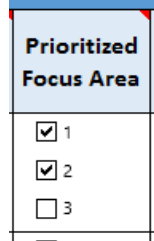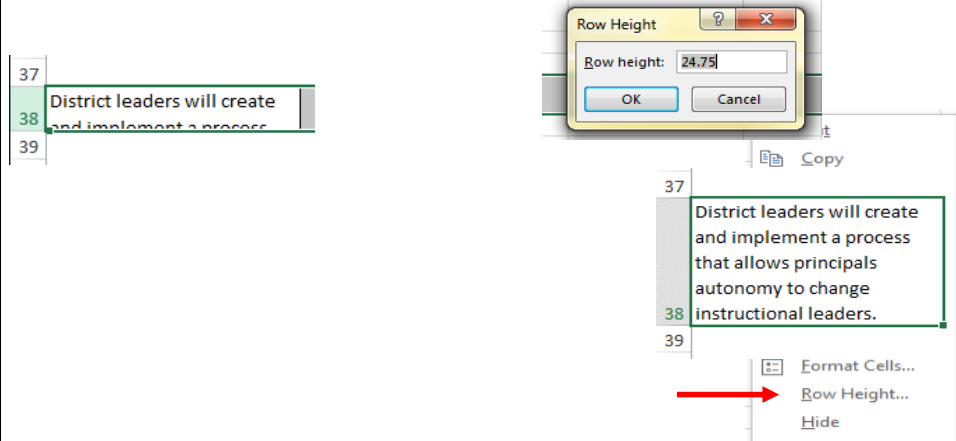## Campus Targeted Improvement Plan
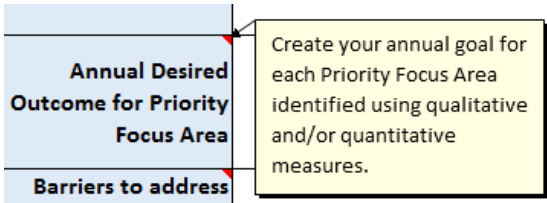
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at   https://tea.texas.gov/si/accountabilityinterventions/

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	San Antonio ISD	Campus Name	Bowden Elementary	Superintendent	Pedro Martinez	Principal	Yvonne Martinez
District Number	015907	Campus Number	015907147	District Coordinator of School Improvement (DCSI)	Doug Dawson	ESC Support	Jamie Goodwin ESC 20

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.	**Doug Dawson - 9/13/19**
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.	**Doug Dawson - 9/13/19**
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.	**B.Sparks - 9/13/19**
Board Approval Date	2019-11-11	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	The team has reviewed the data from 2018-2019 and set a campus overall goal of C. Domain I: D, Domain II(a): C, Domain III: C. To achieve this score, the goal is to increase the % of approached, meets and master by 10%, 12% and 5% respectively.
	What changes in student group and subject performance are included in these goals?	However, in order to get a C, the team will be need to monitor domain II (a) and domain III. The team has set a goal of increasing the number of students who meet their growth projection by 25 students in Math and 15 in Reading. The campus also needs to see increased performance in all sub-populations - specifically Eco Dis, ELL, and Hispanic. The goal for these subpopulations is aligned to the sub-pop target Eco Dis Reading & Math (33&36), ELL Reading & Math (29&40), and Hispanic (37&40),
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not Applicable

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 - Partially Implemented**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**1 - Not Yet Started**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**1 - Not Yet Started**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2 - Limited Implementation**
5.1 Objective-driven daily lesson plans with formative assessments.	**2 - Limited Implementation**

5.3 Data-driven instruction.		3 - Partially Implemented	
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	During 2018-2019, the campus did not follow the district instructional framework. In addition, there was no evidence of an instructional framework in math or reading. The campus focuses on PBL as a key pillar to learning; however, there was no process the ensure PBL units were aligned to standards. Teachers also showed very little consistency across instructional approach.	The data provides evidence the campus has historically struggled to provide high-quality tier I instruction. In order to address this gap, we want to develop systems and supports to build teacher and leader capacity around backwards design. These systems and supports will include differentiated PD and lesson plan feedback protocols.	The ESF self-assessment identified a lack of clear systems to analyze data and drive instruction. The campus had limited to no understanding of the accountability system.
Desired Annual Outcome	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that 85% of teachers will be implementing the curriculum with fidelity by the end of April.	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage Leadership, and Data Driven. Systems will include clear assessments aligned to standards, analysis protocols and intervention plans.
Barriers to Address During the Year	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaningfully adopt the new structures. There is also limited access to PD supporting this domain, and the campus has no exisiting PD aligned to support this domain.	Barriers: The historic performance of the campus . These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,	Barriers: The campus is just beginning the system design and development phase. The campus also struggles with EA 5.1 - which makes it difficult to aggregate formative data.
District Commitment Theory of Action:		If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.	

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
3	Reading	District Interim	27/9	15/3	District Interim	27/9	18/0	District Interim	27/9	12/6	STAAR	27/9	
3	Math	District Interim	25/8	18/0	District Interim	25/8	15/3	District Interim	25/8	27/9	STAAR	25/8	
4	Reading	District Interim	27/9	43/13	District Interim	27/9	24/8	District Interim	27/9	10/2	STAAR	27/9	
4	Math	District Interim	25/8	24/8	District Interim	25/8	43/13	District Interim	25/8	12/0	STAAR	25/8	
5	Reading	District Interim	27/9	16/10	District Interim	27/9	18/10	District Interim	27/9	18/12	STAAR	27/9	
5	Math	District Interim	25/8	18/10	District Interim	25/8	16/10	District Interim	25/8	15/4	STAAR	25/8	
4	Writing	District Interim	27/9	TBD	District Interim	27/9	N/A	District Interim	27/9	20/6	STAAR	27/9	
6	Reading	District Interim	27/9	8/3	District Interim	27/9	27/9	District Interim	27/9	22/7	STAAR	27/9	
6	Math	District Interim	25/8	27/9	District Interim	25/8	8/3	District Interim	25/8	30/2	STAAR	25/8	
						0			0			0	
5	Science	District Interim	29	TBD	District Interim	29	15/4	District Interim	29	20/6	STAAR	29	
7	Reading	District Interim	27/9	59/36	District Interim	27/9	28/2	District Interim	27/9	17/0	STAAR	27/9	
7	Math	District Interim	25/8	28/2	District Interim	25/8	59/36	District Interim	25/8	7/0	STAAR	25/8	
7	Writing	District Interim	10	TBD	District Interim	10	4	District Interim	10	15/5	STAAR	10	
						0			0				
8	Reading	District Interim	27/9	57/48	District Interim	27/9	57/48	District Interim	27/9	18/7	STAAR	#VALUE!	
8	Math	District Interim	25/8	35/0	District Interim	25/8	35/0	District Interim	25/8	9/2	STAAR	#VALUE!	
8	Social Studies	District Interim	24	TBD	District Interim	24	N/A	District Interim	24	15/2	STAAR	27	
8	Science	District Interim	13	TBD	District Interim	13	N/A	District Interim	13	10	STAAR	16	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that 85% of teachers will be implementing the curriculum with fidelity by the end of April.	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage Leadership, and Data Driven. Systems will include clear assessments aligned to standards, analysis protocols and intervention plans.
Desired 90-day Outcome	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an instructional framework 2) development of implementation fidelity protocols, 3) begin targeted walkthroughs. Outcome: 65% of teachers are implementing curriculum with fidelity	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an lesson plan expectations 2) development of lesson plan alignment protocols, 3) begin targeted walkthroughs. Outcome: 65% of teachers demonstrate lesson plan alignment	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) Identification of critical resources and supports 2) Identification and development of early stage systems and planning documents, 3) execution of a first data cycle based on the first interim assessments.
Barriers to Address During this Cycle	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaningfully adopt the new structures. There is also limited access to PD supporting this domain, and the campus has no exisiting PD aligned to support this domain.	Barriers: The historic performance of the campus . These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,	To ensure the campus teams are positioned to meet the 90 Day Outcomes, the district and partner will need to address the previously identified barriers though the following: Identify district assessment resources, Begin procurement process for PD/resource needs, and create opt-in/out foundational development opportunities.
District Actions for this Cycle	Develop a math and reading instructional framework; Create monitoring and walk through protocols and tools; conduct curriculum training	Develop a clear set of lesson plan expectations; Provide learning opportunties for teachers to understand alignment; Create a process for monitoring lesson plan alignment	Provide data driven training to build capacity amongst leadership; develop data analysis systems and debrief protocols (including master data tracker); Analyze performance data and create intervention plans;
District Commitments Theory of Action	If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.		

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**
Develop and instructional framework for reading and math		Aug-Sep	District Content Guides; Math & Reading Curriculum Resources	School Leader & Network Director	Instructional Framework	October 15th, 2019	Met	
Develop math and reading walkthrough process & protocols		Aug-Sep	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Look For Documents	October 15th, 2019	Met	
Set up and conduct instructional implementation debrief to identify trends and fidelity of implementation		Aug-Sep	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Team Meeting Agenda; Debrief Notes	October 15th, 2019	Met	
Develop a differentiated teacher support plan (align professional development and coaching to progress in instructional implementation)		Aug-Sep	2018 - 2019 Teacher Performance Data; Walkthough Data	Primary: School Leader (Support by Network Director)	Teacher Tiering Guide & Documents; Team Meeting Agenda	October 15th, 2019	Met	
Conduct Alignment 101 training; Develop and execute system for ensuring lesson plan alignment		Aug-Sep	TEKS, Lesson Plan Templates; Alignment PD	Network Director (Campus Instructional Teams)	PD Calendar; Lesson Plan Submissions	October 15th, 2019	Met	

Provide training on formative assessments and interims; review formative assessments for alignment and rigor		Aug-Sep	Data Driven	Campus Instructional Teams	PD Calendar; Assessment Submissions and Feedback	October 15th, 2019	Met	
Analyze data to create master STAAR data tracker; set campus, teacher, and student goals		Aug-Sep	2018-2019 Student Data; teacher performance data; Data Driven; Campus projections Data	Network Director (Campus Instructional Teams)	Master STAAR Data Tracker	October 15th, 2019	Met	
Develop Data Analysis / Action Planning Implementation Plan		Aug-Sep	Data Driven; Leadership Team Time; Debrief Protocols; Gates Templates	Network Director (Campus Instructional Teams)	Data Analysis Project Plan	October 15th, 2019	Met	
Conduct & Analyze Round 1 Interim Assessments		Aug-Sep	Interim Assessments; Data Analysis Protocols; Planning Time; Data Driven; Gates Templates	Network Director (Campus Instructional Teams)	PD Documents; Data Analysis Debrief Documents; Actions Plans	October 15th, 2019	Met	
Conduct 90 Day Step Back; Evaluate Progress Toward Intended Outcomes; Develop/Revise 90 Action Plan		Aug-Sep	Bowden Targeted Improvement Plan; Interim 1 Data; Master STAAR Tracker; ESF Assessment; Walkthrough	1882 Partner/Executive Director	Meeting Agenda; Step Back Protocol	October 25th, 2019	Met	

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?	The campus did not have 65% of teachers implementing the curriculum with fidelity. We believe this is due to a lack of focus in the communicated look fors and targeted walk throughs. This will be a focus areas as we implement walkthroughs over the next 90 days. The campus did hit all outcomes and action steps related to focus area #3.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The campus showed growth and meet the overall targetes for "Meets" standard; however, the campus fell short on the overall "Masters" target. Scores for 3rd grade reading and math were lagging due to academic gaps. There is also a significant opportunity to increase the approaches % in reading across grade levels.	
	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?	We will revise team roles and responsibilities in order to create more targeted focus across the lreadership teams.	We will revise team roles and responsibilities in order to create more targeted focus across the lreadership teams.

	Cycle 2 90-Day Outcomes (December-February)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that 85% of teachers will be implementing the curriculum with fidelity by the end of April.	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage Leadership, and Data Driven. Systems will include clear assessments aligned to standards, analysis protocols and intervention plans.
Desired 90-day Outcome	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 2) execute implementation fidelity protocols,	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) execution of lesson plan alignment protocols, 2) begin targeted walkthroughs.	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: All data is analyzed within 48 hrs of assessment; All action plans are created
Barriers to Address During this Cycle	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaningfully adopt the new structures. There is also limited access to PD supporting this domain, and	Barriers: The historic performance of the campus . These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,	To ensure the campus teams are positioned to meet the 90 Day Outcomes, the district and partner will need to address the previously identified barriers though the following: Identify district assessment resources, Begin procurement process for PD/resource needs, and create opt-in/out foundational development opportunities.
District Actions for this Cycle	Develop a math and reading instructional framework; Create monitoring and walk through protocols and tools; conduct curriculum training	Develop a clear set of lesson plan expectations; Provide learning opportunities for teachers to understand alignment; Create a process for monitoring lesson plan alignment	Provide data driven training to build capacity amongst leadership; develop data analysis systems and debrief protocols (including master data tracker); Analyze performance data and create intervention plans;
District Commitments Theory of Action	If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.		

	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**
Conduct Instructional Design Days #1 / 2(Rice University) for Campus Leadership and Network Schools (Instructional Priority Planning; PD Development; Data Review)		Nov - Dec	Instructional Guides from Academy for Urban School Leadership;	1882 Partner/Executive Director	Instructional Framework; Session Agenda	February 1st, 2020	Met	
Conduct math and reading walkthroughs (two walkthroughs for every 3-8th grade classroom)		Nov - Dec	Walkthrough Tool; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Outlook Calendars; Walkthrough Data	February 1st, 2020	Met	
Set up and conduct instructional implementation debrief to identify trends and fidelity of implementation		Nov - Dec	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Team Meeting Agenda; Debrief Notes	February 1st, 2020	Met	
Revise teacher support plan (align professional development and coaching to progress in instructional implementation)		Nov - Dec	2018 - 2019 Teacher Performance Data; Walkthough Data	Primary: School Leader (Support by Network Director)	Teacher Tiering Guide & Documents; Team Meeting Agenda	February 1st, 2020	Met	
Conduct Intervention training (with remediation for 101 aligment); Develop and execute system for ensuring lesson plan alignment		Nov - Dec	TEKS, Lesson Plan Templates; Alignment PD; Intervention PD; Intervention Planning Template	Network Director (Campus Instructional Teams)	PD Calendar; Intervention Plan Submissions	February 1st, 2020	Met	
Review formative assessments for alignment and rigor		Nov - Dec	Data Driven; Evaluation Rubric	Campus Instructional Teams	PD Calendar; Assessment Submissions and Feedback	February 1st, 2020	Met	

Analyze data to create master STAAR data tracker; set campus, teacher, and student goals		Nov - Dec	2018-2019 Student Data; teacher performance data; Data Driven; Campus projections Data	Network Director (Campus Instructional Teams)	Master STAAR Data Tracker	February 1st, 2020	Met
Execute Data Analysis Action Plan & Develop Intervention / Teacher Actions Plans		Nov - Dec	Data Driven; Leadership Team Time; Debrief Protocols; Gates Templates	Network Director (Campus Instructional Teams)	Data Analysis Project Plan	February 1st, 2020	Met
Conduct & Analyze Round 2 Interim Assessments		Nov - Dec	Interim Assessments; Data Analysis Protocols; Planning Time; Data Driven; Gates Templates	Network Director (Campus Instructional Teams)	PD Documents; Data Analysis Debrief Documents; Actions Plans	February 1st, 2020	Met
Conduct 90 Day Step Back; Evaluate Progress Toward Intended Outcomes; Develop/Revise 90 Action Plan		Nov - Dec	Bowden Targeted Improvement Plan; Interim 1 Data; Master STAAR Tracker; ESF Assessment; Walkthrough	1882 Partner/Executive Director	Meeting Agenda; Step Back Protocol	February 14th, 2020	Met

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	The campus did not have 85% of teachers implementing the curriculum with fidelity. This area of growth can be narrowed to 4th and 6th grade. This will continue to be a focus areas we bring on additional capacity and narrow targeted support of administration. The campus continued to hit all outcomes and action steps related to focus area #3.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The campus MAP data showed adequate growth in most grade levels. However, the campus fell short on the overall "Meets" and "Masters" target. Scores for 3rd grade reading and math continue to lag due academic gaps.

	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?	None	None

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage
Desired 90-day Outcome	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 2) execute implementation fidelity protocols,	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) execution of lesson plan alignment protocols, 2) begin targeted walkthroughs.	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: All data is analyzed within 48 hrs of assessment; All action plans are created
Barriers to Address During this Cycle	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaginfully adopt the new structures. There is also limited access to PD supporting this domain, and	Barriers: The historic performance of the campus . These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,	To ensure the campus teams are positioned to meet the 90 Day Outcomes, the district and partner will need to address the previously identified barriers though the following: Identify district assessment resources, Begin procurement process for PD/resource needs, and create opt-in/out foundational development opportunities.
District Actions for this Cycle	Develop a math and reading instructional framework; Create monitoring and walk through protocols and tools; conduct curriculum training	Develop a clear set of lesson plan expectations; Provide learning opportunities for teachers to understand alignment; Create a process for monitoring lesson plan alignment	Provide data driven training to build capacity amongst leadership; develop data analysis systems and debrief protocols (including master data tracker); Analyze performance data and create intervention plans;
District Commitments Theory of Action	If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.		

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**
Conduct Instructional Design Days #3 / 4 (Rice University) for Campus Leadership and Network Schools (Instructional Priority Planning; PD Development; Data Review)		Feb - Mar	Instructional Guides from Academy for Urban School Leadership;	1882 Partner/Executive Director	Instructional Framework; Session Agenda	February 1st, 2020		
Conduct math and reading walkthroughs (two walkthroughs for every 3-8th grade classroom)		Feb - Mar	Walkthrough Tool; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Outlook Calendars; Walkthrough Data	February 1st, 2020		
Set up and conduct instructional implementation debrief to identify trends and fidelity of implementation		Feb - Mar	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Team Meeting Agenda; Debrief Notes	February 1st, 2020		
Revise teacher support plan (align professional development and coaching to progress in instructional implementation)		Feb - Mar	2018 - 2019 Teacher Performance Data; Walkthough Data	Primary: School Leader (Support by Network Director)	Teacher Tiering Guide & Documents; Team Meeting Agenda	February 1st, 2020		
Conduct Intervention training (with remediation for 101 aligment); Develop and execute system for ensuring lesson plan alignment		Feb - Mar	TEKS, Lesson Plan Templates; Alignment PD; Intervention PD; Intervention Planning Template	Network Director (Campus Instructional Teams)	PD Calendar; Intervention Plan Submissions	February 1st, 2020		
Review formative assessments for alignment and rigor		Feb - Mar	Data Driven; Evaluation Rubric	Campus Instructional Teams	PD Calendar; Assessment Submissions and Feedback	February 1st, 2020		
Analyze Iterim 3 (STAAR Simulation/MAP) data to create master STAAR data tracker; set campus, teacher, and student goals		Feb - Mar	2018-2019 Student Data; teacher performance data; Data Driven; Campus projections Data	Network Director (Campus Instructional Teams)	Master STAAR Data Tracker	February 1st, 2020		

STAAR Remediation / Retest Plan: Execute Data Analysis Action Plan & Develop Intervention / Teacher Actions Plans		Mar - May	STAAR Test 1 Data; Master Data STAAR Tracker; Intervention Planning Documents	Network Director (Campus Instructional Teams)	Data Analysis Project Plan	February 1st, 2020	
ESF Assessment; Debrief & Action Planning; Priority Identification		April	ESF Assessment Provider	ESC 20 / Network Directors	ESF Assessment Tool; Debrief Protocol	February 1st, 2020	
Conduct 90 Day Step Back; Evaluate Progress Toward Intended Outcomes; Develop/Revise 90 Action Plan		Mar - May	Bowden Targeted Improvement Plan; Interim 1 Data; Master STAAR Tracker; ESF Assessment; Walkthrough	1882 Partner/Executive Director	Meeting Agenda; Step Back Protocol	February 14th, 2020	

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	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	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage
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	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an instructional framework 2)	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an lesson plan expectations 2) development of lesson plan	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) Identification of critical resources and supports 2) Identification and
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	If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.		

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?	

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.
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