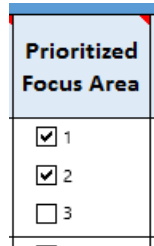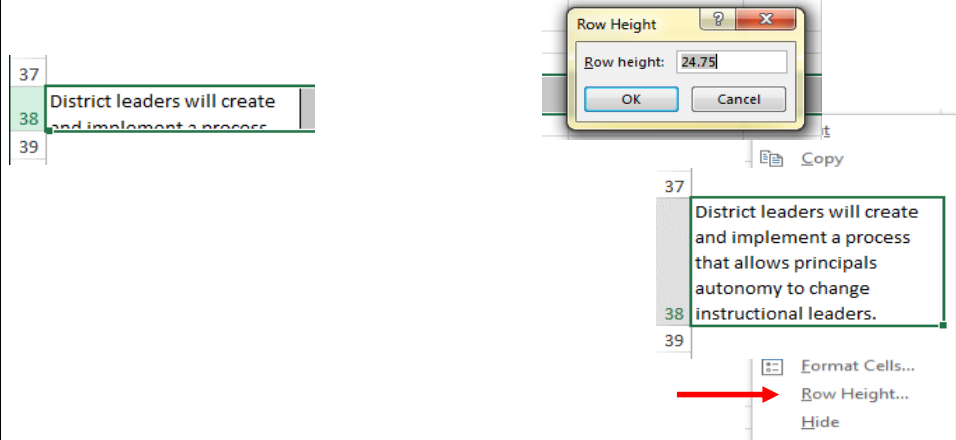## Campus Targeted Improvement Plan
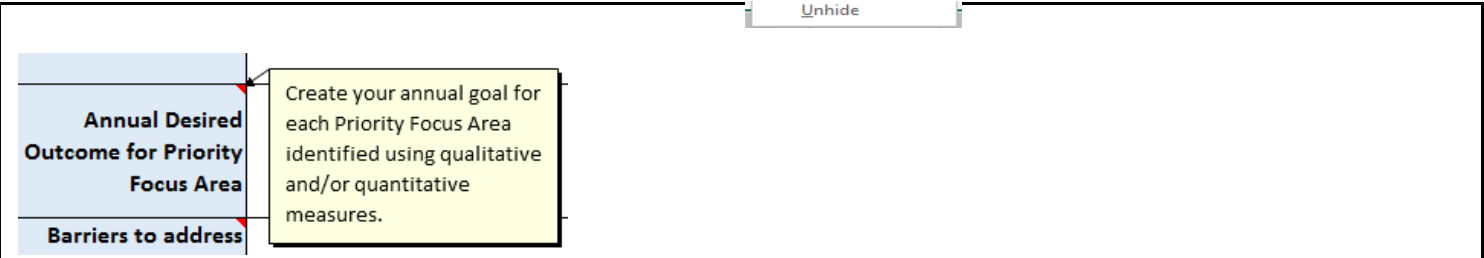
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at   https://tea.texas.gov/si/accountabilityinterventions/
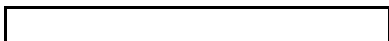
Please complete all sections of the Cycles 1, 2, and 3 tabsexcept:

- 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 cycleprior 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.	Unhide **Annual Desired Outcome for Priority Focus Area** — Create your annual goal for each Priority Focus Area identified using qualitative and/or quantitative measures. **Barriers to address**
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	Douglass Academy	Superintendent	Pedro Martinez	Principal	Dr. Stephanie Ratliff
District Number	015907	Campus Number	000000119	District Coordinator of School Improvement (DCSI)	Mr. Daniel Girard	ESC Support	Maru A. Falletich

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.	**Daniel Girard 9/10/2019**
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.	**Daniel Girard 9/10/2019**
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.	**Dr. Stephanie Ratliff, 9/10/2019**
Board Approval Date	2019-11-11	

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Domain 1: 75 Domain 2: 85 Domain 3: 70
Data Analysis Questions	What changes in student group and subject performance are included in these goals?	Across all three domains our student outcomes were below where they were expected, therefore we set aggressive student outcomes and are expecting over 20 percent increases in all 3 domains (domain 1: +20, domain 2: +29, domain: +23).
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2
5.1 Objective-driven daily lesson plans with formative assessments.	2

5.3 Data-driven instruction.			**2**	
	Prioritized Focus Area #1	**Prioritized Focus Area #2**		**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.		
Rationale	Although the District provides a year-long pacing guide, student assessments (to include daily checks of understanding) are not readiness aligned to TEKS. Students are not being assessed on a regular basis despite school-wide protocols surrounding backward planning and assessment.	PLCs are meeting weekly, but are still working on data-focused adjustments to instruction based on individual student needs. Processes are set in place for analyzing student assessment data, to include real-time data, but have not been regularly monitored holding teachers accountable to student achievement.		
Desired Annual Outcome	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS)	Teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data.		
Barriers to Address During the Year	There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in grades 2-8 (and a new instructional coach), there is time needed for professional development, modeling, and coaching. Administration struggles to balance the monitoring of ALL processes with planning and assessment.	There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in grades 2-8 (and a new instructional coach), there is time needed for professional development, modeling, and coaching. Even with teachers not new to campus, there could be elements of sabotage (either intentionally through fixed mindsets or unintentionally through compliance). Administration struggles to balance the monitoring of ALL processes with planning and assessment.		
District Commitment Theory of Action:		If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

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

Date of ESF Diagnostic	10/1/19			
	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	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS)	Teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data.		
Barriers to Address During the Year	There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in grades 2-8 (and a new instructional coach), there is time needed for professional development, modeling, and coaching. Administration struggles to balance the monitoring of ALL processes with planning and assessment.	There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in grades 2-8 (and a new instructional coach), there is time needed for professional development, modeling, and coaching. Even with teachers not new to campus, there could be elements of sabotage (either intentionally through fixed mindsets or unintentionally through compliance). Administration struggles to balance the monitoring of ALL processes with planning and assessment.		
District Commitment Theory of Action		If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

Prioritized Focus Areas for Improvement	Capacity Builder
5.1 Objective-driven daily lesson plans with formative assessments.	None at this time
5.3 Data-driven instruction.	None at this time

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level (Achievement Level: Meets Grade 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	Benchmark	30	9	State Interim	35	11	Benchmark	45		STAAR	45	
4	Reading	Benchmark	30	33	State Interim	40	23	Benchmark	45		STAAR	45	
5	Reading	Benchmark	30	2	State Interim	35	13	Benchmark	45		STAAR	45	
6	Reading	Benchmark	30	22	State Interim	40	11	Benchmark	45		STAAR	45	
7	Reading	Benchmark	30	35	State Interim	40	29	Benchmark	45		STAAR	45	
8	Reading	Benchmark	30	17	State Interim	40	29	Benchmark	45		STAAR	45	
3	Math	Benchmark	31	10	State Interim	41	16	Benchmark	46		STAAR	46	
4	Math	Benchmark	31	3	State Interim	41	12	Benchmark	46		STAAR	46	
5	Math	Benchmark	31	21	State Interim	41	15	Benchmark	46		STAAR	46	
6	Math	Benchmark	31	11	State Interim	41	14	Benchmark	46		STAAR	46	
7	Math	Benchmark	31	43	State Interim	41	22	Benchmark	46		STAAR	46	
8	Math	Benchmark	31	45	State Interim	41	44	Benchmark	46		STAAR	46	
8	Alegbra I	Benchmark	31	75	State Interim	41	44	Benchmark	46		STAAR	46	
4	Writing	Benchmark	30	0	State Interim	40	21	Benchmark	45		STAAR	45	
7	Writing	Benchmark	30	0	State Interim	40	31	Benchmark	45		STAAR	45	
5	Science	Benchmark	30	5	State Interim	40	15	Benchmark	45		STAAR	45	
8	Science	Benchmark	30	45	State Interim	40	14	Benchmark	45		STAAR	45	
8	Social Studies	Benchmark	30	14	State Interim	40	21	Benchmark	45		STAAR	45	
PK	Reading	Benchmark	NA	NA	Benchmark	30	31	Benchmark	45		Other	45	
K	Reading	Benchmark	30	46	Benchmark	40	62	Benchmark	45		Other	45	
1	Reading	Benchmark	30	44	Benchmark	40	52	Benchmark	45		Other	45	
2	Reading	Benchmark	30	33	Benchmark	40	23	Benchmark	45		Other	45	
PK	Math	Benchmark	NA	NA	Benchmark	31	31	Benchmark	46		Other	46	

K	Math	Benchmark	31	36	Benchmark	41	52	Benchmark	46		Other	46	
1	Math	Benchmark	31	40	Benchmark	41	52	Benchmark	46		Other	46	
2	Math	Benchmark	31	50	Benchmark	41	73	Benchmark	46		Other	46	

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	100% of all daily activities and student assessments, to include daily checks of	Teachers and administrators co-leading PLC weekly meetings focused on real-time student	
Desired 90-day Outcome	CLT establishes, reviews, and provides PD surrounding assessments and backward planning (this includes assessment calendar, daily checks of understanding question bank, exemplar creation, and evidence of learning).	CLT establishes, reviews, and provides training surrounding assessments and protocols (this includes assessment calendar and evidence of learning).	
Barriers to Address During this Cycle	Teacher content knowledge, teacher understanding of assessments, teacher buy-in.	Teacher knowledge of data analysis, teacher knowledge of high-yield reteach lessons.	
District Actions for this Cycle	Provide professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs. Coaching, observation, and feedback cycles will occur.	Provide professional learning opportunities for key stakeholders to respond to student performance on daily FAs. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals they have set out.	
District Commitments Theory of Action	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Teachers and administration will create & finalize campus protocols surrounding formative assessments (to include campus rubric for assessments) and backward planning; Aligned with 5.1 - formative assessments and lesson planning	5.1 (Focus Area 1)	24-Aug-19	PD materials, Hattie research, videos, exemplars	CLT	Protocols and Teacher Products	Ongoing	Significant Progress	Campus is continuing to vet formative assessments to ensure grade level alignment
Administration will train teachers on daily formative assessments(to include providing exemplars and rubrics for immediate student feedback) along with Campus Theory of Action (If students are provided with grade-level aligned assessments daily & analysis is done daily by teachers then teachers will be able to monitor & adjust instruction based on real-time student data while providing immediate feedback to students then we will have increased student achievement); Aligned with 5.1 - formative assessments and 5.3 - data driven instruction	5.1 (Focus Area 1) and 5.3 (Focus Area 2)	8/24/19 - 9/20/19	PD materials, Hattie research, videos, exemplars	Principal	PD Agendas/Sign-ins/Teacher Assessments	After PDs and PLCs	Significant Progress	Campus is finalizing rubrics for ELAR, Math, Science, and SS this week 11/19/19. Additionally, leadership team adjusted instructional feedback to daily focusing on student feedback to increase daily student achievement.
Teachers and Administration will create campus-wide tracking tool to be used by all teachers for daily checks of understanding and CFA/unit assessments (to include campus, teacher, student goals); Aligned with 5.3 - data-driven instruction	5.3 (Focused Area 2)	8/24/19	Google Drive, Data Tracking Tools	CLT	Data Tracking Tool	Ongoing (daily)	Significant Progress	All grade levels have tracking systems in place and is discussed weekly in PLCs
Administration will conduct weekly PLCs to verify alignment and analyze student data for adjustments to instruction; Aligned with 5.3 - data driven instruction	5.3 (Focused Area 2)	8/24/19 - 11/20/19	Analysis Protocol	Principal	PLC meeting agendas/teacher responses, evidence of student assessments	After weekly PLCs	Significant Progress	Weekly PLCs are conducted and the campus has begun to utilize the Standards in Practice Protocol

Action	Focus Area	Timeline	Resources	Responsible	Evidence	Target Date	Status	Adjustments/Next Steps
Administration will conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach); Aligned with 5.3 data driven instruction	5.3 (Focused Area 2)	8/24/19 - 11/20/19	Coaching plan template, master schedule, feedback form, support schedules	Principal	Coaching plan, IS feedback form, daily student assessments and success rates	Ongoing (daily)	Significant Progress	Campus administration has shifted to daily post-it feedback for instruction to increase student achievement
Administration will conduct daily assessment classroom walkthroughs to ensure daily checks of understanding and pulse checks are occurring with fidelity; Aligned with 5.3 data driven instruction	5.3 (Focused Area 2)	8/24/19 - 11/20/19	Walkthrough form, master schedule	Principal, AP, IC, IS	Percentage of teachers assessing students daily, videos of assessment administration	Ongoing (daily)	Significant Progress	Administration along with instructional coordinator conduct daily walks and provide feedback daily with teachers
Teachers will conduct and analyze District Content-Based Assessments (CBAs) in reading, writing, math, science, social studies in grades 3 - 8; Aligned with 5.1 Formative Assessments and 5.3 Data Driven Instruction	5.1 (Focused Area 1) and 5.3 (Focused Area 2)	10/15/19 - 10/18/19	District CBAs	Principal, AP, IC, IS, Teachers	Percentage of students achieving Tier 1 on performance and at least 1 years growth in RIT scores	10/21/19	Met	Grade levels administered and analyzed the CBA and created leveled groups based on daily checks and CBAs; Students also created goals for MOY and EOY
Teachers will conduct and analyze Beginning of the Year NWEA MAP assessments in reading, writing, and math in grades K-8th; Aligned with 5.1 Lesson planning and 5.3 Data driven instruction	5.1 (Focused Area 1) and 5.3 (Focused Area 2)	8/13/19 - 9/19/19	NWEA MAP	Principal, AP, IC, IS	Percentage of students achieving at least a 70% or better in tested areas	9/20/10	Met	Grade levels administered and analyzed NWEA MAP and created leveled groups and goals; Students also created goals for MOY and EOY

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?	Yes, we achieved our 90-day outcome because we created campus protocols along with calendars, assessment timeline, training, and support for formative assessments, data analysis, and immediate feedback.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, not in all areas and grade levels because as a campus we are continuing to provide students with aligned assessments and providing immediate feedback to teachers to increase student achievement scores for the next cycle.	
	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 continue all our milestones as we will have CBAs and MOY NWEA data analysis	We did not add new milestones, we just tweaked and adjusted the current milestones adding to the process

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	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS)	Teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data.	
Desired 90-day Outcome	100% of teachers will utilize daily evidence of learning for analysis	Teachers will assess daily with formative assessments and use data to tier instruction (flexible groups are happening everyday).	
Barriers to Address During this Cycle	Maintaining alignment of exit tickets and grade level standards	Continuing to analyze data , monitor/adjust and providing research-based high yield reteach lessons.	
District Actions for this Cycle	Continue professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs. Coaching, observation, and feedback cycles will occur.	Continue professional learning opportunities for key stakeholder to how to respond to student performance on daily FAs. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals they have set out.	
District Commitments Theory of Action	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

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
Administration will provide instructional pullout full-days to ensure alignment with assessments and grade level standards; Aligned with 5.1 - lesson planning and 5.3 data drive instruction	5.1 (Focus Area 1) and 5.3 (Focus Area 2)	Every Friday (Dec-Feb)	PD materials, agenda, grade level standards, protocols	Principal, IC, AP	Agenda/Sign-in, percentage of aligned assessments	Ongoing	Significant Progress	Instructional pullouts have also included instructional campus rounds - we will add video rounds to ensure peer instructional feedback
Administration will conduct weekly instructional coaching meetings with IS/IC and teachers to analyze student data and provide high-yield research- based strategies for reteaching students; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	Every Tuesday/Wednesday (Dec-Feb)	Hattie High-Yield App (with examples, videos, research), student data, coaching plan, feedback form	Principal, IC, AP, IS	Adjust-Monitor walkthroughs, high-yield strategy teacher use percentage, student success rates	Ongoing	On Track	Adding video recordings of classroom observations for instructional feedback
Administration will conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach); Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	Every Monday (Dec-Feb)	Coaching plan template, master schedule, feedback form, support schedules	Principal, IC, AP, IS	Data trackers, assessment walkthrough schedule, student assessments	Ongoing	On Track	Daily feedback with teachers in 3rd - 8th is continuing, to include analysis of student work
Grade level ACTs will co-facilitate (with Principal) weekly PLC meetings following PLC protocol; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	12/3/19	PLC agenda, data trackers, student assessments, campus assessment rubric	Principal, Grade Level ACTS, IC	Agenda/Sign-in, student data, videos of PLC	Ongoing	Some Progress	Grade level ACTs update the agenda items with data patterns and best practices strategies

Students and teachers will track data for TEKS mastery and hold family conferences to show progress in meeting goals; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	28-Feb-20	Student conference form, student data tracker, student goals, family interview protocol	Principal, AP, Teachers	Completed conference form, student progress towards goal, family interviews	2-Mar-20	Significant Progress	Campus printed and added family reports from MAP to discuss with families and added actions steps for students to
Teachers will conduct STAAR Simulation tests in reading, writing, math, science, social studies in grades 3 - 8; Aligned with 5.1 - formative assessments	5.1 (Focus Area 1)	01/13/19-1/24/19	STAAR Simulations	Principal, AP, IC, IS	Percentage of students achieving at least a 70% or better in tested areas	2/25/20-2/26/20	On Track	Simulation predictions for 4th & 7th Writing and 5th/8th Math & Reading were implemented; goal setting for students and grade
Teachers will conduct Middle of the Year NWEA MAP assessments in reading, writing, and math in grades K-8th; Aligned with 5.1 - formative assessments	5.1 (Focus Area 1)	1/7/20-1/30/20	NWEA MAP Online Testing	Principal, AP, IC, IS, Teachers	Percentage of students achieving Tier 1 on performance and at least 1 years growth in RIT scores	2/3/20	Met	Results were reviewed with students to create individual learning plans/goals for future simulation tests
Teachers will conduct and analyze District Content-Based Assessments (CBAs) in reading, writing, math, science, social studies in grades 3 - 8; Aligned with 5.1 - formative assessments	5.1 (Focus Area 1)	2/24/20-3/5/20	District CBAs	Principal, AP, IC, IS	Percentage of students achieving at least a 70% or better in tested areas	3/6/20	On Track	Students not testing simulation will take CFA created by administration

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	Yes, all teachers in PK - 8th continue to create daily aligned formative assessments and are engaged in a standards in practice reflection whereby teachers and administration are analyzing student work and offering research-based high yield strategies from Hattie
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, not in all areas and grade levels because as a campus we are continuing to utilize real-time student data to address misconceptions utilizing high yield Hattie strategies. Additionally, we are working on adjusting instruction daily based on student needs, even with regards to identifying student misconceptions during planning and then using content knowledge to address the misconception during direct instruction instead of waiting until the daily formative assessment.

	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 carry over all milestones, except for NWEA MAP testing, as we will have STAAR simulation testing	We did not add new milestones, we tweaked what are doing to ensure student growth and achievement

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	100% of all daily activities and student assessments, to include daily checks of understanding and pulse checks, aligned with grade level standards (TEKS)	Teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction; 100% implementation of campus protocols surrounding planning, aligned assessments, data analysis, and data driven instruction in which teachers monitor and adjust instruction based on real-time student data.	
Desired 90-day Outcome	100% of teachers will adjust instruction based on real-time student data	Full implementation of real-time student data analysis to drive instruction (this includes 100% implementation of teacher-created campus protocols).	
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	Continue professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs. Coaching, observation, and feedback cycles will occur.	Continue professional learning opportunities for key stakeholder to how to respond to student performance on daily FAs. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals they have set out.	
District Commitments Theory of Action	If assessments are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

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**
Administration will conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implmentation Specialists and Campus Instructional Coach); Aligned with 5.1 - formative assessments and 5.3 - data driven instruction	5.1 (Focus Area 1) and 5.3 (Focus Area 2)	Every Monday (Mar-May)	Coaching plan template, master schedule, feedback form, support schedules	Principal, IC, AP, IS	Data trackers, assessment walkthrough schedule, student assessments	Ongoing		
Grade level ACTs will continue to co-facilitate (with Principal) weekly PLC meetings following PLC protocol; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	3/3/20	PLC agenda, data trackers, student assessments, campus assessment rubric	Principal, Grade Level ACTS, IC	Agenda/Sign-in, student data, videos of PLC	Ongoing		
Students and teachers will track data for TEKS mastery and hold family conferences to show progress in meeting goals; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	3-Apr-20	Student conference form, student data tracker, student goals, family interview protocol	Principal, AP, Teachers	Completed conference form, student progress towards goal, family interviews	6-Apr-20		
Administration will conduct weekly instructional coaching meetings with IS/IC and teachers to analyze student data and provide high-yield research-based strategies for reteach; Aligned with 5.3 - data driven instruction	5.3 (Focus Area 2)	Every Tuesday/Wednesday (Mar-May)	Hattie High-Yield App (with examples, videos, research), student data, coaching plan, feedback form	Principal, IC, AP, IS	Adjust-Monitor walkthroughs, high-yield strategy teacher use percentage, student success rates	Ongoing		
Teachers will conduct and analyze STAAR assessments in reading, writing, math, science, social studies in grades 3 - 8; Aligned with 5.1 - formative assessments	5.1 (Focus Area 1)	4/6/20-4/8/20; 4/7/20-4/17/20	STAAR assessments	Principal, AP, IC, IS	Percentage of students achieving at least a 70% or better in tested areas	4/29/20		

Teachers will conduct and analyze End of the Year NWEA MAP assessments in reading, writing, and math in grades K-8th; Aligned with 5.1 - formative assessments	5.1 (Focus Area 1)	4/13/20-5/22/20	NWEA MAP Online Testing	Principal, AP, IC, IS, Teachers	Percentage of students achieving Tier 1 on performance and at least 1 years growth in RIT scores	5/30/20		
Teachers will conduct and analyze District Content-Based Assessments (CBAs) in reading, writing, math, science, social studies in grades 3 - 8; Aligned with 5.1 - formative assessments	5.1 (Focus Area 1)	2/24/20-3/5/20	District CBAs	Principal, AP, IC, IS	Percentage of students achieving at least a 70% or better in tested areas	3/6/20		

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			
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	CLT establishes, reviews, and provides PD surrounding assessments and backward planning (this includes assessment calendar, daily checks of understanding question bank, exemplar creation, and evidence of learning)	CLT establishes, reviews, and provides training surrounding assessments and protocols (this includes assessment calendar and evidence of learning).	
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?	

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