TARGETED IMPROVEMENT PLAN

2019-2020

HUPPERTZ ELEMENTARY SCHOOL
San Antonio ISD

Campus Information

District Name	San Antonio ISD	Huppertz Elementary School	Superintendent	Pedro Martinez	Principal	Linda Rios Garcia
District Number	015907	000000139	District Coordinator of School Improvement (DCSI)	Dr. Courtney Gober	ESC Support	Maru Falletich, Region 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.	**Courtney Gober, 9/3/19**
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Margaret Davis, 9/3/19 (1882 Partner: Texas Council for International Studies, TCIS)**
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.	**Linda Rios Garcia, 9/5/19**
Board Approval Date	2019-11-11	

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Student Achievement Domain: 60. School Progress Domain: 72. Closing the Gap Domain: 67.
Data Analysis Questions	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.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	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 prinicpal 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 assessements and exemplars.	Campus leadership disaggreates 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 anyalsis, and processes for improving student performance.
Barriers to Address During the Year	Leadership was inconsistent with expectations, discipline, and presence in the classroom. Plans wee completed on paper but not implemented during daily activities. Teachers were not held accountable for lessons plans. Lesson plans that are developed don't always follow the backwards design approach and don't always align to the rigor of the standard. There's also no scheduled time for collaborative planning on lesson plans and assessments. Data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction. Action plans were not required. Grade level teams also didn't collaborate on the test after assessments were given.	Lack of support. Lack of time. Not being able to trust school leadership. Having 3 principals in 4 years. Having new leadership every year and learning new expectations. Have predetermined view of leadership. I know what to do so I don't need to follow through. "The teachers are good". Everything is all good! Why should I have to include time frames if we're IB? Lack of knowledge - how to implement an activity so it not in lessons. Lesson plans are done for compliance. No feedback is gven on lesson plans and teachers become compliant with lesson plans. Teaachers are not agreeing with the time lesson plans are due - deadline is too early. No time to meet with the team. Data is reviewed by no action plan is in place. Teachers are not held accountable. Data is used once and never used reviewed again. All the students need help. I don't need the data to see that. I know my kids can do better but they have a bad day. It's the student's fault.	Data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction. Action plans were not required. Grade level teams also didn't collaborate on the test after assessments were given. Data is reviewed by no action plan is in place. Teachers are not held accountable. Data is used once and never used reviewed again. All the students need help. I don't need the data to see that. I know my kids can do better but they have a bad day. It's the student's fault. Lack of avaliable test, training on what rigorus questioning should look like on an a assessment and the time to create an assessment.
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 instruction 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.		

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

Date of ESF Diagnostic	2020-02-19	
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action		
Desired Annual Outcome		
Barriers to Address During the Year		
District Commitment Theory of Action		
Prioritized Focus Areas for Improvement	**Capacity Builder**	

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Other	26	26	Other	35	29	Other	40		STAAR	40	
3rd	Math	Other	28	23	Other	30	21	Other	35		STAAR	35	
4th	Reading	Other	26	40	Other	50	25	Other	55		STAAR	55	
4th	Math	Other	28	35	Other	42	24	Other	50		STAAR	50	
4th	Writing	Other	10	13	Other	30	20	Other	35		STAAR	35	
5th	Reading	Other	20	18	Other	26	18	Other	31		STAAR	31	
5th	Math	Other	22	18	Other	28	22	Other	33		STAAR	33	
5th	Science	Other	21	21	Other	24	21	Other	30		STAAR	30	
3rd	Reading				Simulation		19						
3rd	Math				Simulation		18						
4th	Reading				Simulation		18						
4th	Math				Simulation		16						
4th	Writing				Simulation		0						
5th	Reading				Simulation		25						
5th	Math				Simulation		19						
5th	Science				Simulation		4						
3rd	Reading												
3rd	Math				STAAR Interim		14						
4th	Reading												
4th	Math				STAAR Interim		15						
4th	Writing												
5th	Reading												
5th	Math				STAAR Interim		10						
5th	Science												

Cycle 1 90-day Outcomes (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.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
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 prinicpal 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 assessements and exemplars.	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 anyalsis, and processes for improving student performance.
Desired 90-day Outcome	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Develop lesson plan template and train all teachers on how to use template and the expectations for submitting lesson plans each week. 80% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis.
Barriers to Address During this Cycle	Logistical concerns for scheduling and calendars. Team leaders implementing the agendas and meeting minutes with fidelity.	Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.	Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.
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 instruction 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.		

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
Establish clear, written, transparent roles and responsbilities for the leadership team and have weekly meetings scheduled on the calendar.	1.1	August 30, 2019	Sample roles and responsibilities	Principal Linda Rios Garcia	Schedules; Roles and Responsibilities; and calendars	September 30, 2019	Met	
Establish performance expectations and goals that match job responsibilities for AP, counselor, and Instructional Coaches.	1.1	October 18, 2019	Job descriptions	Principal Linda Rios Garcia	Evaluations and BOY meeting notes	October 31, 2019	Some Progress	Still working ICs
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data.	1.1	October 18, 2019	Sample written protocols	Principal Linda Rios Garcia	Written protocols and processes and schedules.	October 31, 2019	Significant Progress	New "See Name Do" protocol developed by Delapena/ Get Better Faster
Provide campus leaders with job-embedded PD and create a PD calendar	1.1	October 18, 2019	PD Opportunities	Principal Linda Rios Garcia	Instructional Snapshot Calibration; Modeling of PLCs; Monthly meetings with district leaders, PD calendar	October 31, 2019	Some Progress	Need to calendarize
Teachers turn in weekly lesson plans by Friday at 8am that include; TEKS, procedures that are aligned to the tek, and an assessment to check for understanding.	5.1	September 30,2019	Exemplar Lesson Plans Collaborative Planning Time	All teachers	Campus Leadership will review lessons and provide feedback within 24 hours.	October 31,2019	On Track	
Campus team leaders will review and provide feedback within 24 hours.	5.1	September 30, 2019	Feedback process and way to collect data from lesson plans	Principal Linda Rios Garcia; Paul Laurel AP; Veronika Gutirrrez IB IC; Marcelina Avery IC	Completed rubric of expectations from lesson plans.	October 31, 2019	On Track	
Create a DDI calendar and establish a PLC room with a data wall/data binders in each and every classroom.	5.3	October 18, 2019	Empty classroom, pocket charts, student assessment data, chart tablets, bulletin boards	Principal, Instructional Coaches, Team Leaders	PLC Room, DDI Calendar, and established Data Walls	October 31, 2019	Met	Some of the classrooms have a data wall/data binders, but campus data wall is updated every three weeks.
Teachers are trained and begin development of a Corrective Instruction Action Plan. Master schedule is developed with built in time for weekly PLCing.	5.3	September 30, 2019	Action Plan Template, Master schedule and enrollment data	Principal, Counselor, Instructional Coaches, and Team Leaders	Master Schedule; Corrective Instruction Action Plan	October 31, 2019	On Track	CIAPs are required after each assessment.

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Campus still needs to work on job responsibilities for their ICs, calendarizing job-embedded PD for the leadership team. All other milestones are met or on track.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	5 out of 8 goals were met. The 4th graders are on track to meet all goals. Campus is administering the Interim STAAR Nov 19 for 3-5 Math.	
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**
	Job Responsibilities, Job embedded PD	Monitor the fidelity of lesson plan implementation.

Cycle 2 90-Day Outcomes (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.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
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 prinicpal 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 assessements and exemplars.	Campus leadership disaggreates 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 anyalsis, and processes for improving student performance.
Desired 90-day Outcome	Monitor and adjust rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers, as needed.	Monitor the submission of lesson plans each week. 90% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon at 90% completion rate.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 70% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 80%.
Barriers to Address During this Cycle	Other events may come up that interfere with our calendars and schedules. Instructional leaders may not fulfill their responsibilities.	Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.	Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.
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 all PLCs.
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 instruction 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.		

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
Campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	1.1	January 31, 2020	Team protocols and student data	Team Leaders	PLC Meeting Minutes	February 28, 2020	On Track	Double check the 4 questions are consistently being address at each PLC.
Campus leaders were provided at least 5 job-embedded PD opportunities.	1.1	February 14, 2020	PD Calendar	Principal Linda Rios Garcia	PD Calendar, PD Transcripts	February 28, 2020	Met	
Rubric is followed by teachers when creating their weekly lesson plan.	5.1	January 31, 2020	Google Docs, Google Classroom, Established Lesson Plan Rubric	All Teachers	Completed lesson plans that utlize the rubric.	February 28, 2020	Significant Progress	Some teachers needs to follow up on the rubric plan to ensure fidelity and consistency.
Lesson plans were evaluated by the Administration team by Saturday morning.	5.1	January 31, 2020	Established Lesson Plan Rubric, Google Classroom, Evaluation Comments	Principal Linda Rios Garcia Veronika Gutirrrez IB IC Marcelina Avery IC	Completed comments in the lesson plans by the administration team that are aligned to the rubric for	February 28, 2020	On Track	
Lesson plans will be monitored for implementation and fidelity. Feedback will be provided during instructional snapshots.	5.1	February 28, 2020	Google Instructional Snapshot	Admin Team (V.G. will add item to snapshot)	Instructional Snapshots	February 28, 2020	Some Progress	Admin team needs to calenderize times for instructional snapshots and dedicated times for feedback for lesson plan implementation.
CIAPs will be developed and implemented by all teachers in Math and Reading. In addition, 4th will complete a Writing CIAP and 5th will complete a Science CIAP.	5.3	February 26, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs and Instructional Snapshots	February 28, 2020	Significant Progress	CIAPs are continuously developed for each major assessments. Recent change from 3,6,9 CIAPs to 4 and 9 week CIAPs to ensure fidelity and time for implementation.
Grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	January 31, 2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	February 21, 2020	Significant Progress	Some grade levels are able to complete CIAPs on their own and a few grades levels still need guidance from ILT to ensure the quality of the CIAP.

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	The campus is making significant progress and on track in several areas, but needs to be more consistent with the areas of focus. Some teachers need to use the rubric more consistently for lesson plans, admin needs to give feedback for lesson implementation more consistently and calenderize the instructional snapshots, and teachers need to consistently use the CIAPs to guide instruction and reteach.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not meet the goals for cycle 2 however, we did increase in 3 out of 8 areas. The campus decreased in 3 out of 8 areas and stayed the same for 2 areas. The campus has had several challenges due to staffing and unexpected employee leave, which leaves for challenges amongst the grade level and administration fidelity of systems and processes. Administration began purposefully checking for implementation of lesson plans the last week of November/first week of December. In hindsight, this system should started earlier in the school year. This could have affected student success and overall scores.	
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**
	Monitor the fidelity of lesson plan implementation and feedback. Continue work and fidelity on CIAPs.	Admin returns lessons plans to teachers for adjustments or revisions to standards, activities, or assessmemts that are not in alignment with the TEKS. Teachers must update and resubmit by Monday morning 8am. Admin completes an instuctional snapshot as needed with concerned lessons.

Cycle 3 90-Day Outcomes (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.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
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 prinicpal 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 assessements and exemplars.	Campus leadership disaggreates 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 anyalsis, and processes for improving student performance.
Desired 90-day Outcome	Evaluate the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Teachers and administrators will have well established routines for turning in lesson plans and providing feedback.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 95% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 95%.
Barriers to Address During this Cycle	Instructional leadership team may not agree on the effectiveness on each of these components.	Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.	Teachers not responding well to adjustments to schedule and norms. Teachers not filling in agendas and minutes appropriately. Grade levels struggling to facilitate their own PLCs. Quality feedback by administrators not being given to grade levels on PLC implementation.
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 instruction 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.		

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
Campus team leaders have implemented the protocols for their teams/PLCs and meet weekly. Re-evaluate protocols for teams/PLCs.	1.1	April 30, 2020	Written Team Protocols	Team Leaders	PLC Meeting Minutes and updated written protocol.	May 29, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	April 30, 2020		Principal Linda Rios Garcia	PD Calendar, PD Transcripts	May 29, 2020		
Rubric is followed by teachers when creating their weekly lesson plan. Teachers and administration will reevaluate the rubric to check for effectiveness and make adjustments.	5.1	March 1, 2020	Lesson Plan Rubric; Previous lesson plans	Principal: Linda Rios Garcia, IB: Veronika Gutierrez, IC: Marcelina Avery IC; All teachers	Administration team will evaluate the weekly lesson plans with the current rubric. Administration team will bring comments to teachers for feedback and make adjustments for the following	April 1, 2020		
Lesson plans are evaluated by the Administration team by Saturday morning. Administration team will re-evaluate the effectiveness of feedback given.	5.1	March 1, 2020	Lesson Plan Rubric, Google Classroom, Evaluation Comments, updated lesson plans with improvements and teacher comments. Create a survey for teacher feedback on lesson comments.	Principal: Linda Rios Garcia; IB: Veronika Gutierrez; IC: Marcelina Avery	Completed rubric by the administration team, comments left for coordinating teachers, updated lesson plans with improvements and teacher comments. Teacher survey completed	April 1, 2020		
Admin returns lessons plans to teachers for adjustments or revisions to standards, activities, or assessemnts that are not in alignment with the TEKS. Teachers must update and resubmit by Monday morning 8am. Admin completes an insructional snapshot as needed with concerned lessons.	5.1	March 1, 2020	Lesson Plan Rubric, Google Classroom, Evaluation Comments, updated lesson plans with improvements and teacher comments. Create a survey for teacher feedback on lesson comments.	Principal: Linda Rios Garcia; IB: Veronika Gutierrez; IC: Marcelina Avery	Updated dated lesson plans and instructional snapshot	April 1, 2020		
CIAPs will be developed and implemented by all teachers in Math and Reading. In addition, 4th will complete a Writing CIAP and 5th will complete a Science CIAP.	5.3	May 8, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	May 29, 2020		
Grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	April 24, 2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	May 15, 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?	**Carryover Milestones**	**New Milestones**
END OF YEAR REFLECTION		
	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	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 differentated. The lesson plans will include formative assessements and exemplars.	Campus leadership disaggreates 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 anyalsis, 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	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Develop lesson plan template and train all teachers on how to use template and the expectations for submitting lesson plans each week. 80% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis.
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 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