

TARGETED IMPROVEMENT PLAN

2019-2020

HARRIS MIDDLE SCHOOL

San Antonio ISD

Campus Information

District Name	San Antonio ISD	Campus Name	Harris MS	Superintendent	Pedro Martinez	Principal	Dr. Carol Velazquez
District Number	015907	Campus Number	000000047	District Coordinator of School Improvement (DCSI)	Dr. Courtney Gober	ESC Support	Leslie Cooper (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.	Dr. Courtney Gober, 9/16/2019
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.	Margaret Davis (1882 Partner (Texas Council for International Studies (TCIS)), 9/16/2019
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. Carol Velazquez, 9/16/2019
Board Approval Date	2019-11-11	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Student Achievement Domain: 65. School Progress Domain: 72. Closing the Gap Domain: 75.
	What changes in student group and subject performance are included in these goals?	All student groups were given ambitious achievement goals at the "meets" level. The goals are delineated in the student data section and have a graduated timeline. The campus has set the goal of having an overall rating of "C" at the end of the school year.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)		
1.1 Develop campus instructional leaders with clear roles and responsibilities.	1		
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3		
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.	1		
5.3 Data-driven instruction.	1		
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

Rationale	In reflecting upon last year, many key components were not in place such as a comprehensive list of responsibilities, weekly focus on student progress, and deliberate observation and feedback cycles. Focusing on this area allows us to establish systems centered on student performance and progress and teacher performance and growth in the classroom.	In reflecting upon last year, teachers were expected to turn in lesson plans but not to the depth outlined in this essential action. No feedback was given to teachers on their lesson plans and implementation of lesson plans were not monitored for alignment and rigor. Focusing on this area allows us to establish expectations around rigorous lesson planning and structures for instructional leaders to provide precise feedback to teachers.	In reflecting upon last year, 90 minute PLCs were embedded in the master schedule but every week was not focused on student data. An assessment calendar was established but conversations remained focus on the disaggregation of student data without structures to support a corrective instruction action plan. Individualized student data was not monitored on a weekly basis. Focusing on this area allows us to establish a DDI calendar, structured PLC protocols with an emphasis on a corrective instruction action plan, and individualized tracking of student and teacher data.
Desired Annual Outcome	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars. The campus leadership team will provide feedback for teachers within 24 hours of submission.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Barriers to Address During the Year	Making sure assumptions are not made and clarity is provided. Concerns of one more meeting. Other things come up and get in the way - providing appropriate feedback. Teachers believed that "It works for me, This is how we always do things, This is what we did last year. This works. That's what I've always done. That's how it's always been. . Traditional behaviors will prevent change -personal and campus-based. Teachers don't want to hear that they are not doing it well. Teachers feel lost.. Unclear expectations? Feeling of micro-managed from leadership. No DDI cycle calendars. List of Roles and Responsibility not clear and complete.	Too much feedback is provided and no follow-up from leadership. In the past they haven't been required to do it. Feedback is lacking. Setting and managing expectations. Teacher's feelings "I'm going to do what I want in my class, I'm defeated, I don't understand how to do it a new way, I'm going to do what's best for my kids, It takes way too much time to do that. They will get it eventually. My way works I know best. It's too much work. How? It takes alot of time...we gotta push the curriculum. Too much too fast. I am already great at what I do, Which ones do we use? Examples of formative assessments." Teachers are operating independently. Lack of time. Lack of PD. Learning how to maneuver Google Team Drive. Overuse of iPads and under use of Online apps. Certain textbooks limited.	Effective and informative assessment not in place. Teachers are not wanting to do extra work, or reach out for clarification when you don't understand how to do something. Teachers avoid using data. Some lessons being used to reteach. Teachers avoid dealing with data for different reasons. Seeing data as one more thing to do. No tight focus in regards to data. Teachers think "I know my TEKS. Don't have time to move through the cycle - I'm behind the pacing calendar. No time to reteach. Overwhelmed, what exactly do I do? Overworked - When am I supposed to do all of this? Time consuming. Defeated. We've always made it. Not the focus." Teachers don't truly understand the importance of actual data to decisions about lesson planning. How do I reteach? I don't have time. What are my other kids doing while I reteach? Time to discuss other issues. I don't understand how to create data trackers. Forms that are focused on TEKS. Time is lacking. Too much change all at once is overwhelming. DDI mindset.

District Commitment Theory of Action:	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.
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ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	2020-02-18
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	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.
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Prioritized Focus Areas for Improvement	Capacity Builder

Cycle 1 90-day Action Plan (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.1.1 Develop campus instructional leaders with clear roles and	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.
Desired 90-day Outcome	Administrators and Instructional Roles and Responsibilities need to be clearly written and defined. Department leaders roles and responsibilities will need to be defined similar to a job description and time to review together for understanding scheduled. Easily accessible calendar for PLC and assessment. Common PLC protocols and expectations defined for department chair leaders. Regularly scheduled instructional leader meetings to focus on student progress and formative data.	Lesson Planning with IB Unit Planner expectations set for consistent formatting to include clear objectives, opening activities, time allotments, differentiated paths of instruction and formative assessments. 80% of all lesson plans due to Administrative team by Thursday at 4:00 pm and feedback provided to teachers by Friday, 8 am.	Teachers will create DDI calendar and data spreadsheet for every class period. Data will be displayed in the PLC room signifying our did not meets, approaches, meets, and masters. Teachers will reflect on these during PLC time to make sure students are growing and/or maintaining (Math and reading for progress). Our Master schedule has been developed with built in time for weekly PLCing. Department Chairs will be trained by Doug Littlefield on the PLC process and will then lead 70% of all PLCs. We will create a Corrective Instruction Action Plan that will identify gaps and dates for reteach.
Barriers to Address During this Cycle	Making sure assumptions are not made and clarity is provided for all roles. Concerns of one more meeting. Unclear expectations for all. Feeling of micro-managed from leadership. No DDI cycle calendars. List of Roles and Responsibility not clear and complete.	Too much feedback is provided and no follow-up from leadership. In the past they haven't been required to do lesson plans. Feedback to lesson plans is lacking. Setting and managing expectations of the lesson plans. Provide formative assessments that align to TEKS. Teachers are operating independently and not collaboratively. Lack of time. Learning how to maneuver Google Team Drive.	Effective and informative assessment not in place. Teachers are not wanting to do extra work, or reach out for clarification when you don't understand how to do something. Teachers avoid using data. Same lessons being used to reteach. Teachers avoid dealing with data for different reasons. Seeing data as one more thing to do. No tight focus in regards to data. Teachers think "I know my TEKS. Don't have time to move through the cycle - I'm behind the pacing calendar. No time to reteach. Overwhelmed, what exactly do I do? Overworked - When am I supposed to do all of this? Time consuming. We've always made it. Not the focus.How do I reteach? I don't have time. What are my other kids doing while I reteach? Time to discuss other issues. I don't understand how to create data trackers." Teachers don't truly understand the importance of actual data to decisions about lesson planning.
District Actions for this Cycle	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of September.	Mandate expectations for the principal to establish a system to collect, provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of September. Spot check PLC minutes with the principal on a bi-weekly basis.
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.		

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
Establish clear, written, transparent roles and responsibilities for the leadership team and have weekly meetings scheduled on the calendar.	1.1	August 1 - August 30, 2019	Roles and Responsibilities for admin team to include Principal, APs, ICs, and dept leaders. Campus calendar with meetings scheduled by week including PLC, PD, etc.	Principal, Dr Velazquez, and IC Amanda Mckay	written roles/responsibilities and calendars	August 30, 2019	Significant Progress	Need to create Roles and Responsibilities for Dept Chairs
Establish performance expectations and goals that match job responsibilities for AP, counselor, and Instructional Coaches.	1.1	August 1 - September 30, 2019	TPESS and TTESS appraisal calendar	Principal, Dr Velazquez, APs K. Benavides and P. Reyes	TPESS and TTESS goal submission	September 30th	Met	All goals/expectations match the principal's, which match the TIP.
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data.	1.1	August 1 - September 30, 2019	PLC Training	Dept Chair Leaders-E. Castillo, D. Pledger, D. Callagin, J. Brown	PLC Protocols by dept	September 30th	Some Progress	Add section for artifacts/evidence
Provide campus leaders with job-embedded PD and create a PD calendar	1.1	August 1 - September 30, 2019	PD / PLC Calendar; Weekly Admin Meeting Agendas	Dr. Velazquez, Principal	Meeting / Training Agenda and sign in sheets	Calendar - Sept 30, 2019 Training - On-going	Some Progress	Principal will assign areas of focus for admin team while doing classroom visits.

Teachers turn in weekly lesson plans by Thursday at 4pm that include; TEKS, procedures that are aligned to the TEKS, and an assessment to check for understanding.	5.1	August 1 - September 30, 2019	Lesson plan template	All classroom teachers	Lesson plans	September 30, 2019	Some Progress	Approx 60% of teachers are being compliant. Admin team will be more purposeful in raising the level of urgency.
Campus team leaders will review and provide feedback on submitted lesson plans focusing on a specific targeted component within 24 hours.	5.1	August 1 - September 30, 2019	Google docs	C. Velasquez, Principal; P. Reyes, AP; K. Benavides- AP; 3 IC's	Feedback	September 30, 2019	On Track	Admin team has established expectations for feedback, need to focus on compliance.
Create a DDI calendar and establish a PLC room with a data online spreadsheet / data binder for each and every classroom.	5.3	August 1 - October 11, 2019	Clear outlined expectations of the calendar, sentence strip holder to place identify aproaches, meets and masters students	Amanda McKay, IC; Michelle Felix, Teacher	DDI Calendar, Teacher electronic data binders located in Team Drive	October 11, 2019	Met	Added a DATA WALL to PLC room.
Master schedule is developed with built in time for weekly PLCing.	5.3	August 1 - August 30, 2019	Student Course Slips	Armondo Ramirez, Counselor	Master Schedule	August 30, 2019	Met	Some PLCs teams onlny have 1 teacher
Develop a Corrective Instruction Action Plan, including identified gaps and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review.	5.3	August 1 - October 11, 2019	Clear outlined expectations, exemplar model of a corrective instruction action plan, DDI Calendar	Amanda McKay, IC; Michelle Felix, Teacher	Agenda/Sign-in sheets, Corrective Instruction Action Plan Expectations/Guidelines	October 11, 2019	Met	Each teacher developed a CIAP and house them in Google Drive. 9 weeks CBA, then CIAP, then Reflection, then Reteach.
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?			The campus has met 4 out of 9 milestones and is on track to meet the remaining 5 by January. Campus has exceeded expectations with their CIAP, each teacher has completed a CIAP and the campus has used the TEA Rating calculator to measure their progress. Right now, according to their 9-week CBA data, the campus has a 61/D rating.					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			The campus has met 4 out of 10 student data goals. Math needs the most work as all three grade levels of math did not meet their 1st cycle goal.					
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		
			All non-met milestones will continue to the next cycle.			N/A		

Cycle 2 90-Day Action Plan (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.1.1 Develop campus instructional leaders with clear roles and	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.
Desired 90-day Outcome	All Administrators and department leaders Instructional Roles and Responsibilities are to be consistently monitored. Regular use of accessible calendar for PLC and assessment. Common PLC protocols and expectations monitored and adjusted based on feedback for department chair leaders to include written agendas, recorded meeting minutes and next steps. Continue regularly scheduled instructional leader meetings to focus on student progress and formative and summative data.	Lesson Planning with IB Unit Planner expectations monitored for consistent formatting to include clear objectives, opening activities, time allotments, differentiated paths of instruction and formative assessments. 85% of all lesson plans due to Administrative team by Thursday at 4:00 pm and feedback provided to teachers by Friday, 8 am.	Frequent common formative assessments, reteach strategies, student ownership of their goals/ data binders, CIAP developed by teachers
Barriers to Address During this Cycle	Ensuring PLC protocols are met and used. Making sure teachers use formative and summative data and know what to do with the data after PLCs.	Ensuring that feedback is direct, clear and beneficial. Teachers and/or admin not having things turned in on time.	Ensuring teachers know how to use the assessment and goals are routinely updated and they know what to do with data.
District Actions for this Cycle	Monthly review of effectiveness of rosters, assignments, roles, responsibilities, calendars and schedules.	Monthly review with principal of lesson planning and feedback.	DCSI will sit in and observe PLCs (at least once, per PLC).
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.		

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
Campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	1.1	September 1, 2019 - January 31, 2020	PLC Protocol training	Principal, Dr Velazquez	PLC minutes of meetings	January 31, 2020	Some Progress	Too many distractions with campus PD that have conflicted with PLC time. Also, the teachers have many pressing issues that need discussion and time is not left to follow protocol. Next steps: Campus admin needs to make PLC time sacred and eliminate barriers and distractions from PLC time
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	September 1, 2019 - February 14, 2020	Training opportunities	Principal, Dr Velazquez, ICs Amanda Mckay and Ellen Barshop	PD training and reflection of learning and implementation	February 14, 2020	On Track	Regular monthly meetings for admin and instructional coaches provide 2-6 hours of dedicated PD time tailored to their position.
Teachers will submit a completed weekly lesson plan and implement lesson plan with fidelity.	5.1	September 1, 2019 - January 31, 2020	Lesson plan template	All teachers	Lesson Plan collection spreadsheet	January 31, 2020	Some Progress	Most teachers submit lesson plans weekly in a timely manner. There are a few chronic late offenders, the principal is addressing this concern with those individual teachers.
Lesson plans will continue to be evaluated by the Administrative team by Friday morning with feedback provided both on the lesson plan and the implementation of the lesson plan.	5.1	September 1, 2019 - January 31, 2020	Google docs	C. Velasquez, Principal; P. Reyes, AP; K. Benavides- AP; 3 IC's	Provide targeted feedback using Google docs.	January 31, 2020	On Track	Admin team meets weekly to provide feedback on each submitted lesson plan.

Core content departments will facilitate quality PLCs with minimal input from administrators.	5.3	September 1, 2019 - February 14, 2020	Student assessment Data	C. Velazquez, Principal; APs; ICs	Administrative Observations noted in Google Drive	February 14, 2020	Some Progress	PLCS are not consistently answering the four PLC questions and reviewing the student data. Principal will meet with dept chairs and instructional coaches to get back to the essence of what PLCs are.
2 CIAPs each for Math, Reading, Science and Social Studies will be developed and implemented by all teachers.	5.3	September 1, 2019 - January 31, 2020	DDI Calendar	Deanna Callagin, Math DC; Jeanetta Brown, ELA DC; Elizabeth Castillo, SS DC; Deborah Tinsley Pledger, ScienceDC	CIAP found in the Harris Team Drive	January 13, 2019	Some Progress	1 CIAP was completed and campus will strive to get back on track.

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Most goals are show significant progress. The area of concern is the implementation of the PLC protocol. CIT agreed with principal to re-establish the expectations for PLCs.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Most student performance goals were not met. The CIT discussed and everyone shared their concerns. One consideration was that the MAP MOY test was given 3 weeks before the actual testing window opened. Other concerns were that the teachers may have focused too much on differentiation and less on content. The student data tab does not show the growth gained in reading and math: Gr 6 Rdg: 2 to 34, Gr 6 Math: 42 to 44; Gr 7 Rdg 42 to 48 Gr 7 Math:43 to 44; Gr 8 Rdg 37 to 50 Gr 8 Math 42 to 50.
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
	PLCs, ; CIAP
	New Milestones
	Targeted Interventions on High Frequency TEKS

Cycle 3 90-Day Action Plan (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.1.1 Develop campus instructional leaders with clear roles and	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.
Desired 90-day Outcome	All Administrators and department leaders Instructional Roles and Responsibilites continue to be consistently monitored and evaluated with feedback. Evidence of completed school calendar for PLC, assessment and PD. Common PLC protocols and expectations continue to be monitored and adjusted based on feedback. Reflection on PLC protocols utilized by department chair leaders to include next steps for improvement. Continue regularly scheduled instructional leader meetings to focus on student progress and formative and summative data.	Lesson Planning with IB Unit Planner expectations monitored for consistent formatting to include clear objectives, opening activities, time allotments, differentiated paths of instruction and formative assessments. All lesson plans due to Administrative team by Thursday at 4:00 pm and feedback provided to teachers by Friday, 8 am. Teachers will be expected to implement lesson plans with fidelity and show that they are in an IB UNIT PLANNER. Administrators will give feedback on lesson plan, implementation and evidence of IB Unit Planner.	Department Chairs will lead 100% PLCs, CIAPs will adequately identify the root cause of misconceptions.
Barriers to Address During this Cycle	Ensuring PLC protocols are met and used. Making sure teachers use formative and summative data and know what to do with the data after PLCs.	Ensuring that feedback is direct, clear and benefical. Teachers and/or admin not having things turned in on time.	Ensuring teachers know how to use the assessment and goals are routinely updated and they know what to do with data.
District Actions for this Cycle	Conference with principal on the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities.	Review Google Classroom template on the submission of lesson plans with feedback for the entire year.	Review effectiveness of PLCs with principal using the Google Classroom template.
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.		

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
Campus team leaders have implemented the protocols for their teams/PLCs and meet weekly. Re-evaluate protocols for teams/PLCs.	1.1	March 1 - April 30, 2020	Protocols in Google Drive	dept chairs	Minutes on protocols	April 30, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	March 1 - April 30, 2020	PD Opportunities	Dr Velazquez, Mckay and Barshop	Sign in sheets, agendas and/or certificates	April 30, 2020		
Teachers submit weekly lesson plan and have at least 4 comprehensive IB Unit Planners completed.	5.1	March 1 - May 30, 2020	Lesson Plan Template	All Teachers	Lesson Plan Collection Spreadsheet	May 30, 2020		
Lesson Plans are being implemented with fidelity and evidence of teachers being in an IB Unit Planner is observed in all classrooms via admin walkthroughs	5.1	Mar 1 - May 30, 2020	Google Classroom and Google Docs	Principal; APs; Instructional Coaches	Provide targeted feedback using Google Classroom.	May 30, 2020		
Create Targeted Interventions for ALL students using the High Frequency TEKS data.	5.1	Feb 12 - May 12, 2020	Lead4ward data	CIT	Student work modules	May 12, 2020		
Using Unit Assessments/Benchmarks results, create 3 CIAPs for each Math (6th, 7th, 8th grade), Reading (6th, 7th, 8th grade), Science (8th grade), and Social Studies (8th grade) will be developed and implemented by teachers.	5.3	Mar 1 - May 30, 2020	DDI Calendar and Data Binders	Principal; APs; Instructional Coaches	CIAP found in the Harris Team Drive	May 30, 2020		
PLCs are successful in using data to drive instruction and are facilitated by teacher-leaders	5.3	Mar 1 - May 30, 2020	Student assessment Data	Principal; APs; Instructional Coaches	Administrative Observations noted in Google Drive	May 30, 2020		

Reflection and Planning for Next 90-Day Cycle			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones	New Milestones
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars. The campus leadership team will provide feedback for teachers within 24 hours of submission.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
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	Administrators and Instructional Roles and Responsibilities need to be clearly written and defined. Department leaders roles and responsibilities will need to be defined similar to a job description and time to review together for understanding scheduled. Easily accessible calendar for PLC and assessment. Common PLC protocols and expectations defined for department chair leaders. Regularly scheduled instructional leader meetings to focus on student progress and formative data.	Lesson Planning with IB Unit Planner expectations set for consistent formatting to include clear objectives, opening activities, time allotments, differentiated paths of instruction and formative assessments. 80% of all lesson plans due to Administrative team by Thursday at 4:00 pm and feedback provided to teachers by Friday, 8 am.	Teachers will create DDI calendar and data spreadsheet for every class period. Data will be displayed in the PLC room signifying our did not meets, approaches, meets, and masters. Teachers will reflect on these during PLC time to make sure students are growing and/or maintaining (Math and reading for progress). Our Master schedule has been developed with built in time for weekly PLCing. Department Chairs will be trained by Doug Littlefield on the PLC process and will then lead 70% of all PLCs. We will create a Corrective Instruction Action Plan that will identify gaps and dates for reteach.
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			

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	<table border="1"> <thead> <tr> <th>Carryover Milestones</th> <th>New Milestones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Carryover Milestones	New Milestones		
Carryover Milestones	New Milestones				

on in the next cycle? What new milestones do you need to add to the next cycle?

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TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards