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	Smith ES	Superintendent	Pedro Martinez	Principal	Mayra Gutierrez-Ibarra				
District Number	015907	Campus Number	00000165	District Coordinator of	Dr. Joanelda De Leon	ESC Support	Region 20				
				School Improvement (DCSI)			Jamie Goodwin				
				As	surances						
DCSI	support mechanisms to ensure	e the successful implem tion requirements. If I a	est that I will provide or facilitate the p entation of the Targeted Improvement m the principal supervisor, I understar	Plan for this campus. I unders	tand I am responsible for the		Dr. Joanelda De Leon - Oct. 14, 2019				
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district- level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.										
Principal		chanisms to ensure the	nate with the DCSI (and my supervisor, successful implementation of the Targ				Mayra Gutierrez-Ibarra - Oct. 14, 2019				
Board Approval Date	2019-11-11										
				Needs	Assessment						
			What accountability goals for each Domain has your campus set for the year?	Domain 1: 71, Domain 2: 75, Domain 3: 61							
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?								
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA							

		T)		ssment Results pus HAS NOT had an ESF Diagnostic)	
		Use	the completed Self-Asses	ssment Tool to complete this section	
	Essential Act	ion		Implementa	tion Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instru	uctional leaders with clear roles and responsibilities.				2
2.1 Recruit, select, assign,	induct and retain a full staff of highly qualified educate	ors.			3
3.1 Compelling and aligne	d vision, mission, goals, values focused on a safe enviro	onment and high expectations.			2
4.1 Curriculum and assess	ments aligned to TEKS with a year-long scope and sequ	Jence.			3
5.1 Objective-driven daily	lesson plans with formative assessments.				2
5.3 Data-driven instruction	n.				2
	Prioritized Focus Ar	ea #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear ro	ples and responsibilities.	3.1 Compelling and aligned vis environment and high expect	sion, mission, goals, values focused on a safe ations.	5.3 Data-driven instruction.
Rationale	New leadership team needs to establish clear roles an protocols for collaborative team meetings and discuss		A school vision exists and nee	ds to be refined and embodied by all stakeholders.	Smith Elementary is in IR status; teachers need to utilize data to drive instruction and intervention groups. Students need to take ownership of their learning by setting achievement goals.
Desired Annual Outcome	The campus leadership team will be developed throug modeling and feedback. The team will implement and and responsibilities across the faculty and staff; and w to include analysis of formative data to track student feedback to teachers.	I model a PLC to improve clear roles vill add structure to weekly meetings	high expectations for student	e collaboratively refined by all stakeholders and reflect success that is visible in the actions and words of all the school's classrooms, hallways, and student	Teachers will hold conferences to help students set goals utilizing MAP data at BOY, MOY, EOY and Curriculum Based Assessments (CBAs) to support student growth and achievement in content areas.
Barriers to Address During the Year	The barriers to address include: Assumptions of new principal; Lack of communication apprehension by staff members.	; Feelings of uncertainty and	The barriers to address include: Resistance to change and feelings of redundancy in revisiting and refining mission and vision; not understanding the rationale for refining vision and mission.		The barriers to address include: Teacher willingness and comfort level in interpreting data; Low expectations from staff; Funding for substitutes to provide extended time for data-analysis and planning.
Distri	ict Commitment Theory of Action:	policies and practices prioritize princi engaging families.	pal and principal supervisor ins		bors have necessary authority to create conditions for school success (e.g. remove barriers), has tinent school culture data, and provides campuses with best practice resources and tools for

				ESF Diagnostic Results	
			(To be complete	d AFTER the campus engages in the shared diagnostic with an ESF Facilitato	or)
	Date of ESF Diagnostic		2020-02-03		
		Prioritized Focus Are	a #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct	and retain a full staff	of highly qualified educators.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	to our campus and attend job fai have in order to be successful on members, the campus will recogn monthly recognition. For new tea on one reaserch-based process/s feedback on. We will define and	irs. We will define the nour campus. In an eff nize and support high achers, we will create strategy a month for th create systems for sub	recruit highly-effective candidates candidate and qualities we need to ort to retain high performing staff performing staff members through a mentoring system that will focus he teacher to practice and get situtes who regularly come to our ubsitutes in order to create a list of	We will have a district created scope and sequence for teachers that will be tailored to our campus that has dedicated time built-in for interim assessments and interventions. Interim assessments will be administered at least three times per year. All interim assessments and teacher-created assessments will include STAAR released questions. The campus instructional leadership team will provide ongoing professional development aligned to best practices in terms of instructional materials, assessment resources, and instructional strategies. Job-embeded professional development and instructional materials will be implemented to meet the needs of students with disabilities, English Language Learners, and other student groups. Professional development topics will include SIOP, reading, writing, and comprehension strategies.	At full implementation, teachers will submit lesson plans one school week before instruction. The administrative team will provide feedback within 48 hours of submission to the teachers. Teachers will be provided with instructional planning sessions throughout the year, where they will align curriculum focus with instructional practices including differentiation for our student populations. Administrators will conduct learning walks weekly to check for alignment and implementation. Administrators will provide feedback to teachers through lesson plan analysis, learning walks, and TTESS. Professional learning communities (PLC's) will be conducted that focuses on data analysis, curriculum alignment, lesson planning, student performance, and that address changes to instruction. Teachers will utilize available professional development provided by the district, such a EPIC Saturdays, Professional Development in Pajamas, and professional development offered through Region 20. These sessions help align instruction with priority TEKS. Also, they help teacher develop lesson plans, written in a manner in which all teachers can use. Lesson plans will be aligned to formative assessments, exit tickets, and will address the needs of all students. Administrators will provide written feedback to teachers bi-weekly. Teachers will be provided with ample time to adjust their lesson plans to address the needs of students.
Barriers to Address During the Year	to develop a exemplar of the tea	tools and processes in ther who would be high ecient manner. We cu	ere is a lack of personalization in a use at the campus level. We need ghly effective for our campus so we rrently do not employ a system of	Increase in technology has resulted in a teacher shift away from printed material and resources are not being used by students.	Differentiation is not a part of the current lesson plan template leading to lack of differentiation in instruction.
Distri	ct Commitment Theory of Action	n	guaranteed and viable curriculum (G\	/C) and scope and sequence and ensures access to high-quality common formative asse entary will experience a full and rich education providing stronger oppotunities for their and the strong stronger oppotunities for their	high-needs schools to be fully staffed by July 1st, provides the campus with a standards-aligned essment resources aligned to state standards for all tested areas and PK-2nd grade math and ir future, teachers will feel better supported knowing that their work is aligned and based on best
Prioritized Focus Areas for Improvement				Capacity Builder	
2.1	Mentor Principal has shared a too			rds and "look for/listen for" to use when selecting candidates aligned to the shcool's vis	sion.
4.1	District Technology and Curriculu Campus coaches				
5.1	District Specialists to support less	son planning by provic	ing PD around formative assessments	s, exemplar responses, and differentiated content, process, and product	

						Student Da	ta						
					% of Students at Camp	ous Determine	d Proficiency L	evel				ts at Meets Gra t or Other Asse	
Grade level	Subject tested		Cycle 1		C	ycle 2			Cycle 3			Summative	
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	BOY MAP Reading	19%	19%	3rd STAAR Reading Dec Sim	30%	31%	3rd STAAR Reading Sim	40%		STAAR	50%	
3rd	Math	BOY MAP Math	18%	27%	3rd STAAR Math Dec Sim	35%	35%	3rd STAAR Math Sim	45%		STAAR	50%	
4th	Reading	BOY MAP Reading	18%	25%	4th MOY MAP Reading	30%	30%	4th STAAR Reading Sim	35%		STAAR	45%	
4th	Math	BOY MAP Math	20%	30%	4th MOY MAP Math	35%	33%	4th STAAR Math Sim	35%		STAAR	45%	
4th	Writing	CBA 1	9%	12%	4th STAAR Writing Feb Sim	20%	29%	СВА	40%		STAAR	50%	
5th	Reading	BOY MAP Reading	47%	31%	5th STAAR Reading Feb Sim	35%	45%	СВА	55%		STAAR	60%	
5th	Math	BOY MAP Math	58%	36%	5th STAAR Math Feb Sim	50%	52%	СВА	60%		STAAR	65%	
5th	Science	CBA 1	43%	34%	5th STAAR Science Feb Sim	40%	40%	СВА	50%		STAAR	55%	
6th	Reading	BOY MAP Reading	35%	39%	6th MOY MAP Reading	45%	45%	6th STAAR Reading Sim	50%		STAAR	55%	
6th	Math	BOY MAP Math	30%	36%	6th MOY MAP Math	41%	39%	6th STAAR Math Sim	50%		STAAR	55%	

Insecting including norms, expectations, and agendas, as including norms, expectations, and schedule feedback outpoint teachers, including norms, expectations, set schedule feedback outpoint, expectations, set schedule feedback, schedule feedback, schedule relations, including norms, expectations, set schedule feedback, schedule feedback, schedule relations, including norms, expectations, set schedule feedback, schedule relations, including norms, expectations, set schedule feedback, schedule relations, including norms, expectations, set schedule feedback, schedule relations, set schedule feedback, schedule relations, including norms, expectations, set schedule feedback, schedule relations, and set schedule feedback, schedule feedback, schedule relations, and set schedule feedback, schedule relation	Cycle 1 90-day Outcor	mes (September - Nove	ember)								
Design and outcome The ranges screening screen		Prioritized Focus Area #1			Prioritized Focus Area #2			Prioritized Focus Area #3			
Desired Description The principal off derivative bit bit bits include: Temps takes principal of derivative bits i	Essential Action	1.1 Develop campus instruction	nal leaders with	clear roles and	3.1 Compelling and aligned vis	ion, mission, goals, values focus	ed on a safe environment and	5.3 Data-driven instruction.5.1 Objective-driven daily lesson plans with formative			
Number Num Number Number Number Number Number Number Number Num	Desired Annual Outcome	The campus leadership team w	vill be developed	through weekly job embedded	Campus vision and mission are	collaboratively refined by all st	akeholders and reflect high	Smith Elementary is in IR status; teachers need to utilize data to drive instruction and			
bit bit dot Assumption Assumptin Assumptin Assumpti	Desired 90-day Outcome	The principal will develop the l	eadership team	capacity through weekly	Campus Leadership Team and	stakeholders will revisit and refi	ne the campus vision and	Teachers hold conferences wi	th students and use BOY MAP d	ata to set growth and	
Instruct Actions for the Cyce Principal subjective of a subjective of	Barriers to Address During	The barriers to address include	2:		The barriers to address include	e: Resistance to change and fee	lings of redundancy in	The barriers to address includ	e: Teacher willingness and comf	ort level in interpreting data;	
The second seco	this Cycle	Assumptions of new principal;	Lack of commun	ication; Feelings of uncertainty	revisiting and refining mission	and vision; not understanding tl	ne rationale for refining vision	Low expectations from staff;	Funding for substitutes to provid	le extended time for data-	
The second seco	District Actions for this Cycle	Principal supervisor will provid	e weekly coachir	ng sessions to support the	Principal supervisor will provid	e weekly coaching to ensure vis	ion, mission, goals, and values	Principal supervisor will cond	uct visits to campus PLCs to mon	itor data-analysis protocols and	
Part Mol Date. Include attractional encode introduced use will be contract and first interval and store in contract and store in contract and store in contract and store interval and	District Commitments Theory							s (e.g. remove partiers), has poin	cies and practices prioritize principa	ii anu principai supervisor	
Actions Ploiting	of Action					fractice resources and tools for eng	aging families.				
MillationsFore AreaTimelineRecurses NeededPerson() ResponsibleProgress toward MillistoneProgress toward MillistoneProgress toward MillistoneNeedes Collection DatePerson Recurses MillistoneLabilish protections for weekly Loadership ream1,31,5 Sep 19Google; TimeLoadership TeamTerm Jate9/26/19Met Collection DateContinue weekly LoadershipUT use Stating calendar to meet and review assessment1,310/11/19Term Gaciendar; AssessmentAction Pian10/11/19On TackContinue weekly calendarHold Stor Conference with UT userbers to review1,110/20/19Coaching tranbohosPerformance Matters10/30/19Met 4Hold MOY conference to review progress toward MettersHold Stor Conference with UT userbers to review1,110/21/19Coaching tranbohosPerformance Matters10/30/19Met 4Calendar meetingsHold MOY conference to review userballing contrast calendar, gapanta1,0/1/19Google; TimeLeadership TeamPerformance Matters10/30/19Met 4Calendar meetingsHold MOY conference to review userballing contrast calendar, dependar tornast to sevelation, stata adai, advector dependar10/21/19Google; TimeLeadership TeamPerformance Matters10/3/19Met 4Calendar meeting data for contrast calendarHold MOY conference to review userballing contrast calendar develop action gapanta110/21/19Google; TimeSpin-15 Sheets, Agenda, Minutes, Staters10/2/19Met 4Calendar meeting data for contrast calendarHore	Action plan-Milestone										
Intercention Intercention<	Milestones			Timeline	Resources Needed	Person(s) Responsible		Evidence Collection Date	Progress toward Milestone		
IT uses stating calendar to meet and review assessment, data prioritize stating calendar to meet and review assessment, data prioritize stating calendar to support trachers, stating calendar, and and advected predictive stating calendar, advected pr			1	26-Sep-19	Google; Time	Leadership Team	Template	9/26/19	Met	Continue weekly Leadership Team meetings.	
Haid BOY conference with 11 members to review performance expectations, seg addiently vares of professional growth as instructional leaders.Leadership Resp.Instructional Coachy, Counseling counseling Roles, & 	e e e e e e e e e e e e e e e e e e e		1, 3	10/11/19	0 /		Action Plan	10/11/19	On Track	data to prioritize teacher	
Ioles and responsibilities, create a calendar, agenda expectations and protocol for PLCs.MetCalendar meeting dates for scood semestre.School staff meet weekly in PLC and Bellcuive Practice Meet develop action plans310/22/19Google; Mission and vision and PLC protocols.Sign-in Sheets, Agenda, Minutes10/22/19MeetContinue weekly PLC and Reflexive Practice Meeting and PLC protocols.Provide student data and develop action plans19/23/19Google; TimePrincipal PrincipalCalendar Dates, Agenda, Minutes11/22/19MeetContinue weekly PLC and Reflexive Practice Meeting comversations with Assistant Principal19/23/19Google; TimePrincipal PrincipalCalendar Dates, Agenda, Minutes11/22/19MeetContinue weekly PLC and Reflexive Practice Meeting conversations with Assistant Principal Principal11/22/19MeetContinue weekly coaching conversations with Assistant Principal Principal11/22/19MeetSome ProgressRefline the campus vision and mission missionSchool staff will provide evidence of their understanding and combinement datas thoreweekly coaching conversations with principal principal principal principal stricts. Intro Meeting Calendar, Principal Principal Principal Principal Mentor focused on: expectations, daily procedures, conducting99/1/19Leadership Time; GoogleCalendar Dates, Agenda, e mails11/22/19MeetContinue weekly coaching conversations with meets or continue meets continue meets continue meets continue meetsSignage of Campus Vision, mails11/22/19Cont	performance expectations, set	goals, and identify areas of	1	10/30/19	Performance Matters; Counseling Roles &		Performance Matters	10/30/19	Met	review progress towards	
Meterings to review student data and develop action plans Image: Contraining conversations with Assistant Practice Meeting Facilitate weekly coaching conversations with Assistant and PLC protocols. Principal Calendar Dates, Agenda 11/22/19 Met Continue weekly coaching conversations with Assistant principal in conversations with Assistant and PLC protocols. Principal in conversations with Assistant and PLC protocols. Principal in conversations with Assistant principal Principal in conversation assistant principal Princip	roles and responsibilities, creat	te a calendar, agenda	1	10/4/19	Google; Time	Leadership Team	Responsibilities; Calendar	10/4/19	Met	Calendar meeting dates for second semester.	
Principal to include: observation and feedback, calibration, and PLC protocols.Metconversations with Assistar PrincipalPrincipal to include: observation and feedback, calibration, and PLC protocols.211/8/19Mission and visionLeadership TeamSign-in Sheets, Agenda, 	,		3	10/22/19	Google; Mission and vision	Leadership Team	•	10/22/19	Met	Continue weekly PLC and Reflective Practice Meetings	
collaborate with all Stakeholders in revisiting and refining theCharacteristicMinutes, Survey resultsCharacteristicSome ProgressmissionSchool staff will provide evidence of their understanding and commitment to the campus vision and mission intrough practices and artifacts throughout the building.2Values, Mission and VisionLeadership TeamSchool Staff and Leadership TeamSignage of Campus Vision. 	Principal to include: observatio		1	9/23/19	Google; Time	Principal	Calendar Dates, Agenda	11/22/19	Met	conversations with Assistant	
School staff will provide evidence of their understanding and commitment to the campus vision and mission through practices and artifacts throughout the building.TeamMission. Bulletin BoardsSome Progressstaff meeting to show comitment and uderstanding of visionPrincipal participates in weekly coaching principal Mentor focused on: expectations, daily procedures, conferences at BOY with students to discuss data and set achievement goals.19/4/19Leadership Meeting Calendar; Time; GooglePrincipalCalendar Dates, Agenda, e- mails11/22/19MetContinue weekly coaching conversations with mentor conversations with meeting conversations with students to discuss data and set achievement goals.2, 39/11/19Data Binders and Data Student DataAdmin Team, Teachers, Student StudentsStudent Data Binders and Data Growth Artifact Checklist10/8/19MetTeachers will hold MOY dat conferences with students.participate in Instructional Rounds and engage in reflective conversations around effective instructional strategies, monitoring and adjusting instruction to meet the needs of all39/10/19, 9/25/19, 10/3/19, 10/8/19Problem of Practice, Theory of Change, Data Collection Sheets, Time, SubstitutesLeadership Team, Teachers, District Leadership11/22/19MetContinue providing protect time for teachersProvide and review campus survey to measure Stakeholder successes and student growth.211/22/19SurveySurveySurveySurveySurveySurveySurveySurvey cancels principalSurveySurvey Results, Agenda, Sign- in Sheets11/22/19Sig	,	,	2	11/8/19	Mission and vision	Leadership Team	•	11/22/19	Some Progress	Refiine the campus vision and mission	
principal Mentor focused on: expectations, daily procedures,Image of the second se	School staff will provide eviden commitment to the campus vis	nce of their understanding and sion and mission through	2	Values, Mission and Vision	Leadership Team		0 0	11/22/19	Some Progress	staff meeting to show comitment and uderstanding	
conferences at BOY with students to discuss data and set achievement goals.Image: Conferences at BOY with students to discuss data and set achievement goals.Image: Conferences at BOY with students to discuss data and set achievement goals.Image: Conferences with students to discuss data and set 		0	1	9/4/19	, ,	Principal	, , ,	11/22/19	Met	Continue weekly coaching conversations with mentor.	
conversations around effective instructional strategies, monitoring and adjusting instruction to meet the needs of all10/8/19Change, Data Collection Sheets, Time, SubstitutesDebrief Notes, Email to StaffMetContinue providing protect time for teachersProvide and review campus survey to measure Stakeholder successes and student growth.211/22/19SurveyPrincipalSurvey Results, Agenda, Sign- in Sheets11/22/19Survey conducted; need to analyze results.	conferences at BOY with stude		2, 3	9/11/19	Data Binders and Data	, ,		10/8/19	Met	Teachers will hold MOY data conferences with students.	
Provide and review campus survey to measure Stakeholder 2 11/22/19 Survey Burvey Principal Survey Results, Agenda, Sign- successes and student growth. Significant Progress Survey Results, Agenda, Sign- in Sheets Survey Results, Agenda, Sign-	conversations around effective	e instructional strategies,	3		Change, Data Collection			11/22/19	Met	Continue providing protected time for teachers	
Reflection and Planning for Next 90-Day Cycle	Provide and review campus sur successes and student growth.	rvey to measure Stakeholder		11/22/19	Survey	Principal		11/22/19	Significant Progress	Surveys conducted; need to analyze results.	

Did you achieve your desired 90-day outcome? Why or why not?	Priroty 1: Yes. The leadership team established protocols and agendas for leadership meetings; roles and responsibilities were defined for each team member; principal built leadership team capacity through coaching, modeling, and providing feedback. The leadership team needs to revisit PD/Meeting schedule for the second semester to identify focus and facilitator. Priority 2: In progress. The campus vision was identified, revisited, and in the process of being refined; Time designated for collaboration and discussion such as PLC, Refective Pratice Meetings, Staff meetings, and PD during cycle 1 focused or data analysis, Tier 1 Instruction, and technology intergration. Priroty 3: Yes. Teachers held BOY conferences with students and used MAP data to set growth and achievement goals in core content areas.				
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Cycle 1 perfomance goals for grades 3, 4, and 6 were met in all subjects; 5th grade perfomance goals were not met for any subject area. In 5th grade Reading the actual perfomance points lower than the goal; 5th grade Math was 19 percentage points lower than the goal; 5th Grade Science was 9 percentage points lower than the goal. Cycle 1 Tier 1 instructi scaffolded support to make grade level TEKS accessible and minimize learning gaps. The 5th grade team was provided time to identify priority TEKS and create action plans.				
	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?	Stakeholders are in the process of refining the campus vision. School staff will provide evidence of their understanding and commitment to the campus vision by bringing artifacts to each staff meeting.	LT and teachers will participate in data analysis of MOY performance data to identify priority TEKS and create action plans.			

				Cycle 2 90-Day Ou	tcomes (December-Fe	bruary)				
	Prio	oritized Focus Are	ea #1		Prioritized Focus Area #2		Prioritized Focus Area #3			
Essential Action Desired Annual Outcome	1.1 Develop campus instruction The campus leadership team w coaching, modeling and feedba to improve clear roles and resp add structure to weekly meetin	vill be developed ack. The team wil oonsibilities acros	through weekly job embedded I implement and model a PLC	Campus vision and mission are expectations for student succe and is evident in the school's c	e collaboratively refined by all s ess that is visible in the actions classrooms, hallways, and stude	and words of all stakeholders	Smith Elementary is in IR statu	Objective-driven daily lesson pl s; teachers need to utilize data t need to take ownership of their	o drive instruction and	
	student progress to provide evi			Interim assessments will be ac	d time built-in for interim asses Iministered at least three time sion and vision of the school ar	s per year. All interim	Toachors hold conferences wit	h students and use CBA, Simulat	tion and MOV MAP data to sot	
Desired 90-day Outcome	Instructional Coaches by co-fac lead a PLC and receive refinem	ilitating a PLC; A	P and ICs will independently		he vision will be read daily as p		growth and achivement goals i	n core content areas. The leade tize feedback and support to te	ership team reviews unit	
Barriers to Address During this Cycle	The barriers to address inlcude Assumptions of new principal; and apprehension by staff men	Lack of communi	ication; Feelings of uncertainty		e: Resistance to change and fe and vision; not understanding	elings of redundancy in the rationale for refining vision		: Teacher willingness and comfounding for substitutes to provide		
District Actions for this Cycle	Principal supervisor will continue to provide weekly coaching sessions to support the principal. Additionally, formal 3-week check-ins with campus principal to monitor progress of ESF and campus initiatives will take place throughout the year. Principal supervisor will monitor progress of the agendas, minutes and tracking tools for instructional responsibilities. As well as to continue coaching, modeling and providing feedback to help support establishing high expectations for campus leadership team.			and values remain a focus for will visit campus to monitor ar	admin and staff throughout th	to ensure vision, mission, goals, e year. The principal supervisor policies and practices and	Principal supervisor will continue to visit campus PLCs to monitor data-analysis protocols and practices to determine effectiveness of how data is being utilized and analyzed. Principal supervisor will provide district support and guidance through the Research and Evaluation Department to review data trends, focusing on how to close instructional gaps and identifying areas of improvement to include: intervention groups are on-going, and additional support provided by Talent Management for teachers in need of additional support.			
District Commitments Theory of Action	principal supervisor instruction	al leadership, pro		tinent school culture data, and	provides campuses with best p	y authority to create conditions practice resources and tools for en		parriers), has policies and praction	ces prioritize principal and	
				Action	n plan-Milestones					
Miles	stones	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	
Hold monthly Academic Conter build leadership capacity.	nt Teacher (ACT) meetings to	1	Ongoing	Calendar	Leadership Team	Minutes, Agendas	2/28/20	Met	Continue monthly ACT meetings.	
Facilitate weekly coaching conv Principal to include: observatio and PLC protocols.		1	Ongoing	Google; Time	Principal	Calendar Dates, Agenda	2/28/20	Met	Continue weekly coaching conversations with Assistant Principal.	
principal mentors focused on:	rincipal participates in weekly coaching conversations with rincipal mentors focused on: expectations, daily procedures, rucial conversations, feedback, and data analysis.		Ongoing	Leadership Meeting Calendar; Time; Google	Principal	Calendar Dates, Agenda, e- mails	2/28/20	Met	Continue weekly coaching conversations with principal mentors.	
LT uses testing calendar to mee data, prioritize and schedule fe		1, 3	Ongoing	Testing Calendar; Assessment Data; Action Plan Template	Principal and Leadership Team	Action Plan	2/28/20	Met	Continue using testing calendar to review assessment data, prioritize and schedule feedback to support teachers.	

School staff meet weekly in PLC and Reflective Practice Meetings to review student data and develop action plans resulting in high expectations and college readiness.	3	Ongoing	Google; Student Work; Data	Leadership Team	Sign-in Sheets, Agenda, Minutes	2/28/20	Met	Continue weekly PLC and Reflective Practice Meetings
Master Schedule reflects protected teacher time to participate in Instructional Rounds and engage in reflective conversations around effective instructional strategies, monitoring and adjusting instruction to meet the needs of all students.	3	1/21/2020, 2/14/2020	Problem of Practice, Theory of Change, Data Collection Sheets, Time, Substitutes	Leadership Team, Teachers, District Leadership	Agenda, Sign-in Sheets, Debrief Notes, Email to Staff	2/14/20	Significant Progress	Continue providing protected time for teachers to participate in Instructional Rounds and engage in reflective conversations around effective instructional strategies, monitoring and adjusting instruction
LT and teachers will participate in data analysis of MOY performance data to identify priority TEKS and create action plans.	3	2/28/20	Time, Assessment Data, Lead4Ward Resources, TEKS	Admin Team, Teachers	Calendar, Action Plans, Assessment data	2/28/20	Met	Continue analyzing simulation data, unit assessment data to create action plans.
Teachers will demonstrate high expectations and hold student conferences at MOY to discuss data, review previous achievement goals, and set new goals.	2, 3	2/10/20	Data Binders and Data	Admin Team, Teachers, Students	Student Data Binders and Data Growth Artifact Checklist	2/10/20	Met	Teachers will revisit MOY data and explicitly connect to state accounatbility goals during student data conferences.
Develop and share refined mission and vision with all stakeholders.	2	1/31/20	Mission and Vision	Leadership Team	Sign-in Sheets, Agenda, Minutes	1/31/20	Met	Continue revisiting and refining vision. Share vision on a daily basis.
Campus Administrators will meet with target students to discuss data and set target goals	2	1/31/20	Mission and Vision	Princiapl & Assistant Principal	Conference Log	1/31/20	Met	Continue meeting with s-6 students to discuss data and set SMART goals for state accountability.
School staff will provide evidence of their understanding and commitment to the campus vision and mission through practices and artifacts throughout the building.	2	Ongoing	Leadership Team	School Staff and Leadership Team	Signage of Campus Vision. Mission. Bulletin Boards	2/28/20	Some Progress	School staff will continue to provide evidence of their understanding and commitment to the campus vision and mission through practices and artifacts throughout the building.
During staff meetings each teacher will bring artifacts that reflect the campus' vision and mission of high expectations.	2	Ongoing	Artifacts	Teachers	Student Work; Assessment Data	2/28/20	Some Progress	Continue to begin staff meetings with teachers sharing artifacts that reflect the campus' vision and mission.
Principal will model and rollout campus-wide protocol for student-student dialogue: Scholarly Conversations	2	January	Posters, Banners	Principal, Leadership Team	Walkthroughs, Lesson Plans	2/28/20	Met	LT will monitor campus-wide implementation of Scholarly Conversations.
Campus PBIS expectations are clearly visible in the hallways and classrooms.	2	1/31/20	Posters, Banners	Admin Team, Teachers, Students	Pictures; Posters	1/31/20	Met	Create and post classroom PBIS expectations; Revisit PBIS expectations daily in announcements.
			Reflection and Pl	anning for Next 90-Day	/ Cycle	1		

Did you achieve your desired 90-day outcome? Why or why not?	Priroty 1: Yes. The Assistant Principal and Instructional Coaches by co-facilitating and independently lead a PLC and received refinement feedback from principal. Priority 2: In progress. All stakeholders played a role in refining and selecting the campus vision. All staff know the new vision and are beginning to collect artifacts to support its implementation. The vision is posted on the weekly parent newsletters. Priroty 3: Yes. Teachers held MOY conferences with students and used Simulation and/or MOY MAP data to set growth and achivement goals Administrators held individual data conferences with teachers and students.					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Cycle 2 perfomance goals for grades 3 and 5 were met in all subjects. 4th grade perfomance goals were met in writing and reading but not in math; 4th grade actual data is 3% lower than the goal. 6th grade perfomance data was 2% lower than the goal. The 6th grade math teacher resigned at the encount of the grade students have had a substitue since November 2019.					
	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?	Stakeholdersvoted and adopted the refined Vision at the end of Januray. The school staff needs to be able to articulate the vision without prompting and share how classroom and schoolwide routines, procedures, and policies reflects the vision . Artifacts in the classrooms and hallways must reference the mission, vision, and values of the school.	Establish a hiring committee and create campus criteria and "look-fors" to be used in the hiring process to ensure the selction of high-quality candidates with alignment to the vision of the school.				

				Cycle 3 90-Day	y Outcomes (March-Ma	y)			y)	
	Prio	oritized Focus Are	a #1		Prioritized Focus Area #2		Prioritized Focus Area #3			
Essential Action	1.1 Develop campus instructiona responsibilities.2.1 Recruit, select highly qualified educators.			high expectations.4.1 Curriculu and sequence.	sion, mission, goals, values focuse lum and assessments aligned to T	TEKS with a year-long scope	assessments.	5.3 Data-driven instruction.5.1 Objective-driven daily lesson plans with formative assessments.		
Desired Annual Outcome	The campus leadership team wil coaching, modeling and feedbac to improve clear roles and respo add structure to weekly meeting student progress to provide evic	ack. The team will ponsibilities across ngs to include ana	II implement and model a PLC ss the faculty and staff; and will alysis of formative data to track	expectations for student succe and is evident in the school's cl level.We will have a district cre our campus that has dedicated	e collaboratively refined by all sta ess that is visible in the actions an classrooms, hallways, and studen reated scope and sequence for tea d time built-in for interim assess	nd words of all stakeholders at performance at mastery eachers that will be tailored to ments and interventions.		s; teachers need to utilize data to need to take ownership of their		
	The Principal will promote leadrship capacity of grade-level Academic Content Teachers by co-facilitating a PLC; Academic Content Teachers will independently lead a PLC and receive refinement feedback from principal.			Staff can articulate the school's	dministered at least three times n "s vision and can provide artifacts st century learner, goal-oriented l mmunity.	s that reflect the different leader, embodies emotional	achivement goals. The leadersh	h students and use STAAR Simula hip team analyzes STAAR Simula nt achievement on STAAR is 65%	ation data and implements	
Barriers to Address During this Cycle	Time of the year; ACTs in grades 3-6 would rather spend their time in the classroom than facilitating a PLC.			The barriers to address inlcude components of the vision state	le: Staff members have varying int ement.	erpretations for the different	The barriers to address inlcude time for data-analysis and plan	e: Low expectations from staff; su nning	ubstitutes to provide extended	
District Actions for this Cycle	Principal supervisor will continue with weekly coaching sessions to support the principal. Additionally, continue with formal 3-week check-ins with campus			and values remain a focus for a supervisor will examine and an	nue to provide weekly coaching to administration and staff through nalyze TNTP teacher surveys, ESF nue developing the culture and cl	nout the year. The principal ^E Campus visit survey with Iimate as well as plan for the	Principal supervisor will continue to conduct visits to campus PLCs to monitor data-analysis protocols and practices to determine effectiveness of how data is being utilized and analyzed. Principal supervisor will provide district support and guidance through the Research and Evaluation Department to discuss data trends, with a focus on closing learning gaps and identifying areas of improvement to include: intervention groups are on-going, and additional support provided by Talent Management for teachers in need of additional support.			
District Commitments Theory of Action	principal supervisor instructiona	nal leadership, pro	ovides data systems to track per	rtinent school culture data, and p nd Smith ES will meet State Acco				parriers), has policies and practic	es prioritize principal and	
				Action	n plan-Milestones					
Miles	stones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps	
Teachers are supported through and learning walks focused on c		1	3/3, 3/16	Lesson plans; Time, Calendar		Minutes, Agendas, Lesson plans	4/2020			
Establish a hiring committee and criteria and "Look-Fors" to be us ensure the selction of high-qual alignment to the vision of the so	used in the hiring process to ality candidates with	1	4/2020	Google, Time, 2019 Master Calendar, Vision		Hiring "Look Fors" and candidate selection criteria	5/29/20			
LT will create a master schedule plan for the 2020-2021 school y		1	3/2020	Google, Time, 2019 Master Calendar, Needs Assessment, CIP		Completed master calendar, schedule, and PD plan	5/29/20			
Hold EOY conference with LT members to rate performance expectations and attainment of goals		1	5/2020	Coaching Handbook; Perfomance Matters; Counseling Roles & Responsibilities	Principal; Assistant; Instructional Coach; Counselor		5/2020			
Hold monthly Academic Conten build leadership capacity.	t Teacher (ACT) meetings to	1	Ongoing	Calendar	Leadership Team	Minutes, Agendas	5/29/20			
Facilitate weekly coaching conversations with Assistant Principal to include: observation and feedback, calibration, and PLC protocols.		1	Ongoing	Google; Time	Principal	Calendar Dates, Agenda	5/29/20		Page 11 of	

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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.													
	Pric	oritized Focus Area		Prioritized Focus Area #2			Prioritized Focus Area #3						
Essential Action	The principal will develop the I coaching, modeling, and feedb and agenda for leadership mee team member; revisit PD/Mee	oack. Leadership te etings; Define roles	eam will establish protocols s and responsibilities for each	Campus Leadership Team and stakeholders will revisit and refine the campus vision and mission to include a focus on student achievement and will share with all stakeholders, faculty, staff, students, and parents.			Teachers hold conferences with students and use BOY MAP data to set growth and achievement goals in core content areas.						
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?									
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			