## **Campus Targeted Improvement Plan**

Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <a href="https://tea.texas.gov/si/accountabilityinterventions/">https://tea.texas.gov/si/accountabilityinterventions/</a>

Please complete all sections of the Cycles 1, 2, and 3 tabsexcept:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle<u>prior</u> to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	Prioritized Focus Area  1 1 2 1 3
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.  To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.  To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f- ed640612bdc2

Instructions	

				Campus	Information				
District Name	SAISD	Campus Name	TCA HIGHLANDS H.S.	Superintendent	Pedro Martinez	Principal	MARIO HERNANDEZ JR.		
District Name to a	045007	Carrana Namahan	45007020	District Coordinator of	Addition Addition	500 00000	Jamie Goodwin		
District Number	015907	Campus Number	15907030	School Improvement (DCSI)	Adrien Ashley	ESC Support			
				Ass	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 im the principal supervisor, I understan	Plan for this campus. I unders	tand I am responsible for the		Adrien Ashley, 9/25/19		
<b>Principal Supervisor</b> (Only necessary if the DCSI is NOT the Principal supervisor)	level commitments and suppo	rt mechanisms to ensur	that I will coordinate with the DCSI to e the principal I supervise can achieve r ensuring the principal carries out the	successful implementation of t	he Targeted Improvement		Cynthia Miles, 9/25/19		
Principal		chanisms to ensure the	nate with the DCSI (and my supervisor, successful implementation of the Targ				Mario Hernandez, 9/25/19		
Board Approval Date	2019-11-11								
				Needs	Assessment				
			What accountability goals for each Domain has your campus set for the year?	Domain I -73, Domain II -75, [	Domain III - 30				
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?		to grow, we plan on implementing a Tiered assessment for all our newly enrolled students, with the support of our Campus Literacy Instructors, our Interventions rquez Reading) and continuous small group reading interventions, our students will have the opportunity to grow academically.				
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	The campus goal is for potent	s goal is for potential graduates to obtain 9 college credit hours through the Richland Community College partnership.				
			/ <del>-</del>		ssment Results				
				<u> </u>	pus HAS NOT had an ESF Dia	<u>-                                    </u>			
		Essential Act			The state of the s		ation Level (1 Not Yet Started - 5 Fully Implemented)		
1.1 Develop campus instruc	tional 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	ed vision, mission, goals, values	focused on a safe enviro	onment and high expectations.				4		
4.1 Curriculum and assess	sments aligned to TEKS with a ye	ear-long scope and sequ	ience.				4		
5.1 Objective-driven daily	lesson plans with formative ass	sessments.			3				
5.3 Data-driven instruction	n.				2				
		Prioritized Focus Ar	ea #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
<b>Essential Action</b>	1.1 Develop campus instructio	nal leaders with clear ro	oles and responsibilities.	5.1 Objective-driven daily less	on plans with formative assessn	ments.	5.3 Data-driven instruction.		

	We have two new Instructional Coaches, and an interventio leading and coaching staff with more instructional focus.	nist. They are growing in capacity of	Teachers input formal lesson plans on Thursday to be reviewed by Mr. Silva on Friday with the faculty. These plans are also posted outside the teacher's classroom door. Each set of plans is matched to specific TEKS.	We started DDI last year and teachers have embraced it but we need to take it to more intentional academic level this year.					
	The outcome will consist of Instructional Coaches usin Professional Development strategies and to ensure the campus goals.		The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms.	Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.					
Barriers to Address During the Year	Lack of extensive training and professional developme professional growth and hinders performance.	ent that prevents effective	Trying to provide sufficient preparation time for planning is a challenge, but each teacher has one period per day. We are also implementing professional development every Wednesday and those sessions can be used to coach improved lesson planning.	The access needed for assessment data reviews during the PLC's has been limited with insufficient collaboration strategies from the partnership.					
Distric	District Commitment Theory of Action:  If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district commits to providing test results back to the campus within five days from the assessment, the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.								
			ESF Diagnostic Results						
		(To be complete	d AFTER the campus engages in the shared diagnostic with an ESF Facilitato	or)					
	Date of ESF Diagnostic								
	Prioritized Focus Are	ea #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
<b>Essential Action</b>									
Desired Annual Outcome									
Barriers to Address During the Year									
Distri	ct Commitment Theory of Action								
Prioritized Focus Areas for Improvement			Capacity Builder						

						Student D	ata								
			% of Students at Campus Determined Proficiency Level										% of Students at Meets Grade Level on STAAR or Other Assessment		
Grade level	Subject tested		Cycle 1			Cycle 2			Cycle 3			Summative			
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual		
	English I	Other	15		STAAR	20	24	STAAR	25						
	English II	Other	15		STAAR	20	19	STAAR	25						
	Algebra	Other	15		STAAR	30	63	STAAR	35						
	Biology	Other	25		STAAR	30	58	STAAR	35						
	US History	Other	25		STAAR	30	30	STAAR	35						

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		Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3		
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data Driven Instruction		
Desired Annual Outcome	The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are well informed of the campus goals.		Teacher use a corrective instructional planning process, individually and in PLC's to analyze data, identify trends, determine the root cause as to why students may not have learned the concept, and create plans to reteach.		
Desired 90-day Outcome	Regular team and CILT meetings. Improved communication throughout the school, weekly PLC's, monthly PD led by leadership team, regular observation and feedback, weekly lesson plan review w/ feedback as needed.	I conducted with teedback allowing time for teachers to make adjustments	Teachers will receive support and training on Eduphoria by campus instructional coach to analyze previous assessments and identify trends. Teachers will implement bi weekly assessments to gather further data. PLC's and PD's will focus on strategies and planning using data.		
Barriers to Address During this Cycle	Consistency in meeting without interruptions and having a detailed agenda weekly.	Mindset of the importance of submitting lesson plans two days earlier in order to provide them with feedback in a timely manner.	Installation of equipment needed to formulate data from assessments. Providing training and access to Eduphoria to teachers and leadership team.		
District Actions for this Cycle	Provide opportunities for professional growth through district wide training and Professional development.	Create formative and summative assessments aligned with TEKS and follow the scope and sequence.	Provide opportunities for training in needed systems. Continued support and presence of leadership team in weekly PLC's.		
District Commitments Theory	If the Principal Mentor provides regular coaching to the Principal on the implementatio	on of DDI and the principal's development of the instructional leadership team, and the district ensures t	hat the campus has access to high-quality unit tests for all tested grades and subjects, and the district		

of Action

frequently, effectively, and with greater role clarity engage in instructional leadership activities.

commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more

	Action plan-Milestones									
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Fyidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps		
Performance expectations are clear, written, measurable, and match the job responsibilities. Principal improves campus leaders through regularly scheduled job-embedded professional development consistent with best practices for student learning.		Continuous	Access to lesson plan software. My course can	Administration	Feedback provided in timely manner	Weekly	Met	Developed organizational chart that identifies each administrator's responsibilites in regards to professional development training and teacher observations.		
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	2	October 10th	Protocols for Staff	Teachers/Administration	Agendas, Minutes	After each Common Assessment	Met	With the assitance of our HR department, a third party contractor was contracted to vet high quaility teachers eager to work at our campuses		
Campus instructional leaders have clear, written and transparent roles and responsibilities and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	1	September 30th	Power Points, Modeling, Calendar	School Leadership	Agendas, Sign in Sheets, Minutes	After PD Completion	Met	Weekly meetings are held to discuss week by week planning, observations and development of PD trainings.		

Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	1,2	October 15th	Data, Discussion points, Powerpoint	School Leadership	Agendas, Sign in Sheets, Minutes	After Each Meeting	Met	Weekly and monthly meetings are held between Administrators to discuss areas of support for teachers and to discuss areas of concerns. Each Administrator is responsible for 5 observations per week. Instructional Coaches form the leadership team.
Campus instructional leaders review disaggregated data to track and monitor progress of all students, including students with disabilities and ELL students among other student groups, and provide evidence-based feedback to teachers through weekly CILT meeting and Professional Developments	2,3		Scanner and Eduphoria access for Check Point assessments	AP-I	Test results, Weekly and Cumulative grade averages	Weekly for grade averages, every 3 weeks for benchmark checkpoints.	Some Progress	Continous delays with technology hinders access to program data needed to make assessments on student progress. Access to Eduphoria, connection to the Eduphoria data base are just some examples.
			Reflection and P	Planning for Next 90-D	av Cycle			
Did you achieve your desired 90-day outcome? Why or why not?					e time loss in gathering pertenent in	formation.		
Did you achieve your student performance goals (see Student Data To	ab)? Why or why r	not?	Unable to reflect in this section do	ue to continous barriers with tech	nnology and access to programs nee	ded to generate data		
				Carryover Milestones			New Milestones	
Review the necessary adjustments/next steps column above. What n on in the next cycle? What new milestones do you need to add to the		· · · · · · · · · · · · · · · · · · ·	Data driven meetings with improv	rements on technology and acces	s to program data.			

	Cycle 2 90-Day Outcomes (December-February)										
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3								
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data Driven Instruction								
Desired Annual Outcome	Through continuous professional development and clear goal setting, teachers		Teachers will be able to efficiently use data of previous assessments to guide lesson								
Desired 90-day Outcome	Instructional Coaches and administrators will observe and provide face to face feedback at least 4 times per teacher	Lesson plans will be intentional and deliberate to our instructional model. Lesson plans reflect minutes and have pre-considered questions already set up for the Marquez Reading.	PLC's will focus on analyzing previous assessments for trends and comparing them with curren								
Barriers to Address During this Cycle	availability of adequate space to engage in face to face meetings with teachers. Job functions that may get in the way.	Teachers still adapting to our instructional model and effectively executing the Marquez Reading structure.	Problems with access and support to the Eduphoria program. Recent arrival of equipment needed to properly use the program. Development of teachers with limited experience.								
District Actions for this Cycle	Inhservations including a running count. Instructional coaches and	Ensure the lesson plan submission site is working and more aligned with the lesson plan templates our teachers are comfortable using.	Continued support of social worker internship program to aid in behavior intervention and support to our students. Training and development opportunity for new staff members based on needs shown through student data analysis.								
<b>District Commitments Theory</b>	commits to providing test results back to the campus within two days from the assessn	nent, then the campus will be able to establish strong data-driven instruction practices, improve the qui	ality and frequency of use of lesson plans and formative assessments, and campus leaders will more								

commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

Action plan-Milestones

Milestones

Prioritized Focus Area

Timeline

Resources Needed

Person(s) Responsible

Progress toward Milestone

Evidence used to Determine Progress toward Milestone

Progress toward Milestone

Necessary Adjustments / Next Steps

	rocus Area				Frogress toward willestone			Next Steps
DDI training carried out by Admin and implemented by teachers.  Continuous professional development.	1,2,3	December 1st	Data Protocol, Extra Duty Pay, access to SAISD instruments (ITCCS, Biportal, ect)	administration, school leaders	Agendas and interventions used by the staff.	Lesson plans showing interventions used to support the struggling student.	On Track	None at this time
Teacher using the Thinking Through Reading Across the Curriculum in each content area daily.	1,2	December 1st	Calendar, TOPS, ICAN instructional model rubric	Teachers	using observations, teachers will be tiered and their questioning graded.	SWIVL will be used to help teacher see their own performances.	On Track	None at this time
Extra Collaboration time for teachers and admin to analyze targeted student data. Utilizing the training calendar to implement and develop PDs based on areas of focus.	2,3	December 1st	Facility support on Saturdays, Extra Duty Pay, Data and Lesson plans	Teachers and leadership	agendas, sign in sheets, lesson plans reflecting interventions from the data analysis.	After every Data Meeting.	On Track	None at this time
Create assessment data review calendar, tracker, and agenda	1,2	December 1st	District calendar and campus calendar	Administration, Coach	Calendars, data tracker spreadsheet, and meeting agendas	After every Data Meeting.	Some Progress	Continue to coordinate with SAISD to align our calendars to provide PD independently.

Reflection and Planning for Next 90-Day Cycle							
Did you achieve your desired 90-day outcome? Why or why not?	We made significant progress in our focus area 2. Our meetings are aligned to the Data Driven information collected from our weekly summative assessments. Using skills checks based on STAAR released questions (prior year), formative assessments and summative assessments using daily exit tickets, bench mark testing, period by period tracking.						
Did you achieve your student performance goals (see Student Data Tab	Yes, We grew in all areas, significantlly in Biology and Algebra.						
		Carryover Milestones			New Milestones		
Review the necessary adjustments/next steps column above. What mil on in the next cycle? What new milestones do you need to add to the n	next cycle?	Continue with our data meeting are still aligned with our goals.	gs, PLC meetings and administra	ative meetings to ensude we		AISD to align calanders for PD an ecurity codes to operate indepe	· ·

Cycle 3 90-Day Outcomes (March-May)					
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3		
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data Driven Instruction		
Desired Annual Outcome	Skilled teachers who have mastered our instructional model, execute the Marquez Reading effectively, and identify struggling students for reteach needs.	The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms.	Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.		
Desired 90-day Outcome	Tiered teachers will show growth from Cycle 1 as identified by district and campus admin.	Every PLC will be led by a teacher lead with prioritized data for accountability students.	Teachers will analyze classroom level data and make recommendations for student placement/tutoring/Saturday school.		
Barriers to Address During this Cycle	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers. District support for teachers struggling with implementation of the lesson cycle.	Systems of time management to ensure fidelity of Data Meetings and student meetings on progress.	Teachers should begin to involve students in discussions of student performance/self analysis.		
District Actions for this Cycle	Provide opportunities for professional growth through district wide training and Professional development.	Create formative and summative assessments aligned with TEKS and follow the scope and sequence.	PLCs begin to analyze school-wide data and identify best-practices that have yielded good results.		
District Commitments Theory			that the campus has access to high-quality unit tests for all tested grades and subjects, and the district		

of Action

frequently, effectively, and with greater role clarity engage in instructional leadership activities.

commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more

			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
Bi-weekly PD training on the Marquez Reading process and ICAN instructional model	1,2	PD held 9/25/19	Data Protocol, Extra Duty Pay,	Administration, School Leaders	Agendas and interventions used by the staff.	Lesson plans showing interventions used to support the struggling student.		
Teacher using the Thinking Through Reading Across the Curriculum in each content area daily.	1,2	March 3, 2020	Calendar, TOPS, ICAN instructional model rubric	Instructional Coaches, Administration	TOPS observations, teachers will be tiered and their questioning graded.	SWIVL will be used to help teacher see their own performances.		
Extra Collaboration time for teachers and admin to analyze targeted student data.	2,3	March 3, 2020	Facility support on Saturdays, Extra Duty Pay, Data and Lesson plans	Teachers and leadership team	agendas, sign in sheets, lesson plans reflecting interventions from the data analysis.	Data to be collected weekly		
Create assessment data, review calendar tracker, and agenda for scheduled trainings.	1,2,3	March 3, 2020	District calendar and campus calendar	Administration, Coach	Calendars, data tracker spreadsheet, and meeting agendas	After every Data Meeting.		

				Reflection and Planning for Next 90-Day	Cycle		
Did you achieve your desired 90-day outcome? Why or why not?							
Did you achieve your student per	formance goals (see Student Data Tab)? V	Why or why no	ot?				
	Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones
				END OF YEAR REFLECTION			
	Prioritized	ed Focus Area	#1	Prioritized Focus Area #2			Prioritized Focus Area #3
Essential Action	0			0		0	
Desired Annual Outcome	The outcome will consist of Instruction provide more Professional Developmare well informed of the campus goal	ment strategie		The use of daily lesson plans, submitted on a weekly basis, encovered in each academic area. Instructional materials with kand recommended materials, including content-rich texts, are	ey ideas, essential questions,	Weekly PLC meeting to analyze data.	academic growth of students based on recurring assessment
Did the campus achieve the desired outcome? Why or why not?							

## Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.

The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
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		

Milestones	Prioritized Focus Area	Timeline	Action Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

			Reflection and Pla	nning for Next 90-Da	y Cycle			
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your summative student performance goals (see Stu	dent Data Tab)? W	/hy or why not?						
Review the necessary adjustments/next steps column above. What on in the next cycle? What new milestones do you need to add to the		is cycle will you continue working	Carryover Milestones		New Milestones			

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

#### **Data Sources** EssentialAction PFA-SA1 PFA-SA2 Benchmark 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. PFA-SA3 District Interim 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. State Interim 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. STAAR Other 5.1 Objective-driven daily lesson plans with formative assessments. 5.3 Data-driven instruction. PFA-ESF1 PFA-ESF2 Trends PFA-ESF3 **Consistent Increase** PFA-SA1 **Consistent Decrease** PFA-SA2 Little to No Fluctuation Fluctuation PFA-SA3 PFA-ESF1 PFA-ESF2 PFA-ESF3 Status No Progress PFA1 Some Progress PFA2 **Significant Progress** On Track PFA3

### **STAARDataSources**

STAAR Other

Met

PFA_SelfAssesment	AnnualOutcome_SelfAssessment
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5.1 Objective-driven daily lesson DAO-SA2

5.3 Data-driven instruction. DAO-SA3

1.1 Develop campus instruction; DAO-SA1 The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ide Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.

PFA_ESFDiagnostic		AnnualOutcome_SelfAssessment
0	DAO-ESF1	0
0	DAO-ESF2	0

DAO-ESF3 0

Combined	Combined

1.1 Develop campus instruction: DAO-SA1 5.1 Objective-driven daily lessor DAO-SA2

0

5.3 Data-driven instruction. DAO-SA3

> DAO-ESF1 DAO-ESE2

The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ide Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.

# DAO-ESF3

## Cycle 1 PFAs 1.1 Develop campus instruction; PFA1

5.1 Objective-driven daily lesson PFA2

5.3 Data-driven instruction. PFA3

## **Cycle 3 Desired Annual Outcomes**

The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ide Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.

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