

# Fenwick Academy Targeted Improvement Plan 2019-2020



TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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.
<b>Cycle 4</b>	

Not to filled out until summative process has been completed

Campus Information						
<b>District Name</b>	San Antonio ISD	Fenwick Academy	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Dr. Tambrey Ozuna
<b>District Number</b>	015907	000000123	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Courtney Gober	<b>ESC Support</b>	Jamie Goodwin
						Shannon Alan
Assurances						
<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				Courtney Gober, 9/26/19	
<b>Principal Supervisor</b> <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.				Margaret Davis, 9/26/19 (1882 Partner: Texas Council for International Studies, TCIS)	
<b>Principal</b>	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.				Tambrey Ozuna, 9/26/19	
<b>Board Approval Date</b>	2019-11-11					
Needs Assessment						
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Student Achievement Domain: 65. School Progress Domain: 70. Closing the Gap Domain: 66.				
	What changes in student group and subject performance are included in these goals?	All student groups were given ambitious achievement goals at the "meets" level. The goals are delineated in the student data section and have a graduated timeline. The campus has set the goal of having an overall rating of "C" at the end of the school year.				
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A				

<b>Self-Assessment Results</b> (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		1	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		2	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		2	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		2	
5.1 Objective-driven daily lesson plans with formative assessments.		1	
5.3 Data-driven instruction.		1	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<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.	
<b>Rationale</b> In reflecting upon last year, many key components were not in place such as a comprehensive list of responsibilities, weekly focus on student progress, and deliberate observation and feedback cycles. Focusing on this area allows us to establish systems centered on student performance and progress and teacher performance and growth in the classroom.	In reflecting upon last year, teachers were expected to submit lesson plans through Google Drive, using a lesson plan template. Teachers divided up the lesson plan tasks, so there was limited discussion/collaboration in planning. Tasks were not analyzed for alignment with TEKS and campus performance expectations. Limited feedback was given to teachers on their lesson plans and implementation of lesson plans were not monitored for alignment and rigor. Focusing on this area allows us to establish expectations around rigorous lesson planning and structures for instructional leaders to provide precise feedback to teachers.	In reflecting upon last year, 90 minute PLCs were embedded in the master schedule but every week was not focused on student data. The campus and grade levels did develop and implement a assessment calendar, but followed the BOY/MOY/EOY, as well as the nine week CBA/Semester Exam and Spring Simulation schedules to review data points. When data was reviewed, the focus was on what group did students fall into and had they made progress. There were no structures in place to support a corrective instruction action plan that addressed the different performance levels of students. Individualized student data was not monitored on a weekly basis. Focusing on this area allows us to establish a DDI calendar, structured PLC protocols with an emphasis on a corrective instruction action plan, and individualized tracking of student and teacher data.	
<b>Desired Annual Outcome</b> Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.	

<b>Barriers to Address During the Year</b>	Leadership was inconsistent with expectations, discipline, and presence in the classroom. Teachers were required to upload weekly lesson plans in their team Google Drive folder, but accountability for the development and the implementation of lessons was not done. Lesson plans that were developed didn't always follow the backwards design approach and don't always align to the rigor of the standard. Although, there was a 90 minute weekly planning/collaboration time scheduled for each grade level team, meetings did not consistently focus on lesson planning and reviewing assessments. Assessment results and data was not used to develop a corrective instruction action plans for whole group, small group, and individualized instruction.	Two different planning issues existed at our campus. In the primary grades, teachers were focused on writing their team's IB units, which they did well. However, there was little focus on planning the weekly and daily lessons to ensure that TEKS were being met to the depth and rigor required and to address student learning gaps. In middle school grades, each teacher was the sole teacher for their content area and they did not have a team to collaborate with. Middle years teachers also demonstrated a belief that the kids were responsible for their learning and the teachers were doing great. The students were just misbehaving and not applying themselves. For all grade levels, teachers' approach to weekly and daily lessons plans was the bare minimum, the idea "I know what I'm doing, why do I have to put this in the plan" or "That's all we're required to do". Data was only received after major assessments (e.g. CBA, Semester Exams, Simulations), with minimal to non-existent corrective plans developed or implemented. All teachers lack understanding of how to plan TEKS and data based lessons in the context of IB units, as well as how to write frequent, effective corrective action plans. While teachers did receive extensive feedback on IB unit plans, they were not provided feedback on lesson plans and action plans.	Data was reviewed after each benchmark and grading period, but not used to develop targeted corrective instruction action plans that targeted small groups and individualized instruction. Action plans were more targeted for the whole group in a spiral review format. Teachers relied on technology and software programs to provide remediation (e.g. Dreambox, Edgenuity) often without the face to face time with the teacher. Teachers were not held accountable for the implementation of the instruction action plans. Lack of available test training on what rigorous questioning should look like on an assessment and the time to create an assessment. Lack of training on how to develop effective corrective action plans based on student performance data.
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<b>District Commitment Theory of Action:</b>	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.
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<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)
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<b>Date of ESF Diagnostic</b>			
	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
<b>District Commitment Theory of Action</b>			

<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Other	26	20	State Interim	35		Other	40		STAAR	40	
3rd	Math	Other	28	11	State Interim	30		Other	35		STAAR	35	
4th	Reading	Other	26	24	State Interim	50		Other	55		STAAR	55	
4th	Math	Other	28	22	State Interim	42		Other	50		STAAR	50	
4th	Writing	Other	10	19	State Interim	30		Other	35		STAAR	35	
5th	Reading	Other	20	37	State Interim	26		Other	31		STAAR	31	
5th	Math	Other	22	28	State Interim	28		Other	33		STAAR	33	
5th	Science	Other	21	1	State Interim	24		Other	x		STAAR	30	
6th	Reading	Other	23	24	Other	28		State Interim	33		STAAR	33	
6th	Math	Other	23	9	Other	28		State Interim	33		STAAR	33	
7th	Reading	Other	23	17	Other	26		State Interim	30		STAAR	30	
7th	Writing	Benchmark	23	1	Benchmark	26		State Interim	30		STAAR	30	
7th	Math	Other	23	17	Other	28		State Interim	35		STAAR	35	
8th	Reading	Other	25	10	Other	28		State Interim	32		STAAR	32	
8th	Math	Other	23	30	Other	28		State Interim	33		STAAR	33	
8th	Science	Other	23		Other	26		State Interim	30		STAAR	30	
8th	Social Studies	District Interim	12	29	Benchmark	15		State Interim	18		STAAR	18	

Cycle 1 90-day Outcomes (September - November)								
	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.		
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.		Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.			Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.		
<b>Desired 90-day Outcome</b>	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.		Develop lesson plan template and train all teachers on how to use template and the expectations for submitting lesson plans each week. 90% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing weekly feedback.			Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Member of Admin Leadership team in attendance or providing feedback to PLCs on a weekly basis. Member of team will record minutes on Google Drive each time team meets.		
<b>Barriers to Address During this Cycle</b>	Logistical concerns for scheduling and calendars. Team leaders implementing the agendas and meeting minutes with fidelity. Lead teachers trained in leading effective PLC team planning meetings.		Teachers understanding of writing weekly lesson plans that are aligned to the IB Unit and YAG with activities/strategies/assessments that are aligned to the depth and rigor of the TEK. Teacher resistance to completing lesson plans with required components. Administrators not giving timely and effective feedback.			Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.		
<b>District Actions for this Cycle</b>	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of September.		Mandate expectations for the principal to establish a system to collect, provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.			Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of September. Spot check PLC minutes with the principal on a bi-weekly basis.		
<b>District Commitments Theory of Action</b>	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.							
Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establish clear, written, transparent roles and responsibilities for the leadership team and have weekly meetings scheduled on the calendar.	1.1	August 30, 2019	Sample roles and responsibilities	Principal Tambrey Ozuna	Schedules; Roles and Responsibilities; and calendars	September 30, 2019		
Establish performance expectations and goals that match job responsibilities for AP, counselor, and Instructional Coaches.	1.1	October 18, 2019	Job descriptions	Principal Tambrey Ozuna	Evaluations and BOY meeting notes	October 31, 2019		
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data.	1.1	October 18, 2019	Sample written protocols	Principal Tambrey Ozuna	Written protocols and processes and schedules.	October 31, 2019		

Provide campus leaders with job-embedded PD and create a PD calendar	1.1	October 18, 2019	PD Opportunities	Principal Tambrey Ozuna	Instructional Snapshot Calibration; Modeling of PLCs; Monthly meetings with district leaders, PD calendar	October 31, 2019		
Teachers submit weekly lesson plans by Friday at 8am that include: the TEK(s), Strategies/Activities, 1-2 pre developed HOTS Question, Ind an assessment to check for understanding.	5.1	September 30,2019	Exemplar Lesson Plans Collaborative Planning Time	All teachers	Campus Leadership will review lessons and provide feedback by Monday morning at 8:00am	October 31,2019		
Campus team leaders will review and provide feedback within 48 hours.	5.1	September 30, 2019	Feedback process and way to collect data from lesson plans	Principal- T. Ozuna; AP - M. Amaya; IBC - C. Sims; IC- A. Falcon	Completed rubric of expectations from lesson plans.	October 31, 2019		
Create a DDI calendar and data display system. Student data will be posted on Google Forms and in student data folder. Teacher class data will be posted in PLC room. Students will have data folders with goal setting conference forms.	5.3	October 18, 2019	Student assessment data, chart tablets, bulletin boards, student data folders. Google Form for each subject and each classroom posted in Google team folder	Principal, Instructional Coaches, Team Leaders	PLC Room, DDI Calendar, Student Data Folders; Student Data Trackers (Google)	October 31, 2019		
Teachers are trained and begin development of a Corrective Instruction Action Plan. Master schedule is developed with built in time for weekly 90 minute PLC planning time.	5.3	September 30, 2019	Action Plan Template, Master schedule and enrollment data	Principal, Counselor, Instructional Coaches, and Team Leaders	Master Schedule; Corrective Instruction Action Plan	October 31, 2019		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
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?	<b>Carryover Milestones</b>				<b>New Milestones</b>			



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.		
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.		Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.			Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.		
<b>Desired 90-day Outcome</b>	Monitor and adjust rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers, as needed.		Monitor the submission of lesson plans each week. 90% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon at 90% completion rate.			Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 70% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 80%.		
<b>Barriers to Address During this Cycle</b>	Other events may come up that interfere with our calendars and schedules. Instructional leaders may not fulfill their responsibilities.		Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.			Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.		
<b>District Actions for this Cycle</b>	Monthly review of effectiveness of rosters, assignments, roles, responsibilities, calendars and schedules.		Monthly review with principal of lesson planning and feedback.			DCSI will sit in and observe all PLCs.		
<b>District Commitments Theory of Action</b>	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.							
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
85% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	1.1	January 31, 2020	Team protocols and student data	Team Leaders	PLC Meeting Minutes	February 28, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	February 14, 2020	PD Calendar	Principal Tambrey Ozuna	PD Calendar, PD Transcripts	February 28, 2020		
80% of the rubric was completed by teachers when creating their weekly lesson plan.	5.1	January 31, 2020	Google Docs, Google Classroom, Established Lesson Plan Rubric	All Teachers	Completed rubric by the assigned administrator.	February 28, 2020		
80% of lesson plans were evaluated by the Administration team within 48 hours	5.1	January 31, 2020	Established Lesson Plan Rubric, Google Classroom, Evaluation Comments	Principal- T. Ozuna; AP - M. Amaya; IBC - C. Sims; IC- A. Falcon	Completed rubric by the administration team and comments left for coordinating teachers.	February 28, 2020		

6 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	February 26, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	February 28, 2020		
60% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	January 31, 2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	February 21, 2020		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
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?			<b>Carryover Milestones</b>			<b>New Milestones</b>		

Cycle 3 90-Day Outcomes (March-May)			
	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.
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
<b>Desired 90-day Outcome</b>	Evaluate the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Teachers and administrators will have well established routines for turning in lesson plans and providing feedback.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 95% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 95%.
<b>Barriers to Address During this Cycle</b>	Instructional leadership team may not agree on the effectiveness on each of these components.	Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.	Teachers not responding well to adjustments to schedule and norms. Teachers not filling in agendas and minutes appropriately. Grade levels struggling to facilitate their own PLCs. Quality feedback by administrators not being given to grade levels on PLC implementation.
<b>District Actions for this Cycle</b>	Conference with principal on the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities.	Review Google Classroom template on the submission of lesson plans with feedback for the entire year.	Review effectiveness of PLCs with principal using the Google Classroom template.
<b>District Commitments Theory of Action</b>	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.		

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
95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly. Re-evaluate protocols for teams/PLCs.	1.1	April 30, 2020	Written Team Protocols	Team Leaders	PLC Meeting Minutes and updated written protocol.	May 29, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	April 30, 2020		Principal Tambrey Ozuna	PD Calendar, PD Transcripts	May 29, 2020		
95% of the rubric was completed by teachers when creating their weekly lesson plan. Teachers and administration will reevaluate the rubric to check for effectiveness and make adjustments.	5.1	March 1, 2020	Lesson Plan Rubric; Previous lesson plans	Principal- T. Ozuna; AP - M. Amaya; IBC - C. Sims; IC- A. Falcon	Administration team will evaluate the weekly lesson plans with the current rubric. Administration team will bring comments to teachers for feedback and make adjustments for the following years rubric.	April 1, 2020		

95% of lesson plans were evaluated within 48 hours. Administration team will re-evaluate the effectiveness of feedback given.	5.1	March 1, 2020	Lesson Plan Rubric, Google Classroom, Evaluation Comments, updated lesson plans with improvements and teacher comments. Create a survey for teacher feedback on lesson comments.	Principal- T. Ozuna; AP - M. Amaya; IBC - C. Sims; IC- A. Falcon	Completed rubric by the administration team, comments left for coordinating teachers, updated lesson plans with improvements and teacher comments. Teacher survey completed.	April 1, 2020		
10 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	May 8, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	May 29, 2020		
85% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	April 24, 2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	May 15, 2020		

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>Carryover Milestones</b></td> <td style="width: 50%; text-align: center;"><b>New Milestones</b></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	<b>Carryover Milestones</b>	<b>New Milestones</b>		
<b>Carryover Milestones</b>	<b>New Milestones</b>				

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<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
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**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
<b>Essential Action</b>	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Develop lesson plan template and train all teachers on how to use template and the expectations for submitting lesson plans each week. 90% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing weekly feedback.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Member of Admin Leadership team in attendance or providing feedback to PLCs on a weekly basis. Member of team will record minutes on Google Drive each time team meets.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>