

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	000000165	District Coordinator of School Improvement (DCSI)	Dr. Joanela De Leon	ESC Support	Region 20 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.	Dr. Joanela De Leon - Oct. 14, 2019
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	n/a
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.	Mayra Gutierrez-Ibarra - Oct. 14, 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: 71, Domain 2: 75, Domain 3: 61
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board. We want to see an 8% increase in the Approaches and Meets level across all grade levels and tests. We want to see a minimum of 3% increase in Masters level at all grade level assessments.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		2	
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.		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.		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.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.
Rationale	New leadership team needs to establish clear roles and responsibilities, expectations, and protocols for collaborative team meetings and discussions.	A school vision exists and needs 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 through weekly job embedded coaching, modeling and feedback. The team will implement and model a PLC to improve clear roles and responsibilities across the faculty and staff; and will add structure to weekly meetings to include analysis of formative data to track student progress to provide evidence-based feedback to teachers.	Campus vision and mission are collaboratively refined by all stakeholders and reflect high expectations for student success that is visible in the actions and words of all stakeholders and is evident in the school's classrooms, hallways, and student performance at mastery level.	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; Feelings of uncertainty and apprehension by staff members.	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.
District Commitment Theory of Action:		If the district provides opportunities for ongoing support and coaching of the campus leader, ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), has policies and practices prioritize principal and principal supervisor instructional leadership, provides data systems to track pertinent school culture data, and provides campuses with best practice resources and tools for engaging families. Then, student achievement will increase, instructional gaps will be narrowed and Smith ES will meet State Accountability.	

ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)					
Date of ESF Diagnostic		2020-02-03			
Prioritized Focus Area #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	We will collaborate closer with Talent Management to recruit highly-effective candidates to our campus and attend job fairs. We will define the candidate and qualities we need to have in order to be successful on our campus. In an effort to retain high performing staff members, the campus will recognize and support high performing staff members through monthly recognition. For new teachers, we will create a mentoring system that will focus on one reaserch-based process/strategy a month for the teacher to practice and get feedback on. We will define and create systems for subsitutes who regularly come to our campus. We will observe and log effectiveness of our subsitutes in order to create a list of those who are highly effective.	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 as EPIC Saturdays, Professional Development in Pajamas, and professional development offered through Region 20. These sessions help align instruction with priority TEKS. Also, they help teachers 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	The district provides campus with a hiring protocol; there is a lack of personalization in terms some of the current hiring tools and processes in use at the campus level. We need to develop a exemplar of the teacher who would be highly effective for our campus so we can vet candidates in a more effecient manner. We currently do not employ a system of observation and feedback for subsitutes.	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.		
District Commitment Theory of Action		If the district provides incentives for the strongest teachers to work in the lowest-performing schools, makes it possible for high-needs schools to be fully staffed by July 1st, provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence and ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then students at Smith Elementary will experience a full and rich education providing stronger oppotunities for their future, teachers will feel better supported knowing that their work is aligned and based on best practices, and student achievement will increase.			
Prioritized Focus Areas for Improvement	Capacity Builder				
2.1	Mentor Principal has shared a tool to personalize the campus hiring committee with key words and "look for/listen for" to use when selecting candidates aligned to the shcool's vision. Tiered and differentiated PD provided by campus and district personnel.				
4.1	District Technology and Curriculum Department Campus coaches				
5.1	District Specialists to support lesson planning by providing PD around formative assessments, exemplar responses, and differentiated content, process, and product				

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	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%	CBA	40%		STAAR	50%	
5th	Reading	BOY MAP Reading	47%	31%	5th STAAR Reading Feb Sim	35%	45%	CBA	55%		STAAR	60%	
5th	Math	BOY MAP Math	58%	36%	5th STAAR Math Feb Sim	50%	52%	CBA	60%		STAAR	65%	
5th	Science	CBA 1	43%	34%	5th STAAR Science Feb Sim	40%	40%	CBA	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%	

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and	5.3 Data-driven instruction.5.1 Objective-driven daily lesson plans with formative
Desired Annual Outcome	The campus leadership team will be developed through weekly job embedded	Campus vision and mission are collaboratively refined by all stakeholders and reflect high	Smith Elementary is in IR status; teachers need to utilize data to drive instruction and
Desired 90-day Outcome	The principal will develop the leadership team capacity through weekly	Campus Leadership Team and stakeholders will revisit and refine the campus vision and	Teachers hold conferences with students and use BOY MAP data to set growth and
Barriers to Address During this Cycle	The barriers to address include: Assumptions of new principal; Lack of communication; Feelings of uncertainty	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	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-
District Actions for this Cycle	Principal supervisor will provide weekly coaching sessions to support the	Principal supervisor will provide weekly coaching to ensure vision, mission, goals, and values	Principal supervisor will conduct visits to campus PLCs to monitor data-analysis protocols and
District Commitments Theory of Action	In the district provides opportunities for ongoing support and coaching of the campus leader, ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers); has policies and practices prioritize principal and principal supervisor instructional leadership, provides data systems to track pertinent school culture data, and provides campuses with best practice resources and tools for engaging families. Then, student achievement will increase, instructional gaps will be narrowed and Smith ES will meet State Accountability.		

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 protocols for weekly Leadership Team (LT) meetings including norms, expectations, and agendas, as	1	26-Sep-19	Google; Time	Leadership Team	Template	9/26/19	Met	Continue weekly Leadership Team meetings.
LT uses testing calendar to meet and review assessment data, prioritize and schedule feedback to support teachers.	1, 3	10/11/19	Testing Calendar; Assessment Data; Action Plan Template	Principal and Leadership Team	Action Plan	10/11/19	On Track	Continue using assessmnet data to prioritize teacher support.
Hold BOY conference with LT members to review performance expectations, set goals, and identify areas of professional growth as instructional leaders.	1	10/30/19	Coaching Handbook; Performance Matters; Counseling Roles & Responsibilities	Principal; Assistant; Instructional Coach; Counselor	Performance Matters	10/30/19	Met	Hold MOY conference to review progress towards goals.
Meet with Academic Content Teachers (ACT) to establish roles and responsibilities, create a calendar, agenda expectations and protocol for PLCs.	1	10/4/19	Google; Time	Leadership Team	Agenda Template; Roles and Responsibilities; Calendar Dates	10/4/19	Met	Calendar meeting dates for second semester.
School staff meet weekly in PLC and Reflective Practice Meetings to review student data and develop action plans	3	10/22/19	Google; Mission and vision	Leadership Team	Sign-in Sheets, Agenda, Minutes	10/22/19	Met	Continue weekly PLC and Reflective Practice Meetings
Facilitate weekly coaching conversations with Assistant Principal to include: observation and feedback, calibration, and PLC protocols.	1	9/23/19	Google; Time	Principal	Calendar Dates, Agenda	11/22/19	Met	Continue weekly coaching conversations with Assistant Principal
Provide survey to determine Stakeholder values, and collaborate with all Stakeholders in revisiting and refining the	2	11/8/19	Mission and vision	Leadership Team	Sign-in Sheets, Agenda, Minutes, Survey results	11/22/19	Some Progress	Refiine the campus vision and mission
School staff will provide evidence of their understanding and commitment to the campus vision and mission through practices and artifacts throughout the building.	2	Values, Mission and Vision	Leadership Team	School Staff and Leadership Team	Signage of Campus Vision. Mission. Bulletin Boards	11/22/19	Some Progress	Staff will bring artifacts to staff meeting to show commitment and uderstanding of vision
Principal participates in weekly coaching conversations with principal Mentor focused on: expectations, daily procedures,	1	9/4/19	Leadership Meeting Calendar; Time; Google	Principal	Calendar Dates, Agenda, e-mails	11/22/19	Met	Continue weekly coaching conversations with mentor.
Teachers will demonstrate high expectations by conducting conferences at BOY with students to discuss data and set achievement goals.	2, 3	9/11/19	Data Binders and Data	Admin Team, Teachers, Students	Student Data Binders and Data Growth Artifact Checklist	10/8/19	Met	Teachers will hold MOY data 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 all	3	9/10/19, 9/25/19, 10/3/19, 10/8/19	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	11/22/19	Met	Continue providing protected time for teachers
Provide and review campus survey to measure Stakeholder successes and student growth.	2	11/22/19	Survey	Principal	Survey Results, Agenda, Sign-in Sheets	11/22/19	Significant Progress	Surveys conducted; need to analyze results.

Reflection and Planning for Next 90-Day Cycle

<p>Did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Priority 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, Refelctive Praticce Meetings, Staff meetings, and PD during cycle 1 focused on data analysis, Tier 1 Instruction, and technology intergration. Priority 3: Yes. Teachers held BOY conferences with students and used MAP data to set growth and achievement goals in core content areas.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Cycle 1 performance goals for grades 3, 4, and 6 were met in all subjects; 5th grade performance goals were not met for any subject area. In 5th grade Reading the actual performance data was 16 percentage 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 instruction in 5th grade targeted 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.</p>	
<p>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?</p>	<p>Carryover Milestones</p>	<p>New Milestones</p>
	<p>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.</p>	<p>LT and teachers will participate in data analysis of MOY performance data to identify priority TEKS and create action plans.</p>

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and			5.3 Data-driven instruction.5.1 Objective-driven daily lesson plans with formative			
Desired Annual Outcome	The campus leadership team will be developed through weekly job embedded coaching, modeling and feedback. The team will implement and model a PLC to improve clear roles and responsibilities across the faculty and staff; and will add structure to weekly meetings to include analysis of formative data to track student progress to provide evidence-based feedback to teachers.	Campus vision and mission are collaboratively refined by all stakeholders and reflect high expectations for student success that is visible in the actions and words of all stakeholders and is evident in the school's classrooms, hallways, and student performance at mastery level. 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			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 90-day Outcome	The Principal will promote leadership capacity of Assistant Principal and Instructional Coaches by co-facilitating a PLC; AP and ICs will independently lead a PLC and receive refinement feedback from principal.	All staff can articulate the mission and vision of the school and can provide evidence to support its implementation. The vision will be read daily as part of the morning announcements and included in weekly parent newsletters.			Teachers hold conferences with students and use CBA, Simulation, and MOY MAP data to set growth and achievement goals in core content areas. The leadership team reviews unit assessments and CBAs to prioritize feedback and support to teachers. Administrators hold individual data conferences with teachers and students.			
Barriers to Address During this Cycle	The barriers to address include: Assumptions of new principal; Lack of communication; Feelings of uncertainty and apprehension by staff members.	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			
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.	Principal supervisor will continue to provide weekly coaching to ensure vision, mission, goals, and values remain a focus for admin and staff throughout the year. The principal supervisor will visit campus to monitor and support alignment of district policies and practices and followed with fidelity.			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	If the district provides opportunities for ongoing support and coaching of the campus leader, ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), has policies and practices prioritize principal and principal supervisor instructional leadership, provides data systems to track pertinent school culture data, and provides campuses with best practice resources and tools for engaging families. Then, student achievement will increase, instructional gaps will be narrowed and Smith ES will meet State Accountability.							
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
Hold monthly Academic Content Teacher (ACT) meetings to build leadership capacity.	1	Ongoing	Calendar	Leadership Team	Minutes, Agendas	2/28/20	Met	Continue monthly ACT meetings.
Facilitate weekly coaching conversations with Assistant Principal to include: observation and feedback, calibration, and PLC protocols.	1	Ongoing	Google; Time	Principal	Calendar Dates, Agenda	2/28/20	Met	Continue weekly coaching conversations with Assistant Principal.
Principal participates in weekly coaching conversations with principal mentors focused on: expectations, daily procedures, crucial conversations, feedback, and data analysis.	1	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 meet and review assessment data, prioritize and schedule feedback to support teachers.	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 accountability 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	Principals & 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 Planning for Next 90-Day Cycle

<p>Did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Priority 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. Priority 3: Yes. Teachers held MOY conferences with students and used Simulation and/or MOY MAP data to set growth and achievement goals. Administrators held individual data conferences with teachers and students.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Cycle 2 performance goals for grades 3 and 5 were met in all subjects. 4th grade performance goals were met in writing and reading but not in math; 4th grade actual data is 3% lower than the goal. 6th grade performance data was met in reading but not math; 6th grade performance data was 2% lower than the goal. The 6th grade math teacher resigned at the end of October. 6th grade students have had a substitute since November 2019.</p>	
<p>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?</p>	<p>Carryover Milestones</p>	<p>New Milestones</p>
	<p>Stakeholders voted and adopted the refined Vision at the end of January. 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.</p>	<p>Establish a hiring committee and create campus criteria and "look-fors" to be used in the hiring process to ensure the selection of high-quality candidates with alignment to the vision of the school.</p>

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.2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	The campus leadership team will be developed through weekly job embedded coaching, modeling and feedback. The team will implement and model a PLC to improve clear roles and responsibilities across the faculty and staff; and will add structure to weekly meetings to include analysis of formative data to track student progress to provide evidence-based feedback to teachers.	Campus vision and mission are collaboratively refined by all stakeholders and reflect high expectations for student success that is visible in the actions and words of all stakeholders and is evident in the school's classrooms, hallways, and student performance at mastery level.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	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 90-day Outcome	The Principal will promote leadership 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 vision and can provide artifacts that reflect the different components of the vision: 21st century learner, goal-oriented leader, embodies emotional intelligence, impact global community.	Teachers hold conferences with students and use STAAR Simulation data to set growth and achievement goals. The leadership team analyzes STAAR Simulation data and implements plan of action to ensure student achievement on STAAR is 65% at approaches, 35% at Meets, and 15% at Masters.
Barriers to Address During this Cycle	The barriers to address include: 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 include: Staff members have varying interpretations for the different components of the vision statement.	The barriers to address include: Low expectations from staff; substitutes to provide extended time for data-analysis and planning
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 principal to monitor progress of ESF and campus initiatives that will take place throughout the year. Principal supervisor will engage the campus leadership team in reflection protocols to tweak their leadership practices and prepare for end of year expectations.	Principal supervisor will continue to provide weekly coaching to ensure vision, mission, goals, and values remain a focus for administration and staff throughout the year. The principal supervisor will examine and analyze TNTP teacher surveys, ESF Campus visit survey with data and information to continue developing the culture and climate as well as plan for the 2020-21 school year.	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	If the district provides opportunities for ongoing support and coaching of the campus leader, ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), has policies and practices prioritize principal and principal supervisor instructional leadership, provides data systems to track pertinent school culture data, and provides campuses with best practice resources and tools for engaging families. Then, student achievement will increase, instructional gaps will be narrowed and Smith ES will meet State Accountability.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Teachers are supported through professional development and learning walks focused on differentiated instruction.	1	3/3, 3/16	Lesson plans; Time, Calendar	School Improvement Coordinator	Minutes, Agendas, Lesson plans	4/2020		
Establish a hiring committee and create campus selection criteria and "Look-Fors" to be used in the hiring process to ensure the selection of high-quality candidates with alignment to the vision of the school.	1	4/2020	Google, Time, 2019 Master Calendar, Vision	Hiring Committee	Hiring "Look Fors" and candidate selection criteria	5/29/20		
LT will create a master schedule, master calendar, and PD plan for the 2020-2021 school year.	1	3/2020	Google, Time, 2019 Master Calendar, Needs Assessment, CIP	Leadership team, Teachers	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; Performance Matters; Counseling Roles & Responsibilities	Principal; Assistant; Instructional Coach; Counselor	Performance Matters	5/2020		
Hold monthly Academic Content Teacher (ACT) meetings to build leadership capacity.	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		

Principal participates in weekly coaching conversations with principal mentors focused on: expectations, daily procedures, crucial conversations, feedback, and data analysis.	1	Ongoing	Leadership Meeting Calendar; Time; Google	Principal	Calendar Dates, Agenda, e-mails	5/29/20		
Master Schedule reflects protected teacher time to engage in reflective conversations around effective instructional strategies, monitoring and adjusting instruction to meet the needs of all students.	3	Ongoing	Problem of Practice, Theory of Change, Data Collection Sheets, Time, Substitutes	Leadership Team	Sign-in Sheets, Agenda, Minutes	5/29/20		
Campus Administrators will meet with students to discuss data and set target goals	3	Ongoing	Data Binders and Data	Principi & Assistant Principal	Conference Log, Student Data Binders and Data Growth data	5/29/20		
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	5/29/20		
Campus PBIS expectations and attendance flags are clearly visible in the hallways and classrooms.	2	Ongoing	Posters, Banners	Admin Team, Teachers, Students	Pictures; Posters; flags	5/29/20		
Teachers will demonstrate high expectations and hold student conferences to discuss data, review previous achievement goals, and set new goals.	2, 3	Ongoing	Data Binders and Data	Admin Team, Teachers, Students	Student Data Binders and Data Growth data	5/29/20		
Students can articulate the school's vision and explain how their EOY acheivement goal is aligned to the vision.	2, 3	3/2020	Assessment data	Teachers, Leadership Team	Data Binders	5/29/20		
Campus Administrators will meet with students to discuss data and set target goals	2, 3	Ongoing	Data Binders and Data	Principi & Assistant Principal	Conference Log, Student Data Binders and Data Growth data	5/29/20		
LT and teachers will participate in data analysis of EOY performance data to measure effectiveness of instruction.	3	5/2020	Time, Assessment Data,	Admin Team, Teachers	Calendar, Assessment data	5/29/20		
PLCs analyze STAAR simulation data, band students by performance level, and develop a plan of action for students at each band using Lead4Ward resources.	3	3/3, 3/4, 3/30	Assessment data	Teacher, Leadership Team	Instructional Plans	4/2020		

Reflection and			
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	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	The campus leadership team will be developed through weekly job embedded	Campus vision and mission are collaboratively refined by all stakeholders and reflect high	Teachers will hold
Did the campus achieve the			

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	The principal will develop the leadership team capacity through weekly coaching, modeling, and feedback. Leadership team will establish protocols and agenda for leadership meetings; Define roles and responsibilities for each team member; revisit PD/Meeting schedule to identify facilitator.	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			

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								
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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		