J.T. Brackenridge Elementary
Targeted Improvement Plan
2019-2020

SAISD

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 achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information

District Name	San Antonio ISD	Campus Name	JT Brackenridge ES	Superintendent	Martinez, Pedro	Principal	Morales, Marco Ivan
District Number	015907	Campus Number	000000110	District Coordinator of School Improvement (DCSI)	St. Clair, Kathleen	ESC Support	Falletich, Maru / Jamie Goodwin

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.	**Kathleen St. Clair 9-27-19**
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.	**<Enter Name and Date>**
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.	**Marco I. Morales, 9-24-2019**
Board Approval Date	2019-11-11	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 65, Domain 2: 80, Domain 3: 70
	What changes in student group and subject performance are included in these goals?	We are in our 2nd year of servicing 6th grade and growth in that grade level is critical due to strong growth from the previous year when the students were in 5th grade. In addition, our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	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.	3
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.	4
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	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	We have begun work around leadership team meetings, activities, and collaboration. We share calendars and schedule weekly observations/walkthroughs for our teachers. We have not calibrated classroom walkthroughs, observations, and feedback.	Teachers have submitted lesson plans on a regular basis, but have not typically received feedback on lesson plans. We have a campus template for reading and math, but modifications are needed to meet the success criteria. We create and engage in formative assessments, such as exit tickets, but the DDI process needs improvement.	We have had PLCs on the campus before, but without an intentional focus on data analysis, effective reteach plans, or how to develop student ownership. We've shared data analysis/reteach templates before but have not followed through with completion and analysis on a consistent basis. Measurable goals (school, grade levels, individual students) have not been visible in each and every classroom and throughout the school to develop a data-driven culture.
Desired Annual Outcome	Instructional leadership team will use consistent processes to lead grade-level teams and PLCs so they involve effective collaborative planning, data analysis, and reteach plans. Instructional leaders will also meet on a weekly basis to focus on scholar progress and formative data, including which and how frequently we observe teachers, and calibrating our feedback for teachers after a walkthrough/observation. Finally, campus leaders will be coached and developed by the principal through regularly scheduled, job-embedded professional development consistent with best practices for adult learning and deliberate modeling.	Instructional leaders provide targeted, focused feedback to teachers on a regular, cyclical basis insuring lesson plans are complete, curriculum-driven, aligned, data-driven, detailed, and ultimately delivered with aligned execution. Instructional leader will provide feedback that is precise/bite-sized and timely. Teachers receive feedback and implement changes to lesson plans.	Instructional leadership team reviews data to track and monitor progress of all students and is visibly posted in PLC room. Teachers are able to individually and collaboratively analyze data, identify trends/misconceptions, determine possible causes for errors, and create plans to reteach during protected and dedicated weekly blocks (assigned PLCs, after school meetings, district PD) after assessments (unit, 9-weeks, local benchmarks). Goals (school, grade levels/classes, individual students) are posted throughout the school and in classrooms.
Barriers to Address During the Year	1) Ensure instructional time is dedicated in our schedules and administrative duties are done after-school or limited to the afternoons if possible, 2) Ensure transparency and communication during calibration walks for aligning feedback, 3) Ensure leadership meetings are held and documented, with follow up on action items each week after.	1) Ensure ILT has time dedicated to provide feedback on lesson plans, 2) Ensure the workload for ILT members is distributed equitably, 3) Ensure teachers adjust and revise their lesson plans to meet the success criteria of being complete, curriculum-driven, aligned, data-driven, detailed, and ultimately delivered with aligned execution.	1) Ensure district assessments are provided in a timely manner and aligned to rigor for all grade levels in Reading and Math (Writing and Science for 4th, 5th) in addition to the ILT creating a campus-based assessment for Cycle 2, 2) Ensure teachers have kept up with scope/sequence so assessment data is valid and representative of student progress, 3) Ensure coaching and support of teachers is differentiated and informed by data.
District Commitment Theory of Action:	If the principal supervisor will provide opportunities for ongoing support and coaching of the campus leader and implementation of effective PLC's and instructional leadership teams , protect time dedicated to instructional leadership and the district provides an effective system to identify and support struggling learners and ensures access to high-quality formative assessment resources aligned to state standards for all tested areas then the campus will be able to effectively implement lessons based on student data , improve the quality of lesson plans and formative assessments and the campus leaders will engage in successful instructional leadership activities.		

ESF Diagnostic Results		
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)		
Date of ESF Diagnostic	2020-02-26	
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
Grade 1	Math	MAP BOY Tier 1	n/a	21	MAP MOY Tier 1	40	47	MAP EOY CGP	75		MAP EOY Tier 1	60	
Grade 1	Reading	MAP BOY Tier 1	n/a	23	MAP MOY Tier 1	35	42	MAP EOY CGP	70		MAP EOY Tier 1	50	
Grade 2	Math	MAP BOY Tier 1	n/a	25	MAP MOY Tier 1	40	37	MAP EOY CGP	80		MAP EOY Tier 1	60	
Grade 2	Reading	MAP BOY Tier 1	n/a	24	MAP MOY Tier 1	35	47	MAP EOY CGP	75		MAP EOY Tier 1	50	
Grade 3	Math	District Interim	55	13	MAP MOY Tier 1	35	36	STAAR	80		STAAR	25	
Grade 3	Reading	District Interim	55	35	MAP MOY Tier 1	30	47	STAAR	75		STAAR	25	
Grade 4	Math	District Interim	60	52	Benchmark	65	58	STAAR	80		STAAR	30	
Grade 4	Reading	District Interim	60	70	Benchmark	60	57	STAAR	75		STAAR	30	
Grade 4	Writing	District Interim	60	28	Benchmark	45	25	STAAR	60		STAAR	11	
Grade 5	Math	District Interim	60	69	Benchmark	60	42	STAAR	75		STAAR	35	
Grade 5	Reading	District Interim	60	17	Benchmark	55	32	STAAR	70		STAAR	30	
Grade 5	Science	District Interim	60	24	District Interim	55	61	STAAR	70		STAAR	38	
Grade 6	Math	District Interim	90	81	Benchmark	70	75	STAAR	90		STAAR	45	
Grade 6	Reading	District Interim	70	37	Benchmark	60	33	STAAR	75		STAAR	30	

Cycle 1 90-day Outcomes (September - November)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**

	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	Instructional leadership team will use consistent processes to lead grade-level teams and PLCs so they involve effective collaborative planning, data analysis, and reteach plans. Instructional leaders will also meet on a weekly basis to focus on scholar progress and formative data, including which and how frequently we observe teachers, and calibrating our feedback for teachers after a walkthrough/observation. Finally, campus leaders will be coached and developed by the principal through regularly scheduled, job-embedded professional development consistent with best practices for adult learning and deliberate modeling.	Instructional leaders provide targeted, focused feedback to teachers on a regular, cyclical basis insuring lesson plans are complete, curriculum-driven, aligned, data-driven, detailed, and ultimately delivered with aligned execution. Instructional leader will provide feedback that is precise/bite-sized and timely. Teachers receive feedback and implement changes to lesson plans.	Instructional leadership team reviews data to track and monitor progress of all students and is visibly posted in PLC room. Teachers are able to individually and collaboratively analyze data, identify trends/misconceptions, determine possible causes for errors, and create plans to reteach during protected and dedicated weekly blocks (assigned PLCs, after school meetings, district PD) after assessments (unit, 9-weeks, local benchmarks). Goals (school, grade levels/classes, individual students) are posted throughout the school and in classrooms.
Desired 90-day Outcome	Instructional leadership team meets weekly, to coach and develop with each other through the instructional priorities: lesson plan feedback and walkthrough/observation feedback.	Lesson plan submission and feedback cycle executed consistently with a focus on 'being complete' and 'curriculum-driven'.	PLC data wall is posted and reflective of 9-week CBA data, with students' previous-year's STAAR performance noted when applicable (Grades 4-6). Data analysis/reteach plans are attempted for 1st CBA by teachers with feedback from Instructional Leadership Team. Goals (school, grade level/classes) are posted throughout school and in classrooms.
Barriers to Address During this Cycle	1) Ensuring instructional time is dedicated in our schedules and administrative duties are done after-school or limited to the afternoons if possible, 2) Ensuring transparency and communication during observation/feedback discussion, 3) Ensuring leadership meetings are held and documented, with follow up on action items each week after.	1) Ensuring ILT has time dedicated to provide feedback on lesson plans, 2) Ensuring the workload for ILT members is distributed equitably, 3) Ensuring teachers are receptive to success criteria of lesson plans/template and receiving feedback on lesson plans.	1) Ensuring CBA 1 is provided in a timely manner and aligned to rigor for all grade levels in Reading and Math (Writing and Science for 4th, 5th), 2) Ensuring teachers have kept up with scope/sequence so assessment data is valid and representative of student progress, 3) Ensuring coaching and support of teachers is differentiated and informed by data.
District Actions for this Cycle	Principal supervisor will coach principal weekly with coaching focusing on adding structure to leading PLC's and planning effective ILT meetings. Principal supervisor will conduct quarterly check in's to provide feedback on desired outcomes.	Principal supervisor will support and participate with the ILT team in implementing and providing feedback to lesson plans so that they reflect clear objectives that aligned to the standards and goals identified.	Principal supervisor will support the ILT to ensure assessments are aligned to TEKS taught and are administered and feedback is provided to students in a timely manner.
District Commitments Theory of Action	If the principal supervisor will provide opportunities for ongoing support and coaching of the campus leader and implementation of effective PLC's and instructional leadership teams , protect time dedicated to instructional leadership and the district provides an effective system to identify and support struggling learners and ensures access to high-quality formative assessment resources aligned to state standards for all tested areas then the campus will be able to effectively implement lessons based on student data , improve the quality of lesson plans and formative assessments and the campus leaders will engage in successful instructional leadership activities.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**

Establishment of weekly leadership team meetings to discuss instructional and administrative concerns/updates.	1	9/3/19	Outlook Calendar Invites (recurring), Agenda (posted in Outlook Invites), Template for Minutes (TBD)	Principal Morales	Outlook Calendar Invites (recurring), Agenda (posted in Outlook Invites), Template for Minutes (TBD)	Ongoing	On Track	We have been meeting weekly and began taking minutes in late October. Leadership team reports that meetings are helpful in their development
Goal setting PLC facilitated by district data analysis staff to determine individual class goals and campus goals for scholar achievement and progress (STAAR Domain 1 and 2).	2,3	9/3/19	Data cards, Excel spreadsheet goals calculator	Principal Morales	Excel spreadsheet goals calculator completed	9/9/19	Met	Excel spreadsheet goal calculator complete, in addition to Excel data document per teacher/content/subpops
Faculty Meeting to inform teaching staff of lesson plan submission/feedback cycle and explain campus system/process.	2,3	9/9/19	PD Materials (facilitator presentation, handouts)	ILT - Principal Morales	Emails w/ lesson plan feedback and final drafts submitted to Sharepoint	Ongoing (Beginning Oct. 2nd)	On Track	Lesson plans are being submitted every Wednesday in advance for the coming week. ILT provides feedback that is documented per the 2 focus areas (Being complete and curriculum-driven).
Teacher trainings on instructional best practices for planning (through PLCs) using Get Better, Faster…Teach Like a Champion 1 and 2. Topics include creating manageable, measurable objectives, naming the steps for scholar success per lesson, exemplar responses for formative assessments.	2,3	9/16/19	PD Materials (facilitator presentation, handouts, examples)	ILT - Instructional Coaches	Teacher PLC Interactive Journals, work products	Ongoing	Some Progress	Teachers have PLC journals with evidence of shared best practices. Consistency of the new strategies varies per grade level/teacher. Instructional coaches are providing time for support and practice of the new pedagogy.

Faculty PD on Unwrapping the TEKS to support lesson planning and data-driven instruction through a partnership with district principal.	2,3	9/20/19	PD Materials (facilitator presentation, handouts, examples)	Principal Morales	Teacher work products from training, sign-in sheets	9/20/2019 and ongoing through PLCs	Met	Training resulted in new lesson plan template created through collaboration of Master Teachers and presented to faculty (grades 3 through 6) for approval. New template is being used to drive lesson planning, with a focus on the learning objective/"I can..." statements.
Creation of data goals/tracking/analysis tools.	3	10/4/19	Data tools/artifacts, print shop	ILT	Data artifacts posted in classrooms, PLC room, and data analysis template	Ongoing and updated after every 9-weeks assessment	Significant Progress	PLC data walls are posted and utilized. Classroom data walls are in progress. Data analysis tools are complete and utilized. Grade level data bulletin boards are pending.
ILT training to review feedback styles and discuss culture/climate feedback from teachers per Cahn Fellows development program.	1	10/15/19	PD Materials (facilitator presentation, handouts, examples)	Principal Morales	Observation tracker w/ feedback style identified, minutes from meeting	10/15/19	Met	ILT reviewed preferred feedback styles from teachers and noted it on our observation tracker posted in PLC room. We also reviewed culture/climate feedback and brainstormed ideas for improvement.
Teacher trainings on exit ticket creation and analysis (through PLCs) using Get Better, Faster…Teach Like a Champion 1 and 2.	2,3	10/21/19	PD Materials (facilitator presentation, handouts, examples)	ILT - Instructional Coaches	Teacher PLC Interactive Journals, work products	Ongoing (Beginning Nov.)	No Progress	We have not had a PLC to ensure exit ticket expectations are explicitly shared with all grade levels, though there are a number of teachers who already engage in this practice.

ILT meeting to analyze 1st CBA results and leadership joins to organize observation calendar to prioritize teacher feedback and support for classrooms with low growth percentages.	3	10/22/19	Data tools and observation calendar/poster	ILT and APs Barajas/Swanson	Observation calendar/poster	10/22/19	Some Progress	Leadership met and discussed areas of need, identified teachers/classrooms to support and planned interventions/supports.
Follow up mid-nine week assessment to retest the retaught standards that students struggled with.	3	11/11 - 11/15/2019	Data trackers, prioritized standards, sample assessment questions from Lead4Ward, Eduphoria, and Unify	ILT and ACTs (Teacher Leads)	TEKS Trackers for 3rd through 6th grade	12/2/19	On Track	Teachers are reteaching identified TEKS from data review document, Instructional coaches are providing support as needed, and then students are being reassessed, with data tracked using excel document.

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	We believe we are on track with our desired 90-day outcomes. As noted in the milestones, we are meeting regularly, taking minutes of meetings, discussing instructional needs of the students and teachers and prioritizing supports such as feedback and interventions. We have also engaged in lesson plan expectations and feedback, as well as establishing systems for our data-driven instructional expectations. Data walls/goals are posted in the rooms.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Not all of the student performance goals have been met. There are pockets of success with our growth goals and achievement goals. In some cases, where the goals were not met, there seemed to be some misalignment in the assessed TEKS versus taught TEKS. There are also instances where teachers are new to grade level or new to teaching. Supports are being placed in areas of need.

	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 the milestones that are "On Track". We will be carrying over: Teacher trainings on exit ticket creation and analysis (through PLCs) using Get Better, Faster…Teach Like a Champion 1 and 2.	We will be adding milestones regarding the plans of support for identified teachers/classrooms based on Cycle 1 data.

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	Instructional leadership team will use consistent processes to lead grade-level teams and PLCs so they involve effective collaborative planning, data analysis, and reteach plans. Instructional leaders will also meet on a weekly basis to focus on scholar progress and formative data, including which and how frequently we observe teachers, and calibrating our feedback for teachers after a walkthrough/observation. Finally, campus leaders will be coached and developed by the principal through regularly scheduled, job-embedded professional development consistent with best practices for adult learning and deliberate modeling.	Instructional leaders provide targeted, focused feedback to teachers on a regular, cyclical basis insuring lesson plans are complete, curriculum-driven, aligned, data-driven, detailed, and ultimately delivered with aligned execution. Instructional leader will provide feedback that is precise/bite-sized and timely. Teachers receive feedback and implement changes to lesson plans.	Instructional leadership team reviews data to track and monitor progress of all students and is visibly posted in PLC room. Teachers are able to individually and collaboratively analyze data, identify trends/misconceptions, determine possible causes for errors, and create plans to reteach during protected and dedicated weekly blocks (assigned PLCs, after school meetings, district PD) after assessments (unit, 9-weeks, local benchmarks). Goals (school, grade levels/classes, individual students) are posted throughout the school and in classrooms.
Desired 90-day Outcome	Calibration walkthroughs/observations are completed with each leadership team member for 1/3 of their respective workload (5 teachers).	Lesson plan submission/feedback continues now focusing on 'being aligned' and 'data-driven'.	PLC data wall is updated and reflective of campus-based simulation assessment. Data analysis/reteach plans are completed for campus-based simulation assessment with feedback provided by the ILT. Individual student goals are known by students and kept on index cards, with progress towards goals documented.
Barriers to Address During this Cycle	1) Continuing to ensure instructional time is dedicated in our schedules for calibrations walks and scheduling them in our calendars, 2) Ensure transparency and communication during calibration walks.	1) Ensure ILT has time dedicated to provide feedback on lesson plans, 2) Ensure the workload for ILT members is distributed equitably, 3) Ensure teachers are receptive to success criteria of lesson plans/template and receiving feedback on lesson plans.	1) Ensure campus-based simulation assessment is provided in a timely manner and aligned to rigor for all grade levels in Reading and Math (Writing and Science for 4th, 5th), 2) Ensure teachers have kept up with scope/sequence so assessment data is valid and representative of student progress, 3) Ensure coaching and support of teachers is differentiated and informed by data.
District Actions for this Cycle	Principal supervisor will continue to coach principal weekly with coaching focusing on adding structure to leading PLC's and planning effective ILT meetings. Principal supervisor will ensure instructional time is dedicated in schedules for calibrations walks.	Principal supervisor will continue to support and participate with the ILT team in implementing and providing feedback to lesson plans so that they reflect clear objectives that aligned to the standards and goals identified.	Principal supervisor will continue support the ILT to ensure assessments are aligned to TEKS taught and are administered and feedback is provided to students in a timely manner also to ensure coaching and support of teachers is differentiated and informed by data.
District Commitments Theory of Action	If the principal supervisor will provide opportunities for ongoing support and coaching of the campus leader and implementation of effective PLC's and instructional leadership teams , protect time dedicated to instructional leadership and the district provides an effective system to identify and support struggling learners and ensures access to high-quality formative assessment resources aligned to state standards for all tested areas then the campus will be able to effectively implement lessons based on student data , improve the quality of lesson plans and formative assessments and the campus leaders will engage in successful instructional leadership activities.		

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
Leadership team continues calibration walkthroughs with instructional coaches to ensure 15 teachers are seen, focusing on praise and a high-leverage, bite-sized action step per Get Better Faster scope and sequence.	1,3	11/18/2019 - 12/16/2019	Observation calendars, Get Better Faster scope and sequence, Teach Like a Champion 1 and 2	ILT	Observation tracker poster, Feedback samples	12/16/19	Some Progress	Calibration walkthroughs were completed with 8 teachers. These will continue into Cycle 3.

PLC informing teachers of expectations regarding the lesson plan feedback cycle's phase 2 focus: being aligned and data-driven.	1,2,3	12/2 - 12/6/2019	Lesson plan templates, PD materials, Get Better Faster	ILT - Instructional Coaches	Emails w/ lesson plan feedback and final drafts submitted to Sharepoint	Ongoing (Beginning Dec. 11th)	On Track	Lesson plans are being submitted every Wednesday in advance for the coming week. ILT provides feedback that is documented per the 2 focus areas (Being aligned and data-driven, with exit tickets).
Teacher trainings on exit ticket creation and analysis (through PLCs) using Get Better, Faster…Teach Like a Champion 1 and 2.	2,3	12/16 - 12/20/2019	PD Materials (facilitator presentation, handouts, examples)	ILT - Instructional Coaches	Teacher PLC Interactive Journals, work products	Ongoing (Beginning Jan.)	On Track	PLC to ensure exit ticket expectations are explicitly shared with all grade levels was completed and exit ticket examples/exemplars are included in lesson plans.
ILT training to establish, review, and practice protocol for 1 on 1 data meetings with teachers.	1,3	12/17/19	PD Materials (facilitator presentation, handouts, examples)	Principal Morales	1 on 1 Protocol Document, meeting minutes	12/17/19	Some Progress	Data meeting have been held with priority-needs teachers and will continue with the next round of simulation/practice assessments.
Weekly 1 on 1 meetings with Principal/Instructional Coaches and teachers begin to review progress towards goals and expectations for class.	1,2	1/6/20	Meeting agendas, Calendars, Data tools	Principal Morales	Calendars, Agendas, Summary Emails	Ongoing (Beginning Jan. 6th)	Some Progress	Data meeting have been held with priority-needs teachers and will continue with the next round of simulation/practice assessments.
PLC reviewing individual student goals and progress towards goals, as well as whether students know and can recall their goals.	1,3	2/3 - 2/7/2020	Data tools	ILT, Data Analyst Ben Reyes	Individual student goal cards	2/10/20	Met	District facilitator Ben Reyes from Research and Accountability engaged our STAAR grade levels during PLCs. We will continue this for next round of assessments.
ILT meeting to analyze campus-based simulation assessment results and organize observation calendar to prioritize teacher feedback for classrooms with low growth percentages.	1,2,3	12/17/19	Data tools and observation calendar/poster	ILT and APs Barajas/Swanson	Observation calendar/poster	12/17/19	Met	Walkthroughs and observations have been prioritized based on need, with instructional coaches providing support as well.

Leadership development and reflection using Cahn Fellows program PD/articles.	1,3	1/28/20	PD Materials (facilitator presentation, handouts, examples)	Principal Morales	Minutes, protocol notes	1/28/20	Met	Job-embedded professional development with ILT has occurred during weekly meetings and will continue in March per next Cahn Fellows session.
ILT creates action plans for teachers/scholar support and intervention based on data to include regrouping, co-teaching, district support (planning/intervention) and small-group support.	1,2,3	2/13/2020 - ongoing	Data tools	ILT	Minutes, action plans	Ongoing	On Track	Action plans were created and are being implemented in Grade 5 per the Reading/Math data. This will continue for Grades 3, 4, and 6 in March per current data.

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	We believe we are on track with our desired 90-day outcomes. As noted in the milestones, we have now reviewed, analyzed and addressed the data with action plans and prioritized supports. We have also continued to engage in lesson plan feedback, as well as taking the next steps in our data-driven instructional expectations. Data walls/goals posted in the rooms have been updated and some scholars are able to speak to their progress.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	As with Cycle 1, not all of the student performance goals have been met. Our focus in the primary grades have supported reaching most of our goals for achievement and growth per local assessment, MAP. In some cases, where the goals were not met, growth from Cycle 1 is noted. Supports are being placed in the areas of literacy (Reading and Writing).

	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 the milestones that are "On Track". We will be carrying over: Calibration walkthroughs with the remaining teachers identified and 1-on-1 data meetings with teachers to review goals/expectations.	Pending feedback on ESF diagnostic (March 17th), we may add additional milestones regarding lever 1.1, 5.1, and 5.3.

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	Instructional leadership team will use consistent processes to lead grade-level teams and PLCs so they involve effective collaborative planning, data analysis, and reteach plans. Instructional leaders will also meet on a weekly basis to focus on scholar progress and formative data, including which and how frequently we observe teachers, and calibrating our feedback for teachers after a walkthrough/observation. Finally, campus leaders will be coached and developed by the principal through regularly scheduled, job-embedded professional development consistent with best practices for adult learning and deliberate modeling.	Instructional leaders provide targeted, focused feedback to teachers on a regular, cyclical basis insuring lesson plans are complete, curriculum-driven, aligned, data-driven, detailed, and ultimately delivered with aligned execution. Instructional leader will provide feedback that is precise/bite-sized and timely. Teachers receive feedback and implement changes to lesson plans.	Instructional leadership team reviews data to track and monitor progress of all students and is visibly posted in PLC room. Teachers are able to individually and collaboratively analyze data, identify trends/misconceptions, determine possible causes for errors, and create plans to reteach during protected and dedicated weekly blocks (assigned PLCs, after school meetings, district PD) after assessments (unit, 9-weeks, local benchmarks). Goals (school, grade levels/classes, individual students) are posted throughout the school and in classrooms.
Desired 90-day Outcome	Leadership team meetings continue, 100% of teachers have multiple walkthroughs, formal observations, and end of year conferences, agendas, tracking tools, and other evidence of ILT efforts is documented and collected.	Lesson plan submission/feedback continues now focusing on 'being detailed' and having "aligned execution".	PLC data wall is updated and reflective of 9-week CBA 2 data. Data analysis/reteach plans are completed for 9-week CBA 2 with feedback provided by the ILT. Individual student goals are known by students and kept on index cards, with progress towards goals documented.
Barriers to Address During this Cycle	1) Ensure instructional time is dedicated in our schedules and administrative duties are done after-school or limited to the afternoons if possible, 2) Ensure transparency and communication during calibration walks for aligning feedback, 3) Ensure leadership meetings are held and documented, with follow up on action items each week after.	1) Ensure ILT has time dedicated to provide feedback on lesson plans, 2) Ensure the workload for ILT members is distributed equitably, 3) Ensure teachers are receptive to success criteria of lesson plans/template and receiving feedback on lesson plans.	1) Ensure district assessments are provided in a timely manner and aligned to rigor for all grade levels in Reading and Math (Writing and Science for 4th, 5th) in addition to the ILT creating a campus-based assessment for Cycle 2, 2) Ensure teachers have kept up with scope/sequence so assessment data is valid and representative of student progress, 3) Ensure coaching and support of teachers is differentiated and informed by data.
District Actions for this Cycle	Principal supervisor will continue to coach principal weekly with coaching focusing on adding structure to leading PLC's and planning effective ILT meetings. Principal supervisor will ensure instructional time is dedicated in schedules for calibrations walks.	Principal supervisor will continue to support and participate with the ILT team in implementing and providing feedback to lesson plans so that they reflect clear objectives that aligned to the standards and goals identified.	Principal supervisor will support the ILT to ensure assessments are aligned to TEKS taught and are administered and feedback is provided to students in a timely manner also to ensure coaching and support of teachers is differentiated and informed by data.
District Commitments Theory of Action	If the principal supervisor will provide opportunities for ongoing support and coaching of the campus leader and implementation of effective PLC's and instructional leadership teams , protect time dedicated to instructional leadership and the district provides an effective system to identify and support struggling learners and ensures access to high-quality formative assessment resources aligned to state standards for all tested areas then the campus will be able to effectively implement lessons based on student data , improve the quality of lesson plans and formative assessments and the campus leaders will engage in successful instructional leadership activities.		

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
PLC informing teachers of expectations regarding the lesson plan feedback cycle's phase 2 focus: being detailed and aligned execution.	1,2	3/2 - 3/6/2020	Lesson plan templates, PD materials, Get Better Faster	ILT - Instructional Coaches	Emails w/ lesson plan feedback and final drafts submitted to Sharepoint	Ongoing (Beginning Mar. 11th)		
ILT meeting to analyze 2nd CBA results and leadership joins to organize observation calendar to prioritize teacher feedback for classrooms with low growth percentages.	1,3	3/17/20	Data tools and observation calendar/poster	ILT and APs Barajas/Swanson	Observation calendar/poster	3/17/20		
Weekly 1 on 1 meetings with Principal and Instructional Coaches begin to review progress towards goals and expectations for class.	1,2,3	Ongoing (Established in Cycle 2)	Meeting agendas, Calendars, Data tools	Principal Morales	Calendars, Agendas, Summary Emails	Ongoing (Beginning Jan. 6th)		

T-TESS walkthroughs, formal observations, and end of year conferences are 100% complete for 100% of teachers.	1	Ongoing (Established in Cycle 1)	District software tool (Performance Matters), Observation calendar	Principal Morales and APs Barajas/Swanson	District report	5/1/20	

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	Instructional leadership team will use consistent processes to lead grade-level teams and PLCs so they involve effective collaborative planning, data analysis, and reteach plans. Instructional leaders will also meet on a weekly basis to focus on scholar progress and formative data, including which and how frequently we observe teachers, and calibrating our feedback for teachers after a walkthrough/observation. Finally, campus leaders will be coached and developed by the principal through regularly scheduled, job-embedded professional development consistent with best practices for adult learning and deliberate modeling.	Instructional leaders provide targeted, focused feedback to teachers on a regular, cyclical basis insuring lesson plans are complete, curriculum-driven, aligned, data-driven, detailed, and ultimately delivered with aligned execution. Instructional leader will provide feedback that is precise/bite-sized and timely. Teachers receive feedback and implement changes to lesson plans.	Instructional leadership team reviews data to track and monitor progress of all students and is visibly posted in PLC room. Teachers are able to individually and collaboratively analyze data, identify trends/misconceptions, determine possible causes for errors, and create plans to reteach during protected and dedicated weekly blocks (assigned PLCs, after school meetings, district PD) after assessments (unit, 9-weeks, local benchmarks). Goals (school, grade levels/classes, individual students) are posted throughout the school and in classrooms.
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	Instructional leadership team meets weekly, to coach and develop with each other through the instructional priorities: lesson plan feedback and walkthrough/observation feedback.	Lesson plan submission and feedback cycle executed consistently with a focus on 'being complete' and 'curriculum-driven'.	PLC data wall is posted and reflective of 9-week CBA data, with students' previous-year's STAAR performance noted when applicable (Grades 4-6). Data analysis/reteach plans are attempted for 1st CBA by teachers with feedback from Instructional Leadership Team. Goals (school, grade level/classes) are posted throughout school and in classrooms.
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	0		

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?		
	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?		