit tickets and data.	Each teacher will know individual student data and create action plans on a student by student basis by TEK	
Barriers to Address During the Year	There is a strong focus on the use of EXIT Tickets and aggressive monitoring of their use. While this provides information of student mastery on a targeted standard, it may bypass the effective planning of daily lessons focused on standards that are intentionally bundled for student mastery. Currently, campus instructional leaders ask for staff to turn in lesson plans and EXIT tickets on Friday. This timeframe requires for review and feedback to occur over the weekend. This limited time frame, does not provide ample time for campus instructional leaders to review lesson plans for alignment to the standards, the scope and sequence, and the expected level of rigor. The limited time frame also does not allow for feedback to be provided to teachers with sufficient time to adjust their lesson prior to delivery.	A barrier identified by the campus principal in the post observation conference was a lack of trust in some of the instructional processes being implemented. This creates a system of doubt and fear which prevents the principal from effectively delegating tasks. During the observed PLC meeting there was a strong emphasis on student performance data and limited focus on reasons that may have led to the student achievement results. There was no evidence of a corrective instruction action planning process to identify trends in student misconceptions, determine the root cause as to why students may not have learned a concept, and create plans to reteach.	
District Commitment Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Prioritized Focus Areas for Improvement	**Capacity Builder**

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 READING	Reading	District Interim	41	6	District Interim	41	25	STAAR	41		STAAR	44	
	Reading - SP	District Interim	41	0	District Interim	41	25					36	
3 MATH	Math	District Interim	44	26	District Interim	44	24	STAAR	44		STAAR	41	
	Math - SP	District Interim	44	0	District Interim	44	24					50	
4 READING	Reading	District Interim	56	55	District Interim	56	44	STAAR	56		STAAR	60	
	Reading - SP	District Interim	56	22	District Interim	56	44					47	
4 MATH	Math	District Interim	58	33	District Interim	58	46	STAAR	58		STAAR	63	
	Math - SP	District Interim	58	0	District Interim	58	46					47	
4 WRITING	Writing	District Interim	46	14	District Interim	46	16	STAAR	46		STAAR	46	
	Writing - SP	District Interim	46	11	District Interim	46	10					47	
5 READING	Reading	District Interim	57	12	District Interim	57	44	STAAR	57		STAAR	57	
5 MATH	Math	District Interim	64	68	District Interim	64	34	STAAR	64		STAAR	64	
5 SCIENCE	Science	District Interim	60	27	District Interim	60	34	STAAR	60		STAAR	60	
6 READING	Reading	District Interim	33	4	District Interim	33	12	STAAR	33		STAAR	33	
6 MATH	Math	District Interim	36	10	District Interim	36	8	STAAR	36		STAAR	36	
7 READING	Reading	District Interim	25	18	District Interim	25	15	STAAR	25		STAAR	25	
7 MATH	Math	District Interim	23	13	District Interim	23	5	STAAR	23		STAAR	23	
7 WRITING	Wrtiing	District Interim	38	26	District Interim	38	16	STAAR	38		STAAR	38	
8 READING	Reading	District Interim	58	22	District Interim	58	31	STAAR	58		STAAR	58	
8 MATH	Math	District Interim	35	0	District Interim	35	39	STAAR	35		STAAR	35	
8 ALG 1	Math	District Interim	76	55	District Interim	76	66	STAAR	82		STAAR	82	
8 SCIENCE	Science	District Interim	25	39	District Interim	25	31	STAAR	35		STAAR	35	
8 SOCIAL STUDIES	Social Studies	District Interim	9	9	District Interim	9	15	STAAR	52		STAAR	52	

Cycle 1 90-day Outcomes (September - November)		
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action 5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches provide feedback on all exit tickets to ensure alignment. The principal reviews the feedback given, all in an effort to improve results and mastery across all grade levels. The administrative team loops back through walk throughs to observe the implementation of the exit tickets and data. Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches provide feedback on all exit tickets to ensure alignment. The principal reviews the feedback given, all in an effort to improve results and mastery across all grade levels. The administrative team loops back through walk throughs to observe the implementation of the exit tickets and data.	Each teacher will know individual student data and create action plans on a student by student basis by TEK	
Desired 90-day Outcome Campus administration conducts weekly walkthroughs with feedback; Exit ticket submissions with feedback provided weekly;	Development of assessment calendar; creation of aligned unit assessments, disaggregate data and develop tracking system	
Barriers to Address During this Cycle Teachers not anzalyzing data consistently to purposefully plan. The campus has to print the district CBAs, which puts a financial burden on the campus.	Planning time dedicated for this practice. Teachers using other strategies to re-teach same content.	
District Actions for this Cycle 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.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitments Theory of Action If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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**
Consistently conduct weekly Professional Learning Communities	1,2	27-Aug-19	Weekly bulletin & agenda template	Laryn Nelson, Principal, Tabitha Palencia, Assistant Principal, Roxanne Vallejo, Instructional Coach; Jazmine Welch-Ptak, Instructional Coach	Weekly bulletin & agenda template	Ongoing	Met	Teachers will begin to lead the learning at PLCs and admin will monitor
All teachers create and submit Exit tickets two weeks in advance to allow time for feedback from campus leaders and revisions to be made.	1,2	ongoing	Laptops, sharepoint	Laryn Nelson, Principal, Tabitha Palencia, Assistant Principal, Roxanne Vallejo, Instructional Coach; Jazmine Welch-Ptak, Instructional Coach	Exit ticket & Lesson plan revisions	Ongoing	Some Progress	Ensuring submissions are submitted on time so feedback can be given with ample revision time.
Conduct Exit Ticket Training	1	17-Sep-19	Grade level/teacher created exit tickets; Exit ticket rubric, Unit Assessments	Laryn Nelson, Principal, Tabitha Palencia, Assistant Principal, Roxanne Vallejo, Instructional Coach; Jazmine Welch-Ptak, Instructional Coach	Existence of data tracking tool	Ongoing	Met	Continue to monitor and determine effectiveness using the data
Campus leaders and teachers review data to track and monitor progress of all students, specifically geared at progress in subpopulations.	1,2	22-Oct-19	Data tracking tool; individual student data	Teachers, Admin, Instructional Coaches	Campus Data Tracker; Individual student data; Assessment calendar	22-Oct-19	Met	Teachers are spiraling back TEKS where students performed the lowest and retest students.
Arrange weekly observation calendar to prioritize feedback to teachers with lower student mastery on assessments and documented in lesson plans.	1, 2	25-Oct-19	Data tracker, observtion calendars	Laryn Nelson, Principal Tabitha Palencia, Assistant Principal	Observation Outlook calendars	8-Nov-19	On Track	Continue to monitor
Provide instructional planning full days once every 9-wk period to ensure alignment and creation of assessments with grade level standards.	1, 2	27-Sep-19	pacing calendar, TEKs	Grade Level Teachers	Assessment Calendar; Exit tickets, lesson plans	September 27, 2019	On Track	Schedule our next pull-out for second semester

Did you achieve your desired 90-day outcome? Why or why not?	Yes we did because we were able to receive the Professional Development on exit tickets, consistently hold PLC meetings weekly and analyze our data from the CBAs and plan of action.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We have not, but we are making progress and have identified the content and grade level that need improvement. We have also began our tutoring and pull out sessions.	
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**
	Exit ticket feedback cycle, data analysis with subpopulation focus	DOK training , internal instructional rounds

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches provide feedback on all exit tickets to ensure alignment. The principal reviews the feedback given, all in an effort to improve results and mastery across all grade levels. The administrative team loops back through walk throughs to observe the implementation of the exit tickets and data. Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches provide feedback on all exit tickets to ensure alignment. The principal reviews the feedback given, all in an effort to improve results and mastery across all grade levels. The administrative team loops back through walk throughs to observe the implementation of the exit tickets and data.	Each teacher will know individual student data and create action plans on a student by student basis by TEK	
Desired 90-day Outcome	100% of the formative assessments and lesson plans are aligned with grade level TEKs; Increased rigor evident in exit tickets and instruction.	100% implementation of teacher action plans based on STAAR Simulation Data. Assessment data should show we are on track to meeting our goals in Domains 1, 2, and 3.	
Barriers to Address During this Cycle	Maintain quality and frequency of feedback from Instructional Coaches and administration.	Quality of action plan and monitoring of 100% implementation. Ensuring every student is accounted for in the Action Plan.	
District Actions for this Cycle	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.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
All teachers create and submit Exit tickets two weeks in advance to allow time for feedback from campus leaders and revisions to be made.	☑1 ☑2 ☑3	ongoing	Laptops, sharepoint	Laryn Nelson, Principal, Tabitha Palencia, Assistant Principal, Roxanne Vallejo, Instructional Coach; Jazmine Welch-Ptak, Instructional Coach	Exit ticket & Lesson plan revisions	Ongoing	Met	Maintain process
PLCs follow 9week cycle 1) Common assessment planning 2) Plan (K TEKS and exit tickets) 3) Exit ticket analysis and reteach; 4) Plan (TEKS & exit tickets); 5) Full data meeting on common assessment results.	☑1 ☑2 ☑3	Dec. 3, 2019	PLC calendar and PLC agendas	Classroom Teachers; ILT	PLC calendar and PLC agends; Principal observation of PLCs.	ongoing	Met	Need to identify specific students who need specific re-teach on a specific TEK
Quarterly meetings with district personnel to continue training staff on data-informed decisions to improve the instruction.	☑1 ☐2 ☐3	Dec. 3, 2019	Data trackers and assessment results	Distict Implementation Specialists and specialists from Research and Evaluation department	Agenda, weekly bulletin, calendar	ongoing	On Track	Need to request specifc assistance from district departments like BL and Special Education.
Conduct internal Instructional rounds with feedback on DOK and exit tickets	☑1 ☑2 ☐3	Jan. 14, 2020 Jan. 28, 2020 Feb. 13, 2020	Schedule for classes to visit, Walkthrough form, exit tickets	Laryn Nelson, Principal Classroom Teachers. Region 20 personnel	Exit ticket data reflects DOK levels at 2 or 3. Walkthrough feedback form	Jan. 14, 2020; Jan. 28, 2020 Feb. 13, 2020	Some Progress	We have had DOK walkthrough provided by ESC 20, but need to consider different plan for rounds
Provide one grade-level instructional planning full-day to ensure alignment and rigor with creation of assessments and exit tickets	☑1 ☑2 ☐3	Once in month of January	Data trackers and assessment results, instructional materials, agenda	Laryn Nelson, Principal	Unit assessments, exit tickets	ongoing	Met	None needed

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	We met most of them with the exception of internal instructional round with teachers.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No we did not because the assessment (2019 released STAAR) used had some material that has not yet been taught. And mid-year MAP data is done on the computer and resources with a tight timeline were limited.

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?	Instructional planning days, exit ticket submissions and feedback cycle	One-on-one data talks with students and teachers.

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches provide feedback on all exit tickets to ensure alignment. The principal reviews the feedback given, all in an effort to improve results and mastery across all grade levels. The administrative team loops back through walk throughs to observe the implementation of the exit tickets and data. Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit	Each teacher will know individual student data and create action plans on a student by student basis by TEK. Each teacher will know individual student data and create action plans on a student by student basis by TEK	
Desired 90-day Outcome	Teachers make adjustments to lesson plans based on recurring analysis of exit tickets.	68% Student Achievement, 60% Relative Performance, 65% Closing the Gap STAAR Data	
Barriers to Address During this Cycle	Administrative Team, as a whole, balancing time to ensure active monitoring of ALL planning and assessment protocols within the feedback coaching cycle.	Administrative Team, as a whole, balancing time to ensure active monitoring of ALL planning and assessment protocols within the feedback coaching cycle.	
District Actions for this Cycle	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.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
End of Year goal-setting conferences with Administration and students	1	February-March 2019	Student Data binders; student profiles, MAP data, benchmark results	Administration	Campus Student STAAR Data Sheet	March 31, 2019		
Arrange observation calendar to prioritize feedback to teachers with lower student mastery on assessments, specifically CBAs	1, 2	March-May 2019	Data tracker, obs calendars	Laryn Nelson, Principal Tabitha Palencia, Assistant Principal	Observation Outlook calendars	Ongoing		
Students and teachers track data for TEKs mastery and hold parent conferences with students who are not meeting data goals.	1, 2	End of March 2019	Classroom Student Data Tracker	Teachers, Students	calendars, sign in sheets	March 31, 2019		
Weekly one-to-one meetings with principal and ILT	1, 2	March-May 2019	ILT agendas	ILT	Agendas and feedback	May-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**

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	Teachers use recurring PLC meeting to collaborate and create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKs to plan for instruction, intervention and enrichment. The campus Instructional Coaches	Each teacher will know individual student data and create action plans on a student by student basis by TEK. Each teacher will know individual student data and create action plans on a student by student basis by TEK	
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 administration conducts weekly walkthroughs with feedback; Exit ticket submissions with feedback provided weekly;	Development of assessment calendar; creation of aligned unit assessments, disaggregate data and develop tracking system	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	
	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
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.
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
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	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