

# Barkley-Ruiz Elementary 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 Independent School District	<b>Campus Name</b>	Barkley-Ruiz Elementary	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Jacqueline Ibarra-Lanford
<b>District Number</b>	015907	<b>Campus Number</b>	000000162	<b>District Coordinator of School Improvement (DCSI)</b>	Joanelda De Leon	<b>ESC Support</b>	Jamie Goodwin

## 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.	<b>Joanelda De Leon 11.11.19</b>
<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.	n/a
<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.	<b>Jacqueline Ibarra-Lanford - 11/11/19</b>
<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?	Domain 1-74    Domain 2-83    Domain--74
	What changes in student group and subject performance are included in these goals?	Our student academic achievement domain was our lowest for the campus. Our subgroups were: All students; Economically Disadvantaged. We expect to see a 15% increase in all groups.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N / A

Self-Assessment Results									
(To be completed if the campus HAS NOT had an ESF Diagnostic)									
Use the completed Self-Assessment Tool to complete this section									
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)					
1.1 Develop campus instructional leaders with clear roles and responsibilities.				3					
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				2					
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.				1					
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				4					
5.1 Objective-driven daily lesson plans with formative assessments.				3					
5.3 Data-driven instruction.				3					
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>	While there are campus instructional leaders in place to instill structural balance and fidelity, we need to encourage current faculty to become additional instructional leaders and explicitly define said leaders roles and responsibilities.		While we have evidence of objective driven daily lesson plans and the use of formative assessment, we need to improve upon uniformity and fidelity across grade levels.			While we have data driven instruction, we need to use it with fidelity by using it daily to enrich and provide constructive interventions.			
<b>Desired Annual Outcome</b>	Encourage current faculty to become additional instructional leaders and explicitly define said leaders roles and responsibilities.		Improve upon uniformity and fidelity across grade levels by making exemplar lesson plan templates.			Use data driven instruction with fidelity by using it daily to enrich and provide constructive interventions.			
<b>Barriers to Address During the Year</b>	<u>Behaviors:</u> Clear roles and responsibilities defined Micro-Managing Lack of Communication and collaboration Inconsistency in decision making Negative criticism vs. positive constructive coaching Inadequate amount of time to adhere to deadlines	<u>Mindset:</u> Lack of trust minimalist Assumptions Staff lack of encouragement Closed Mindset	<u>Resources:</u> Lack of defined responsibilities for campus leaders Lack of defined responsibilities for different teacher roles Lack of time Lack of weekly calendars for observation	<u>Behaviors:</u> Onboarding and accountability for all staff Lesson plans are inconsistent	<u>Mindsets:</u> Minimalist Lack of planning knowledge Assumptions	<u>Resources:</u> Lack of rubric Lack of exemplar Lack of Standard Operating Procedures (SOP)	<u>Behaviors:</u> Not differentiating data collection for teachers Not knowing expectations	<u>Mindsets:</u> Lack of empowerment Experience vs. knowledge Resistance Omniscient mindset	<u>Resources:</u> Time to onboard One size fits all PD's
<b>District Commitment Theory of Action:</b>			If the district provides opportunities for ongoing support and coaching of the campus leader, and district policies and practices support effective instruction in schools and the district has effective systems for identifying and supporting struggling learners then Barkley-Ruiz ES teachers will feel better supported as teachers, be willing to take on leadership risks to build and expand their capacity through practice and students will have more opportunities for achieving academic success.						

<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Mathematics	Benchmark	34		Benchmark	38		Benchmark	42		STAAR	47	
6	Reading	Benchmark	33		Benchmark	37		Benchmark	41		STAAR	47	
5	Mathematics	Benchmark	34		Benchmark	38		Benchmark	42		STAAR	47	
5	Reading	Benchmark	33		Benchmark	37		Benchmark	41		STAAR	47	
4	Mathematics	Benchmark	34		Benchmark	38		Benchmark	42		STAAR	47	
4	Reading	Benchmark	33		Benchmark	37		Benchmark	41		STAAR	47	
3	Mathematics	Benchmark	34		Benchmark	38		Benchmark	42		STAAR	47	
3	Reading	Benchmark	33		Benchmark	37		Benchmark	41		STAAR	47	
2	Mathematics	Other	35	65	Other	40		Other	45		Other	50	
2	Reading	Other	35	71	Other	40		Other	45		Other	50	
1	Mathematics	Other	35	33	Other	40		Other	45		Other	50	
1	Reading	Other	35	19	Other	40		Other	45		Other	50	
K	Mathematics	Other	35		Other	40		Other	45		Other	50	
K	Reading	Other	35		Other	40		Other	45		Other	50	
Pre-K	Mathematics	Other			Other			Other	45		Other	50	
Pre-K	Reading	Other			Other			Other	45		Other	50	
ACE	Mathematics	Other			Other			Other			Other		
ACE	Reading	Other			Other			Other			Other		

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>	Encourage current faculty to become additional instructional leaders and explicitly define said leaders roles and responsibilities.	Improve upon uniformity and fidelity across grade levels by making exemplar lesson plan templates.	Use data driven instruction with fidelity by using it daily to enrich and provide constructive interventions.
<b>Desired 90-day Outcome</b>	Creating defined roles and responsibilities for administration; lead teachers, counselor and instructional coach. Campus committees will also have defined roles and responsibilities. Year at a glance calendar for campus meetings will be created and aligned to campus needs.	Create and provide an exemplar of a lesson plan for each grade level and content area.	At the end of cycle 1, 70% of Barkley-Ruiz Elementary teachers will demonstrate fidelity by utilizing data to provide constructive interventions and/or enrichment lessons for students.
<b>Barriers to Address This Cycle</b>	Clear and defined roles and responsibilities Lack of weekly calendars for observation (for Administration) Negative criticism vs. positive constructive coaching	Onboarding and accountability for all staff Lesson plans are inconsistent Lack of exemplar	Not knowing expectations Time to onboard One size fits all PD's
<b>District Actions for this Cycle</b>	District will adhere to their calendar to assure that our campus can stay on target with campus meetings, and allow campus leaders time to work on campus targeted needs .	District will adhere to district calendar and content training to support teachers with TEKS and New Pearson adopted resource. ERA support for Kinder and 1st Grade and support campus with keeping a targeted focus on State Accountability grade levels 3rd - 5th to ensure Barkley-Ruiz meets state standards.	District will creates CBAs for 3rd-6th Grade. Campus will create 2nd grade CBAs for reading and Math. R&E will facilitate MAP, MAP Fluency and goal setting training for campus.
<b>District Commitments Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, and district policies and practices support effective instruction in schools and the district has effective systems for identifying and supporting struggling learners then Barkley-Ruiz ES teachers will feel better supported as teachers, be willing to take on leadership risks to build and expand their capacity through practice and students will have more opportunities for achieving academic success.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Leadership Team Meeting	1	July 20, 2019	Agenda, Team Building consultant	Principal; Assistant Principal	Agenda; calendar	August 2019-May 2020 PLN Template		
PLN Schedule Set	2,3	Aug- May 19-20	school calendar	Principal; Assistant Principal,	PLN Calendar	Aug. 14, 2019 with revisions as necessary		
PLN Template for tracking Grade level planning and grade level discussions	2, 3	August 2019-May 2020	PLN Template Agenda	Instructional Coach ACTs per Grade Level	Ongoing	Every Wednesday and Thursday of the week for 90 minutes		
Data Goal Setting Training	2,3	October 2019 ; January 2020; March 2020; May 2020	Student Data cards, projector, Teacher Goal setting trackers	Ben Reyes Principal; Assistant Principal	Teacher Goal Setting Tracker	BOY ; MOY; EOY		
Quarterly Charter Review Meeting to address PBL Units and campus data	2,3	October 2019 ; January 2020; March 2020; May 2020	Agenda, Campus Data;	Principal; Assistant Principal; Charter Leadership Team	Agenda; calendar; checklist	October 2019; January 2020; March 2020		

Review Monthly Lesson plans to target Exit Tickets, how we are targeting sub groups	2,3	August 2019-May 2020	Lesson Plans, students artifacts, sample exit ticket	All teachers; administration; Instructional Coach	Lesson Plans in Google Docs	Lesson Plans, sign in sheet, minutes		
Creating a lesson plan committee that will vet current lesson plans	1,2,3	November 2019	various lesson plans in current use; agenda; technology; laptops; etc.	All teachers; administration; Instructional Coach	Lesson Plans in Google Docs	Lesson Plans, sign in sheets, minutes		
Training for vetting Campus/District assessments with Grade Level Leads	1,2,3	August 2019-May 2020	lead4ward field guides; TEKS; Eduphoria / performance matters; sample blueprints	All teachers; administration; Instructional Coach	CBAs; TEKS; Feedback form	CBAs, campus data		
MAP/CBA Action Plans	2,3	August 2019-May 2020	technology; action plan template; current student data	All teachers; administration; Instructional Coach	Teacher/ Grade Level Data trackers; Action Plan Template (uniformity)	Completed MAP action plans		
Teach Like A Champion Book study-All teachers will participate in order to establish Data Driven Instructional systems in their classrooms	2,3	September 2019	The Patriot newsletter, Teach like a Champion book by Doug Lemou	All teachers; administration; Instructional Coach	Teach Like a Champion Book and Study Guide	learning walk data collection of strategy usage, exit tickets		

**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?	<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>	Encourage current faculty to become additional instructional leaders and explicitly define said leaders roles and responsibilities.	Improve upon uniformity and fidelity across grade levels by making exemplar lesson plan templates.	Use data driven instruction with fidelity by using it daily to enrich and provide constructive interventions.
<b>Desired 90-day Outcome</b>	Revisit teams, team members roles and responsibilities, and create action plans that will ensure leadership effectiveness.	Create and provide an exemplar of a lesson plan for each grade level and content area.	At the end of cycle 1, 80% of Barkley-Ruiz Elementary teachers will demonstrate fidelity by utilizing data to provide constructive interventions and/or enrichment lessons for students.
<b>Barriers to Address During this Cycle</b>	Staff lack of encouragement. Create buy-in by 75% on staff with buy-in Lack of Communication and collaboration	Onboarding and accountability for all staff Lesson plans are inconsistent Lack of exemplar	Lack of buy-in to campus expectations Time to onboard Differentiates all PD's
<b>District Actions for this Cycle</b>	District will support campus leadership by ensuring TPESS goals, TIP goals, and evidence and artifacts are available to prove progress of Barkley-Ruiz teachers are growing in their leadership capacity and ownership of high expectations on campus.	District will help monitor campus student performance progress through MAP performance data, CBA data, unit assessments, and exit tickets to help ensure campus goals are met. Additionally, the district will help ensure that through data helps inform decisions around instruction and lesson planning.	District will create 2nd quarter CBAs for 3rd-6th Grade. Campus will create 2nd grade CBAs for reading and Math. R&E will facilitate MAP, MAP Fluency and goal setting training for campus. Additionally, district will provide STAAR simulations at MOY for tracking of student progress and action planning to end the year strong.
<b>District Commitments Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, and district policies and practices support effective instruction in schools and the district has effective systems for identifying and supporting struggling learners then Barkley-Ruiz ES teachers will feel better supported as teachers, be willing to take on leadership risks to build and expand their capacity through practice and students will have more opportunities for achieving academic success.		

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
Revisit Leadership roles/responsibilities for additional information session and quality of effectiveness	1	December 1, 2019	Agenda, Team Building consultant (PK4SA)	Principal; Assistant Principal	Agenda; calendar	Leadership team agenda		
Admin will encourage teachers to become instructional leaders by promoting teachers to seek professional development in leadership and higher education opportunities	1	Aug- May 19-20	School calendar; District calendar	Principal; Assistant Principal	Weekly S more; talent management higher ed opportunities; teacher community post, and the weekly Patriot	on going Aug. 2019 - June 2020		
PLN Template for tracking Grade level planning and grade level discussions	2, 3	August 2019-May 2020	PLN Template Agenda	Instructional Coach ACTs per Grade Level	Ongoing	Every Wednesday and Thursday of the week		
Data Goal Setting Training	2,3	August 2019-May 2020	Student Data cards, projector, Teacher Goal setting trackers	Ben Reyes Principal; Assistant Principal	Teacher Goal Setting Tracker	BOY ; MOY; EOY		
Quarterly Charter Review Meeting to address PBL Units and campus data	2,3	October 2019 ; January 2020; March 2020; May 2020	Agenda, Campus Data;	Principal; Assistant Principal; Charter Leadership Team	Agenda; calendar; checklist	October 2019; January 2020; March 2020		
Review Monthly Lesson plans to target Exit Tickets, how we are targeting sub groups	2,3	August 2019-May 2020	Lesson Plans, students artifacts, sample exit ticket	All teachers; administration; Instructional Coach	Lesson Plans in Google Docs	Lesson Plans		

Creating a rubric and exemplar of a lesson plan template	1,2,3	December 2020	various lesson plans in current use; agenda; technology; laptops; etc..	All teachers; administration; Instructional Coach	Lesson Plans in Google Docs	Lesson Plans		
Training for vetting Campus/District assessments with Grade Level Leads	1,2,3	August 2019-May 2020	lead4ward field guides; TEKS; Eduphoria/performance matters; sample blueprints	All teachers; administration; Instructional Coach	CBAs; TEKS; Feedback form	CBAs		
MAP/CBA Action Plans	2,3	August 2019-May 2020	technology; action plan template; current student data	All teachers; administration; Instructional Coach	Teacher/ Grade Level Data trackers; Action Plan Template (uniformity)	Completed MAP action plans		
Teach Like A Champion Book study- 4 new strategies will be introduced	2,3	Dec-19	the Patriot newsletter, Teach like a Champion book by Doug Lemov	All teachers; administration; Instructional Coach	Teach Like a Champion Book and Study Guide	learning walk data collection of strategy usage		
<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>	Encourage current faculty to become additional instructional leaders and explicitly define said leaders roles and responsibilities.	Improve upon uniformity and fidelity across grade levels by making exemplar lesson plan templates.	Use data driven instruction with fidelity by using it daily to enrich and provide constructive interventions.
<b>Desired 90-day Outcome</b>	Revisit teams, team members roles and responsibilities, and create action plans that will ensure leadership effectiveness.	At the end of cycle 1, 90% of Barkley-Ruiz Elementary teachers will demonstrate fidelity by utilizing data to provide constructive interventions and/or enrichment lessons for students.	At the end of cycle 1, 90% of Barkley-Ruiz Elementary teachers will demonstrate fidelity by utilizing data to provide constructive interventions and/or enrichment lessons for students.
<b>Barriers to Address During this Cycle</b>	Staff lack of encouragement. Create buy-in by 75% on staff with buy-in Lack of Communication and collaboration	Onboarding and accountability for all staff Lesson plans are inconsistent Lack of exemplar	Lack of buy-in to campus expectations Time to onboard Differentiates all PD's
<b>District Actions for this Cycle</b>	District will conduct progress monitoring of TPES goal setting, ESF Lever review and TIP goals to ensure evidence is noted for building leadership capacity and ownership of high expectations, and commitment of progress of student performance and growth.	District will continue to help monitor campus student performance progress through MAP performance data, CBA data, unit assessments, and exit tickets to help ensure campus goals are met. Additionally, the district will help ensure that through data helps inform decisions around instruction and lesson planning.	District will create 3rd Quarter CBAs for 3rd-6th Grade. Campus will create 2nd grade CBAs for reading and Math. R&E will facilitate MAP, MAP Fluency and goal setting training for campus.
<b>District Commitments Theory of Action</b>	If the district provides opportunities for ongoing support and coaching of the campus leader, and district policies and practices support effective instruction in schools and the district has effective systems for identifying and supporting struggling learners then Barkley-Ruiz ES teachers will feel better supported as teachers, be willing to take on leadership risks to build and expand their capacity through practice and students will have more opportunities for achieving academic success.		

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
Create summer agendas for Leadership Team Building for 20-21 school year	1	May 1, 2019	Agenda, Team Building consultant (PK4SA)	Principal; Assistant Principal	Agenda; calendar	August 2020		
Provide Teachers Summer PD on Leadership at Region 20 and District, etc.	1	May 2020	School calendar; Region 20 summer pd, SAISD Prof. Development calendar	Principal; Assistant Principal	list of summer pd being offered for leadership	June-July 2020		
Choose a leadership book study	1	May 2020	Various Leadership books to choose from	Instructional Coach ACTs per Grade Level	chosen book	May 2020		
Review Campus MAP EOY and STAAR data	2,3	May-July 2020	Student Data cards, projector, Teacher Goal setting trackers, EOY data, STAAR Data	Ben Reyes Principal; Assistant Principal ; Instructional Coach, ACTs	Teacher Goal Setting Tracker	EOY date for May, June July MAP, Fluency, and STAAR		
Quarterly Charter Review Meeting to address PBL Units and campus data	2,3	October 2019 ; January 2020; March 2020; May 2020	Agenda, Campus Data;	Principal; Assistant Principal; Charter Leadership Team	Agenda; calendar; checklist	October 2019; January 2020; March 2020		
Review Monthly Lesson plans to target Exit Tickets, how we are targeting sub groups	2,3	March-May 2020	Lesson Plans, students artifacts, sample exit ticket	All teachers; administration; Instructional Coach	Lesson Plans in Google Docs	Lesson Plans; Lesson Plan Feedback		

Review and analyze uniformity in lesson plan template for 20-21 school year	1,2,3	April/May 2020	various lesson plans in current use; agenda; technology; laptops; etc.	All teachers; administration; Instructional Coach	Lesson Plans in Google Docs	Lesson Plans Meeting Agenda		
Meet to review the 19-20 school year scope and sequence, review school EOY Data, analyze if a shift in the scope and sequence is necessary for the 20-21 school year to meet the needs of all students success	3	May 2020	scope and sequence, map data, STAAR data	All teachers; administration; Instructional Coach	MAP EOY data, STAAR data	CBAs		
Teach Like A Champion Book study- 4 new strategies will be introduced	2,3	March 2020	the Patriot newsletter, Teach like a Champion book by Doug Lemouv	All teachers; administration; Instructional Coach	Teach Like a Champion book and Study Guide	learning walk data collection of strategy usage		

**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?	<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>			
<b>Desired Annual Outcome</b>	Encourage current faculty to become additional instructional leaders and explicitly define said leaders roles and responsibilities.	Improve upon uniformity and fidelity across grade levels by making exemplar lesson plan templates.	Use data driven instruction with fidelity by using it daily to enrich and provide constructive interventions.
<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>	Creating defined roles and responsibilities for administration; lead teachers, counselor and instructional coach. Campus committees will also have defined roles and responsibilities. Year at a glance calendar for campus meetings will be created and aligned to campus needs.	Create and provide an exemplar of a lesson plan for each grade level and content area.	At the end of cycle 1, 70% of Barkley-Ruiz Elementary teachers will demonstrate fidelity by utilizing data to provide constructive interventions and/or enrichment lessons for students.
<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>	If the district provides opportunities for ongoing support and coaching of the campus leader, and district policies and practices support effective instruction in schools and the district has effective systems for identifying and supporting struggling learners then Barkley-Ruiz ES teachers will feel better supported as teachers, be willing to take on leadership risks to build and expand their capacity through practice and students will have more opportunities for achieving academic success.		

**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>