

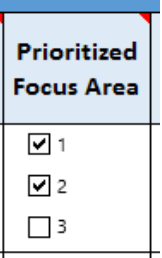
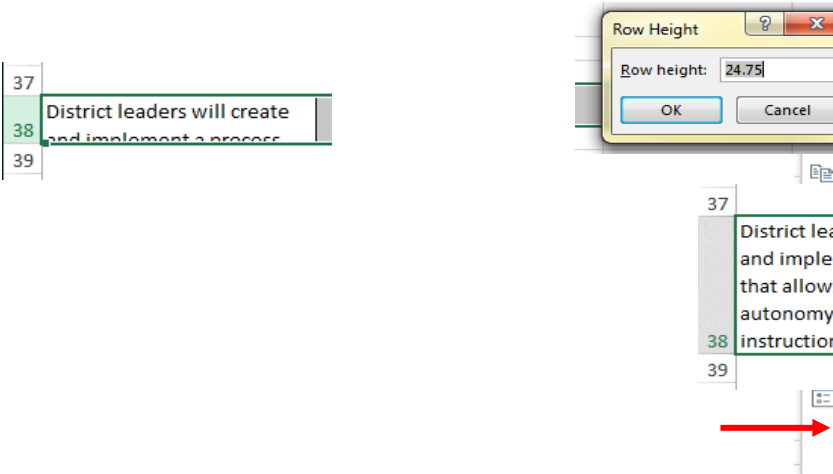
Campus Targeted Improvement Plan

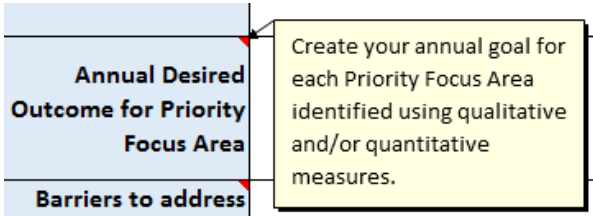
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at

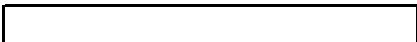
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- 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.

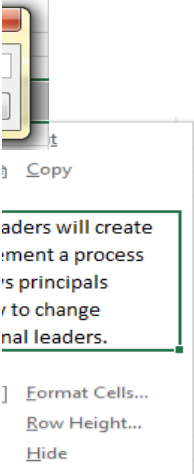
Feature/Tip	Explanation	Screenshots
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the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

<p>Viewing cell tips</p>	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-ed640612b</p>



<https://tea.texas.gov/si/accountabilityinterventions/>

not



A screenshot of a spreadsheet context menu. The menu is open, showing options: Copy, Format Cells..., Row Height..., and Hide. A text box with a green border is overlaid on the menu, containing the text: "Leaders will create a process to change school leaders."

Unhide

[-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-dc2](#)

Campus Information					
District Name	San Antonio Independent School District	Campus Name	Cooper Academy at Navarro	Superintendent	Pedro Martinez
District Number	015907	Campus Number	015907024	District Coordinator of School Improvement (DCSI)	Daniel Girard

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.
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
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.
Board Approval Date	2019-11-11

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 73 (Approaches 46, Meets 18, Masters 5) Domain 2
	What changes in student group and subject performance are included in these goals?	Domain 1: All students approaches increase 1% for Approaches, me meets or above by 35% for all student group and continuously enr

If applicable, what goals has your campus set for CCMR and Graduation Rate?

CCMR Goal 30 Graduation rate 64

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

1.1 Develop campus instructional leaders with clear roles and responsibilities.

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

5.1 Objective-driven daily lesson plans with formative assessments.

5.3 Data-driven instruction.

Prioritized Focus Area #1

Prioritized Focus Area #2

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.

Rationale

Campus teachers and administrators conducted planning sessions using multiple curriculum resources. The core content teachers did not follow a specified year-long scope and sequence; variations of content planning resources occurred. Administrators changed the PLC calendar for the 2019-2020 school year to meeting weekly. All teachers will use an

Continuous monitoring and training for campus teachers on common formative assessments, backwards planning and lesson plan development process for planning formative assessments and consistent use of assessment tools.

Desired Annual Outcome

Campus teachers will conduct planning sessions using approved curriculum resources. The core content teachers did will follow a specified year-long scope and sequence; variations of content planning resources will not occur. Administrators will verify that the PLC calendar for the 2019-2020 school year are meeting weekly. All teachers will use an

Teachers use recurring common planning periods to develop common assessments, exit tickets. Well defined teacher to administrator assessment administration, lesson plan development and classroom

Barriers to Address During the Year	Common formats for all scope and sequences, uniform curriculum resources and defined process for conducting planning sessions. Consistency across content areas.	Fully functioning assessment tool (Perfromance Unify). Staff ti system. Focus on maintaining common campus procedures fo monitoring and ensuring that all teachers adhere to establishe
District Commitment Theory of Action:		If the San Antonio Independent School District provides effective policies and practices that support e curriculum and assessments and provides schools with access to social, emotional and academic de district provides the campus with adequate funding and control over their budget ensuring access to t campus aim of increased student academic performance and increased student graduates.
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic v		
Date of ESF Diagnostic		2019-10-02
Prioritized Focus Area #1		Prioritized Focus Area #2
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 assessm
Desired Annual Outcome	Campus teachers will conduct planning sessions using approved curriculum resources. The core content teachers did will follow a specified year-long scope and sequence; variations of content planning resources will not occur. Administrators will verify that the PLC calendar for the 2019-2020 school year are meeting weekly. All teachers will use an	Teachers use reoccurring common planning periods to develop assessments, exit tickets. Well defined teacher to administrat assessment administration, lesson plan development and class
Barriers to Address During the Year	Common formats for all scope and sequences, uniform curriculum resources and defined process for conducting planning sessions. Consistency across content areas.	Fully functioning assessment tool (Perfromance Unify). Staff ti system. Focus on maintaining common campus procedures fo monitoring and ensuring that all teachers adhere to establishe
District Commitment Theory of Action		If the San Antonio Independent School district provides the campus with a standards-aligned guarant by item and student level and ensures access to high-quality common formative assessment resource
Prioritized Focus Areas for Improvement	Capacity Builder	

4.1	The teachers are provided time throughout the day to plan lessons and assessments with a district scope and sequence, assessments and assessment buildi
5.1	Campus instructional leaders will conduct regular walk-throughs and observations throughout the classrooms and provide routine and continuous feedback

Principal	Robert Loveland
ESC Support	Cynthia Zaragoza
Daniel Girard Sept. 23, 2019	
Daniel Girard Sept. 23, 2019	
Robert Loveland Sept. 23, 2019	
<p>?: Not rated Domain 3: 67</p>	
<p>ets increase 1%, and masters increase 1% Domain 2: Not evaluated Domain 3: Academic Achievement for Reading and Math increase olled student group. Federal Graduation rate state increase by more than 70% for all students and hispanic student groups.</p>	

Diagnostic)	
This section	
Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
	3
	3
	4
	4
	2
	3
	Prioritized Focus Area #3
ents.	
Content planning, development. Refine all functioning	
Lessons, formative or feedback loops for classroom observations.	

<p>ranining on the new r feedback, planning, d timelines.</p>	
<p>ffective instructional practices in schools and ensures that the campus has access to state standards aligned to resources for velopment and recognizes the unique needs of low performing schools and provides flexibility to address those needs and the he necessary resources for implementation of the campus improvement plan then Cooper Academy will be able to meet their</p>	
<p>with an ESF Facilitator)</p>	
<p>Prioritized Focus Area #3</p>	
<p>ents.</p>	
<p>lessons, formative or feedback loops for sroom observations.</p>	
<p>ranining on the new r feedback, planning, d timelines.</p>	
<p>eed and viable curriculum (GVC) and scope and sequence, provides a data assessment platform to capture assessment data es aligned to state standards for all tested areas and has effective systems for identifying and supporting struggling</p>	

ng tools, curricular resources with key ideas, essential questions, materials and content rich texts.

loops with campus teachers.

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.5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	Campus teachers will conduct planning sessions using approved curriculum resources. The core content teachers did will follow a specified year-long scope and sequence; variations of content planning resources will not occur.	Teachers use reoccurring common planning periods to develop lessons, formative assessments, exit tickets. Well defined teacher to administrator feedback loops for assessment administration, lesson plan development and classroom observations.Teachers	
Desired 90-day Outcome	The core content teachers will lesson plan and create formative assessments using the first 60 days of the year-long scope and sequence; variations of content planning resources will not occur. Administrators will verify that the	Teachers develop exit tickets and assessments during PLC and then submit them to campus administrators for review of alignment and rigor weekly. Teachers modify exit tickets prior to implementation. On going administrator to teacher feedback sessions occur weekly.	
Barriers to Address During this Cycle	Common formats for all scope and sequences, uniform curriculum resources and defined process for conducting planning sessions. Consistency across content areas.	Defined PLC protocol. Maintain fidelity to the campus process.	
District Actions for this Cycle	Principal supervisor will hold monthly Principals PLN trainings focused on Continuous School Improvement model. The principals supervisor will hold monthly one to one coaching sessions with the campus principal. Topics for	Principal supervisor provides monthly coaching sessions focusing on analysis of administration feedback and teacher responses. During the coaching sessions the principals supervisor provides continuous training and review of campus Theory of Action. Topics of	
District Commitments Theory of Action	If the San Antonio Independent School district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, provides a data assessment platform to capture assessment data by item and student level and ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and has effective systems for identifying and supporting struggling learners, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.		

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
Establishment of recurring weekly campus leadership team meetings. Conduct leadership meetings weekly on Tuesdays. Required attendees will be department chairs, testing coordinator, administration, social worker and counselor.	2	09/27/2019	calendar, agendas and minutes	Principal	calendar, agendas and minutes	on-going	On Track	Continue will schedule and format of meeting; focus areas of curriculum and instruction.
Establishment of recurring weekly content professional learning community meetings. Conduct departmental planning meetings covering student assignments, analyzing students testing data, creating lesson plans, formative	1	09/27/2019	calendar, agendas and minutes	Principal	calendar, agendas and minutes	on-going	On Track	Continue will schedule and format of meeting; focus areas of curriculum and instruction. Planning ground
Create common process and agendas for Professional Learning Communities. Develop and implement a common process and routine actionable agenda items that are covered routinely (curriculum, instruction and assessments).	1 & 2	09/27/2019	calendar, agendas and minutes	ILT	PD materials, calendar, agendas and minutes	09/27/2019	On Track	Continue to use agendas, recording of minutes and posting minutes on sharepoint.
Conduct common professional planning sessions for remediation and student interventions for the following content areas: English 1 and English 2, Algebra 1, Biology and US History. Provided on evenings and Saturdays.	1 & 2	08/19/2019 - 11/22/2019	calendar, agendas and minutes	ILT	calendar, agendas, assessments, lesson plans and minutes	on-going	On Track	Math, English, Science and Social Studies have all held at least 1 program review and planning activity on Saturdays.
Finalization of data tracking tool. Create a campus wide student TEKS data tracking chart that can be posted in the classrooms that shows which TEKS the students are mastering.	1	09/20/2019	data tracking tool	ILT	data tracking tool	09/27/2019	Significant Progress	Core departments have developed and utilize data tracking instrument for student performance on
Teachers and instructional department heads use the data tracker for all common assessments and unit tests.	1 & 2	08/19/2019 - 11/22/2019	data tracking tool, common assessments, lesson plan	ILT	assessment data, tracking tools, lesson plans	on-going	Significant Progress	Continue the use of student data tracker.
Teachers and instructional department heads use the data generated through the use of the data tracker to plan during the PLCs.	1 & 2	08/19/2019 - 11/22/2019	data tracking tool, PLC agendas and minutes	ILT	calendar, agendas, assessments, lesson plans and minutes	on-going	Significant Progress	Continue the use of student data tracker and use during the departmental planning sessions.

Instructional leadership team meet to analyze test results generated by the implementation of recurring bi-weekly mini formative assessments to drive instructional planning.	1	08/19/2019 - 11/22/2019	data tracking spreadsheet, PLC agendas, assessments and standards of test materials	ILT	calendar, agendas, assessments, lesson plans and minutes	on-going	Significant Progress	Continue meeting schedule, lesson plan development based on student performance analysis.
Campus administration will provide written feedback on daily exit tickets and formative assessments. Subject area teachers will submit exit tickets (formative assessments) to their administrator for review every two weeks. the Campus administration will provide written feedback on classroom walk-throughs weekly. All walk-throughs will contain observed evidence, prompts for instructional dialogue and research evidence.	1 & 2	08/19/2019 - 11/22/2019	PLC agendas, exit tickets, assessments and tested standards	Principal	exit tickets and assessments with written feedback	on-going	Significant Progress	Continue process.
Algebra 1, English 1 and 2, Biology and US History will administer a benchmark exam at the end of each 9 week	1 & 2	10/1/2019 - 10/11/2019	data tracking tool, common assessments, lesson plan	ILT	assessment data, tracking tools, lesson plans	10/21/2019 - 10/25/2019	On Track	

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, by department the teachers are utilizing the same curriculum tools and guides to plan lessons and assessments. Teacher are submitting formative assessments and lesson plans to their campus administrator for review every two weeks.			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Yes our student performance on the all five tested areas (English 1, English 2, Biology, Algebra 1 and US History) exceeded the meets and masters goals for the first benchmark.			
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			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Carryover Milestones</td> <td style="width: 50%; text-align: center;">New Milestones</td> </tr> <tr> <td>We will continue to use the strategies and practices above for the second cycle.</td> <td>Two new milestones to carry over: tested core areas will conduct two and three week EOC blitz sessions and second creation of formative assesement rubric accomplished; however, refine of rubric to accurately reflect student content acquisition.</td> </tr> </table>	Carryover Milestones	New Milestones	We will continue to use the strategies and practices above for the second cycle.
Carryover Milestones	New Milestones			
We will continue to use the strategies and practices above for the second cycle.	Two new milestones to carry over: tested core areas will conduct two and three week EOC blitz sessions and second creation of formative assesement rubric accomplished; however, refine of rubric to accurately reflect student content acquisition.			

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.5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	Campus teachers will conduct planning sessions using approved curriculum resources. The core content teachers did will follow a specified year-long scope and sequence; variations of content planning resources will not occur.	Teachers use reoccurring common planning periods to develop lessons, formative assessments, exit tickets. Well defined teacher to administrator feedback loops for assessment administration, lesson plan development and classroom observations.Teachers	
Desired 90-day Outcome	The core content teachers will lesson plan and create formative assessments using the second 60 days of the year-long scope and sequence; variations of content planning resources will not occur. Administrators will verify that the	Teachers developed exit tickets and assessments during PLC are routinely and consistently submitted to campus administrators for review of alignment and rigor weekly. Teachers consistently use the administratiions recommendationf for exit tickets modification.	
Barriers to Address During this Cycle	Common formats for all scope and sequences, uniform curriculum resources and defined process for conducting planning sessions. Consistency across content areas.	Maintain quality, frequent feedback from campus administration and instructional department chairs.	
District Actions for this Cycle	Principal supervisor will hold monthly Principals PLN trainings focused on Continuous School Improvement model. The principals supervisor will hold monthly one to one coaching sessions with the campus principal. Topics for	Principal supervisor provides monthly coaching sessions focusing on analysis of administration feedback and teacher responses. During the coaching sessions the principals supervisor provides continuous training and review of campus Theory of Action. Topics of	
District Commitments Theory of Action	If the San Antonio Independent School district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, provides a data assessment platform to capture assessment data by item and student level and ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and has effective systems for identifying and supporting struggling learners, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.		

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
Weekly campus leadership team meetings. Planning for interventions, student activities, professional development opportunities and campus calendar updates.	3	12/02/2019 - 02/28/2020	calendar, agendas and minutes	Principal	calendar, agendas and minutes	02/21/2020	On Track	
Weekly content professional learning community meetings organized and facilitated by content department chair focusing on curriculum, instruction and assessments.	3	12/02/2019 - 02/28/2020	calendar, agendas and minutes	Principal	calendar, agendas and minutes	02/21/2020	Significant Progress	Transition to Department Chair led in progress. Meeting with AP and DC will occur prior to PLC to set agenda.
Conduct common professional planning sessions for remediation and student interventions for the following content areas: English 1 and English 2, Algebra 1, Biology and US History. Provided on evenings and Saturdays.	1 & 2	12/02/2019 - 02/28/2020	calendar, agendas and minutes	ILT	PD materials, calendar, agendas and minutes	02/21/2020	Significant Progress	Math (1) and English (2) departments have met on 3 total Saturdays.
Teachers and instructional department heads use the data tracker for all common assessments and unit tests. Teacher will analyze student test results and post TEKS that have been mastered on the assessment. The TEKS standards that	1 & 2	12/02/2019 - 02/28/2020	calendar, agendas and minutes	ILT	calendar, agendas, assessments, lesson plans and minutes	02/21/2020	On Track	
Teachers and instructional department heads use the data generated through the use of the data tracker to plan during the PLCs.	1 & 2	12/02/2019 - 02/28/2020	data tracking tool, PLC agendas and minutes	ILT	calendar, agendas, assessments, lesson plans and minutes	02/21/2020	On Track	
Instructional leadership team meet to analyze test results generated by the implementation of recurring bi-weekly mini formative assessments to drive instructional planning.	3	12/02/2019 - 02/28/2020	data tracking spreadsheet, PLC agendas, assessments and standards of test materials	ILT	calendar, agendas, assessments, lesson plans and minutes	02/21/2020	Some Progress	Develop expectations and formalize process. Intergrate this step with Department Chair and Assistant Principal pre-planning
Campus administration will provide written feedback on daily exit tickets and formative assessments. Subject area teachers will submit exit tickets (formative assessments) to their administrator for review every two weeks. The	1, 2 & 3	12/02/2019 - 02/28/2020	PLC agendas, exit tickets, assessments and tested standards	Principal	exit tickets and assessments with written feedback	02/21/2020	On Track	

Campus administration will provide written feedback on classroom walk-throughs weekly. All walk-throughs will contain observed evidence, prompts for instructional dialogue and research evidence.	1, 2 & 3	12/02/2019 - 02/28/2020	walk-throughs, walk-through data tracking spreadsheet	Principal	walk-throughs, walk-through data tracking spreadsheet	02/21/2020	Significant Progress	Include greater specificity to instructional advice.
Algebra 1, English 1 and 2, Biology and US History will administer a benchmark exam at the end of each 9 week cycle. The benchmark exam results will be used to determine student progress of learning the TEKS standards.	1 & 2	11/04/2019-11/08/2019	data tracking tool, common assessments, lesson plan	ILT	assessment data, tracking tools, lesson plans	11/11/2019-11/15/2019	On Track	

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes, we were able to exceed our EOC passing (Approaches, Meets and Masters) results from the December 2018 administration in all areas. Increases of +22% Algebra 1, +5% Biology, +14% US History, +20% English 1 and +5% English 2.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Yes, we were able to exceed our Meets and Masters goal for three of the five tested areas (Algebra 1, Biology, English 2). We did not achieve our Meets and Masters goal for English 1 and US History. We missed our goal for English 1 by 1% and US History by 30%.	
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
	We will continue to use the strategies and practices above for the third cycle.	No new milestones. We will continue to carry over the existing milestones.

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	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily	
Desired Annual Outcome	Campus teachers will conduct planning sessions using approved curriculum	Teachers use reoccurring common planning periods to develop lessons, formative	
Desired 90-day Outcome	The core content teachers will lesson plan and create formative assessments	Teachers developed exit tickets and assessments during PLC are routinely and consistently	
Barriers to Address During this Cycle	Common formats for all scope and sequences, uniform curriculum resources and defined process for conducting planning sessions. Consistency across	Time management of the instructional leadership team, systems to prioritize the PLCs.	
District Actions for this Cycle	Principal supervisor will hold monthly Principals PLN trainings focused on Continuous School Improvement model. The principals supervisor will hold	Principal supervisor provides monthly coaching sessions focusing on analysis of administration feedback and teacher responses. During the coaching sessions the principals	
District Commitments Theory of Action	If the San Antonio Independent School district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, provides a data assessment platform to capture assessment data by item and student level and ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and has effective systems for identifying and supporting struggling learners, then Cooper Academy will be able to meet their campus aim of increased student academic performance and increased student graduates.		

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	
Weekly campus leadership team meetings. Planning for interventions, student activities, professional development	3	03/02/2020 - 05/27/2020	calendar, agendas and minutes	Principal	calendar, agendas and minutes	05/20/2020			
Weekly content professional learning community meetings organized and facilitated by content department chair	3	03/02/2020 - 05/27/2020	calendar, agendas and minutes	Principal	calendar, agendas and minutes	05/20/2020			
Conduct common professional planning sessions for remediation and student interventions for the following Teachers and instructional department heads use the data tracker for all common assessments and unit tests. Teacher will analyze student test results and post TEKS that have been mastered on the assessment. The TEKS standards that Teachers and instructional department heads use the data generated through the use of the data tracker to plan during the PLCs.	1 & 2	03/02/2020 - 05/27/2020	calendar, agendas and minutes	ILT	PD materials, calendar, agendas and minutes	05/20/2020			
	1 & 2	03/02/2020 - 05/27/2020	calendar, agendas and minutes	ILT	calendar, agendas, assessments, lesson plans and minutes	05/20/2020			
	1 & 2	03/02/2020 - 05/27/2020	data tracking tool, PLC agendas and minutes	ILT	calendar, agendas, assessments, lesson plans and minutes	05/20/2020			
Instructional leadership team meet to analyze test results generated by the implementation of recurring bi-weekly mini formative assessments to drive instructional planning.	3	03/02/2020 - 05/27/2020	data tracking spreadsheet, PLC agendas, assessments and standards of test materials	ILT	calendar, agendas, assessments, lesson plans and minutes	05/20/2020			
Campus administration will provide written feedback on daily exit tickets and formative assessments. Subject area teachers will submit exit tickets (formative assessments) to their administrator for review every two weeks. the	1, 2 & 3	03/02/2020 - 05/27/2020	PLC agendas, exit tickets, assessments and tested standards	Principal	exit tickets and assessments with written feedback	05/20/2020			
Campus administration will provide written feedback on classroom walk-throughs weekly. All walk-throughs will	1, 2 & 3	03/02/2020 - 05/27/2020	walk-throughs, walk-through data tracking spreadsheet	Principal	walk-throughs, walk-through data tracking spreadsheet	05/20/2020			
Algebra 1, English 1 and 2, Biology and US History will administer a benchmark exam at the end of each 9 week	1 & 2	02/24/2020 - 03/05/2020	data tracking tool, common assessments, lesson plan	ILT	assessment data, tracking tools, lesson plans	03/16/2020 - 03/20/2020			

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	

END OF YEAR REFLECTION		
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3

Essential Action			
Desired Annual Outcome		Teachers use reoccurring common planning periods to develop lessons, formative	Common formats for all scope and sequences, uniform curriculum resources and defined
Did the campus achieve the desired outcome? Why or why not?			

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