

# Cameron 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 ISD	<b>Campus Name</b>	Cameron Elementary	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Brandy Lewis-LaGrant
<b>District Number</b>	015907	<b>Campus Number</b>	015907146	<b>District Coordinator of School Improvement (DCSI)</b>	Doug Dawson	<b>ESC Support</b>	Jamie Goodwin ESC 20
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.					Doug Dawson - 9/13/19	
<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.					Doug Dawson - 9/13/19	
<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.					S. Mora - 9/13/19	
<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?	The team has reviewed the data from 2018-2019 and set a campus overall goal of C. Domain I: D, Domain II(a): C, Domain III: C. To achieve this score, the goal is to increase the % of approached, meets and master by 10%, 12% and 5% respectively.				
		What changes in student group and subject performance are included in these goals?	However, in order to get a C, the team will be need to monitor domain II (a) and domain III. The team has set a goal of increasing the number of students who meet their growth projection by 25 students in Math and 15 in Reading. The campus also needs to see increased performance in all sub-populations - specifically Eco Dis, ELL, and Hispanic. The goal for these subpopulations is aligned to the sub-pop target Eco Dis Reading & Math (33&36), ELL Reading & Math (29&40), and Hispanic (37&40),				
		If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not Applicable				

<b>Self-Assessment Results</b> (To be completed if the campus HAS NOT had an ESF Diagnostic)			
<b>Use the completed Self-Assessment Tool to complete this section</b>			
<b>Essential Action</b>		<b>Implementation Level (1 Not Yet Started - 5 Fully Implemented)</b>	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		<b>3 - Partially Implemented</b>	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		<b>1 - Not Yet Started</b>	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		<b>1 - Not Yet Started</b>	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		<b>2 - Limited Implementation</b>	
5.1 Objective-driven daily lesson plans with formative assessments.		<b>2 - Limited Implementation</b>	
5.3 Data-driven instruction.		<b>3 - Partially Implemented</b>	
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Rationale</b>	During 2018-2019, the campus did not follow the district instructional framework. In addition, there was no evidence of an instructional framework in math or reading. The campus focuses on PBL as a key pillar to learning; however, there was no process to ensure PBL units were aligned to standards. Teachers also showed very little consistency across instructional approach.	The data provides evidence the campus has historically struggled to provide high-quality tier I instruction. In order to address this gap, we want to develop systems and supports to build teacher and leader capacity around backwards design. These systems and supports will include differentiated PD and lesson plan feedback protocols.	The ESF self-assessment identified a lack of clear systems to analyze data and drive instruction. The campus had limited to no understanding of the accountability system.
<b>Desired Annual Outcome</b>	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that 85% of teachers will be implementing the curriculum with fidelity by the end of April.	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage Leadership, and Driven By Data. Systems will include clear assessments aligned to standards, analysis protocols and intervention plans.
<b>Barriers to Address During the Year</b>	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaningfully adopt the new structures. There is also limited access to PD supporting this domain, and the campus has no existing PD aligned to support this domain.	Barriers: The historic performance of the campus. These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,	Barriers: The campus is just beginning the system design and development phase. The campus also struggles with EA 5.1 - which makes it difficult to aggregate formative data.
<b>District Commitment Theory of Action:</b>		If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.	

ESF Diagnostic Results			
(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		

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
3	Reading	District Interim	43		District Interim	46		District Interim	49		STAAR	52	
3	Math	District Interim	55		District Interim	58		District Interim	61		STAAR	64	
4	Reading	District Interim	43		District Interim	46		District Interim	49		STAAR	52	
4	Math	District Interim	55		District Interim	58		District Interim	61		STAAR	64	
5	Reading	District Interim	51		District Interim	54		District Interim	57		STAAR	60	
5	Math	District Interim	51		District Interim	54		District Interim	57		STAAR	60	
4	Writing	District Interim	47		District Interim	50		District Interim	53		STAAR	56	
6	Reading	District Interim	59		District Interim	62		District Interim	65		STAAR	68	
6	Math	District Interim	57		District Interim	60		District Interim	63		STAAR	66	
5	Science	District Interim	39		District Interim	42		District Interim	45		STAAR	48	

Cycle 1 90-day Outcomes (September - November)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
<b>Desired Annual Outcome</b>	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that 85% of teachers will be implementing the curriculum with fidelity by the end of April.		The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.			In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage Leadership, and Driven By Data. Systems will include clear assessments aligned to standards, analysis protocols and intervention plans.		
<b>Desired 90-day Outcome</b>	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an instructional framework 2) development of implementation fidelity protocols, 3) begin targeted walkthroughs. Outcome: 65% of teachers are implementing curriculum with fidelity		In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an lesson plan expectations 2) development of lesson plan alignment protocols, 3) begin targeted walkthroughs. Outcome: 65% of teachers demonstrate lesson plan alignment			In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) Identification of critical resources and supports 2) Identification and development of early stage systems and planning documents, 3) execution of a first data cycle based on the first interim assessments.		
<b>Barriers to Address During this Cycle</b>	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaningfully adopt the new structures. There is also limited access to PD supporting this domain, and the campus has no existing PD aligned to support this domain.		Barriers: The historic performance of the campus . These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,			To ensure the campus teams are positioned to meet the 90 Day Outcomes, the district and partner will need to address the previously identified barriers though the following: Identify district assessment resources, begin procurement process for PD/resource needs, and create opt-in/out foundational development opportunities.		
<b>District Actions for this Cycle</b>	Develop a math and reading instructional framework; Create monitoring and walk through protocols and tools; conduct curriculum training		Develop a clear set of lesson plan expectations; Provide learning opportunities for teachers to understand alignment; Create a process for monitoring lesson plan alignment			Provide data driven training to build capacity amongst leadership; develop data analysis systems and debrief protocols (including master data tracker); Analyze performance data and create intervention plans.		
<b>District Commitments Theory of Action</b>	If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.							
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
Develop and instructional framework for reading and math	1 & 2	Aug-Sep	District Content Guides; Math & Reading Curriculum Resources	School Leader & Network Director	Instructional Framework	October 15th, 2019		
Develop math and reading walkthrough process & protocols	1 & 2	Aug-Sep	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Look For Documents	October 15th, 2019		
Set up and conduct instructional implementation debrief to identify trends and fidelity of implementation	1 & 2	Aug-Sep	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Team Meeting Agenda; Debrief Notes	October 15th, 2019		
Develop a differentiated teacher support plan (align professional development and coaching to progress in instructional implementation)	1 & 2	Aug-Sep	2018 - 2019 Teacher Performance Data; Walkthrough Data	Primary: School Leader (Support by Network Director)	Teacher Tiering Guide & Documents; Team Meeting Agenda	October 15th, 2019		

Conduct Alignment 101 training; Develop and execute system for ensuring lesson plan alignment	2	Aug-Sep	TEKS, Lesson Plan Templates; Alignment PD	Network Director (Campus Instructional Teams)	PD Calendar; Lesson Plan Submissions	October 15th, 2019		
Provide training on formative assessments and interims; review formative assessments for alignment and rigor	2 & 3	Aug-Sep	Data Driven	Campus Instructional Teams	PD Calendar; Assessment Submissions and Feedback	October 15th, 2019		
Analyze data to create master STAAR data tracker; set campus, teacher, and student goals	3	Aug-Sep	2018-2019 Student Data; teacher performance data; Data Driven; Campus projections Data	Network Director (Campus Instructional Teams)	Master STAAR Data Tracker	October 15th, 2019		
Develop Data Analysis / Action Planning Implementation Plan	3	Aug-Sep	Data Driven; Leadership Team Time; Debrief Protocols; Gates Templates	Network Director (Campus Instructional Teams)	Data Analysis Project Plan	October 15th, 2019		
Conduct & Analyze Round 1 Interim Assessments	1, 2 & 3	Aug-Sep	Interim Assessments; Data Analysis Protocols; Planning Time; Data Driven; Gates Templates	Network Director (Campus Instructional Teams)	PD Documents; Data Analysis Debrief Documents; Actions Plans	October 15th, 2019		
Conduct 90 Day Step Back; Evaluate Progress Toward Intended Outcomes; Develop/Revise 90 Action Plan	1, 2 & 3	Aug-Sep	Bowden Targeted Improvement Plan; Interim 1 Data; Master STAAR Tracker; ESF Assessment; Walkthrough Data	1882 Partner/Executive Director	Meeting Agenda; Step Back Protocol	October 25th, 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>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that 85% of teachers will be implementing the curriculum with fidelity by the end of April.	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage Leadership, and Driven By Data. Systems will include clear assessments aligned to standards, analysis protocols and intervention plans.
<b>Desired 90-day Outcome</b>	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 2) execute implementation fidelity protocols, 3) continue targeted walkthroughs. Outcome: 75% of teachers are implementing curriculum with fidelity	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) execution of lesson plan alignment protocols, 2) begin targeted walkthroughs. Outcome: 75% of teachers demonstrate lesson plan alignment	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: All data is analyzed within 48 hrs of assessment; All action plans are created within 5 days of analysis
<b>Barriers to Address During this Cycle</b>	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaningfully adopt the new structures. There is also limited access to PD supporting this domain, and the campus has no existing PD aligned to support this domain.	Barriers: The historic performance of the campus . These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,	To ensure the campus teams are positioned to meet the 90 Day Outcomes, the district and partner will need to address the previously identified barriers though the following: Identify district assessment resources, begin procurement process for PD/resource needs, and create opt-in/out foundational development opportunities.
<b>District Actions for this Cycle</b>	Develop a math and reading instructional framework; Create monitoring and walk through protocols and tools; conduct curriculum training	Develop a clear set of lesson plan expectations; Provide learning opportunities for teachers to understand alignment; Create a process for monitoring lesson plan alignment	Provide data driven training to build capacity amongst leadership; develop data analysis systems and debrief protocols (including master data tracker); Analyze performance data and create intervention plans;
<b>District Commitments Theory of Action</b>	If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.		

**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
Conduct Instructional Design Days #1 / 2(Rice University) for Campus Leadership and Network Schools (Instructional Priority Planning; PD Development; Data Review)	1, 2 & 3	Nov - Dec	Instructional Guides from Academy for Urban School Leadership;	1882 Partner/Executive Director	Instructional Framework; Session Agenda	February 1st, 2020		
Conduct math and reading walkthroughs (two walkthroughs for every 3-8th grade classroom)	1 & 2	Nov - Dec	Walkthrough Tool; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Outlook Calendars; Walkthrough Data	February 1st, 2020		
Set up and conduct instructional implementation debrief to identify trends and fidelity of implementation	1 & 2	Nov - Dec	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Team Meeting Agenda; Debrief Notes	February 1st, 2020		
Revise teacher support plan (align professional development and coaching to progress in instructional implementation)	1 & 2	Nov - Dec	2018 - 2019 Teacher Performance Data; Walkthrough Data	Primary: School Leader (Support by Network Director)	Teacher Tiering Guide & Documents; Team Meeting Agenda	February 1st, 2020		

Conduct Intervention training (with remediation for 101 alignment); Develop and execute system for ensuring lesson plan alignment	2	Nov - Dec	TEKS, Lesson Plan Templates; Alignment PD; Intervention PD; Intervention Planning Template	Network Director (Campus Instructional Teams)	PD Calendar; Intervention Plan Submissions	February 1st, 2020		
Review formative assessments for alignment and rigor	2 & 3	Nov - Dec	Data Driven; Evaluation Rubric	Campus Instructional Teams	PD Calendar; Assessment Submissions and Feedback	February 1st, 2020		
Analyze data to create master STAAR data tracker; set campus, teacher, and student goals	3	Nov - Dec	2018-2019 Student Data; teacher performance data; Data Driven; Campus projections Data	Network Director (Campus Instructional Teams)	Master STAAR Data Tracker	February 1st, 2020		
Execute Data Analysis Action Plan & Develop Intervention / Teacher Actions Plans	3	Nov - Dec	Data Driven; Leadership Team Time; Debrief Protocols; Gates Templates	Network Director (Campus Instructional Teams)	Data Analysis Project Plan	February 1st, 2020		
Conduct & Analyze Round 2 Interim Assessments	1, 2 & 3	Nov - Dec	Interim Assessments; Data Analysis Protocols; Planning Time; Data Driven; Gates Templates	Network Director (Campus Instructional Teams)	PD Documents; Data Analysis Debrief Documents; Actions Plans	February 1st, 2020		
Conduct 90 Day Step Back; Evaluate Progress Toward Intended Outcomes; Develop/Revise 90 Action Plan	1, 2 & 3	Nov - Dec	Bowden Targeted Improvement Plan; Interim 1 Data; Master STAAR Tracker; ESF Assessment; Walkthrough Data	1882 Partner/Executive Director	Meeting Agenda; Step Back Protocol	February 14th, 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?	<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>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that 85% of teachers will be implementing the curriculum with fidelity by the end of April.	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage Leadership, and Driven By Data. Systems will include clear assessments aligned to standards, analysis protocols and intervention plans.
<b>Desired 90-day Outcome</b>	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 2) execute implementation fidelity protocols, 3) continue targeted walkthroughs. Outcome: 85% of teachers are implementing curriculum with fidelity	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) execution of lesson plan alignment protocols, 2) begin targeted walkthroughs. Outcome: 85% of teachers demonstrate lesson plan alignment	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: All data is analyzed within 48 hrs of assessment; All action plans are created within 5 days of analysis
<b>Barriers to Address During this Cycle</b>	Barriers: The current culture is based on teacher autonomy. We anticipate staff will need to be convinced of the WHY in order to meaningfully adopt the new structures. There is also limited access to PD supporting this domain, and the campus has no existing PD aligned to support this domain.	Barriers: The historic performance of the campus . These barriers include the following: staff culture and mindsets regarding state assessments and student potential, limited access to quality PD providers,	To ensure the campus teams are positioned to meet the 90 Day Outcomes, the district and partner will need to address the previously identified barriers though the following: Identify district assessment resources, Begin procurement process for PD/resource needs, and create opt-in/out foundational development opportunities.
<b>District Actions for this Cycle</b>	Develop a math and reading instructional framework; Create monitoring and walk through protocols and tools; conduct curriculum training	Develop a clear set of lesson plan expectations; Provide learning opportunities for teachers to understand alignment; Create a process for monitoring lesson plan alignment	Provide data driven training to build capacity amongst leadership; develop data analysis systems and debrief protocols (including master data tracker); Analyze performance data and create intervention plans;
<b>District Commitments Theory of Action</b>	If the district and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.		

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
Conduct Instructional Design Days #3 / 4 (Rice University) for Campus Leadership and Network Schools (Instructional Priority Planning; PD Development; Data Review)	1, 2 & 3	Feb - Mar	Instructional Guides from Academy for Urban School Leadership;	1882 Partner/Executive Director	Instructional Framework; Session Agenda	February 1st, 2020		
Conduct math and reading walkthroughs (two walkthroughs for every 3-8th grade classroom)	1 & 2	Feb - Mar	Walkthrough Tool; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Outlook Calendars; Walkthrough Data	February 1st, 2020		
Set up and conduct instructional implementation debrief to identify trends and fidelity of implementation	1 & 2	Feb - Mar	Sample look for documents; Get Better Faster; Leverage Leadership; Instructional Leaders	Primary: School Leader (Support by Network Director)	Team Meeting Agenda; Debrief Notes	February 1st, 2020		
Revise teacher support plan (align professional development and coaching to progress in instructional implementation)	1 & 2	Feb - Mar	2018 - 2019 Teacher Performance Data; Walkthrough Data	Primary: School Leader (Support by Network Director)	Teacher Tiering Guide & Documents; Team Meeting Agenda	February 1st, 2020		

Conduct Intervention training (with remediation for 101 alignment); Develop and execute system for ensuring lesson plan alignment	2	Feb - Mar	TEKS, Lesson Plan Templates; Alignment PD; Intervention PD; Intervention Planning Template	Network Director (Campus Instructional Teams)	PD Calendar; Intervention Plan Submissions	February 1st, 2020		
Review formative assessments for alignment and rigor	2 & 3	Feb - Mar	Data Driven; Evaluation Rubric	Campus Instructional Teams	PD Calendar; Assessment Submissions and Feedback	February 1st, 2020		
Analyze Interim 3 (STAAR Simulation/MAP) data to create master STAAR data tracker; set campus, teacher, and student goals	3	Feb - Mar	2018-2019 Student Data; teacher performance data; Data Driven; Campus projections Data	Network Director (Campus Instructional Teams)	Master STAAR Data Tracker	February 1st, 2020		
STAAR Remediation / Retest Plan: Execute Data Analysis Action Plan & Develop Intervention / Teacher Actions Plans	3	Mar - May	STAAR Test 1 Data; Master Data STAAR Tracker; Intervention Planning Documents	Network Director (Campus Instructional Teams)	Data Analysis Project Plan	February 1st, 2020		
ESF Assessment; Debrief & Action Planning; Priority Identification	1, 2 & 3	April	ESF Assessment Provider	ESC 20 / Network Directors	ESF Assessment Tool; Debrief Protocol	February 1st, 2020		
Conduct 90 Day Step Back; Evaluate Progress Toward Intended Outcomes; Develop/Revise 90 Action Plan	1, 2 & 3	Mar - May	Bowden Targeted Improvement Plan; Interim 1 Data; Master STAAR Tracker; ESF Assessment; Walkthrough Data	1882 Partner/Executive Director	Meeting Agenda; Step Back Protocol	February 14th, 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?	<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>	The campus will adopt an curriculum or instructional framework by the 1st of September. Additionally, the campus will monitor fidelity of curriculum implementation through targeted walkthroughs. The campus set a goal that	The campus will execute a system for reviewing lesson plans and formative for alignment to standards. The campus set a goal that 100% of assessments will be aligned by interim #1. The campus also set a goal that lesson plan alignment will be at 85% by the end of April.	In order to make strategic decisions regarding instruction and resources allocation, the campus will create a set of well designed data systems. The instructional data systems will be modeled after best practices observed or learned from Gates Elementary, Leverage
<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>	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an instructional framework 2) development of implementation fidelity protocols, 3) begin targeted walkthroughs. Outcome: 65% of teachers are implementing curriculum with fidelity	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) adoption of an lesson plan expectations 2) development of lesson plan alignment protocols, 3) begin targeted walkthroughs. Outcome: 65% of teachers demonstrate lesson plan alignment	In order to achieve the desired annual outcome, the team will need to execute a set of tactical steps to successfully meet critical 90 day outcomes. These outcomes include the following: 1) Identification of critical resources and supports 2) Identification and development of early stage systems and planning documents, 3) execution of a first data cycle based on the first interim assessments.
<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 and partner can set clear accountability measures, remove barriers, and provide meaningful resources, network leadership will be able to implement the strategic improvement plan and improve student outcomes.		

**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


<b>Reflection and Planning for Next 90-Day Cycle</b>
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Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>