

# Collins Gardens 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							
District Name	San Antonio	Campus Name	Collins Garden Elementary	Superintendent	Pedro Martinez	Principal	Cynthia De La Garza
District Number	015907	Campus Number	000000116	District Coordinator of School Improvement (DCSI)	Jonelda De Leon	ESC Support	Jaime Goodwin
Assurances							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Jonelda De Leon 10/10/19	
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					n/a	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Cynthia De La Garza 10/10/19	
Board Approval Date	2019-11-11						
Needs Assessment							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Student Achievement 71 Growth: 82 Relative Performance 75 Closing the Gap 76					
	What changes in student group and subject performance are included in these goals?	Student Groups-all sub populations need to increase by 5 points in meets expectations in reading and math in student achievement and student growth					
	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.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
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.		2	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
<b>Rationale</b>	We realized that although lesson plans are being collected weekly, objectives, and activities are not always aligned to the TEK. Lesson plans do not include daily formative assessment. We have not provided teachers structures and supports to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of data driven instruction along with aligned instructional practices, focusing on lesson planning will lead to improvement for our campus.	We realized that we have curriculum standards and a pacing calendar. Assessments are not aligned to the rigor of the TEKS to measure student learning. Creating, administering, and reviewing assessments routinely will improve student success.	We realized that we need to develop consistent data practices on our campus. We have access to data; however, we do not have consistent structures on campus to monitor student progress, and create targeted instructional plans. Having systemic systems in place to monitor student learning, will lead to improvement for our campus.
<b>Desired Annual Outcome</b>	Teachers will create lesson plans that include objectives, activities aligned to the objectives, and formative assessment.	Teachers (grade level) will create an assessment for reading, writing, math, and science for every 3, 6, 9 weeks, two weeks prior to administering the grade level assessment.	At the end of every assessment (3, 6, 9 week), teachers will individually create a targeted corrective action plan to address student areas of need.
<b>Barriers to Address During the Year</b>	Lesson plans are submitted as a grade level; not by individual. Teachers express concern about the time required to lesson plan. Administration has not consistently provided feedback on lesson plans.	Assessments are created at the last minute rather than prior to instruction. Administration inconsistently reviews assessments.	There are different data tools that are used. There is not a schoolwide target corrective action plan.
<b>District Commitment Theory of Action:</b>		If District policies support the effective use of standards-aligned GVC and assessments; the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools then, achievement gaps will close, creating better grade-level preparedness for students in their future educational endeavors.	

<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<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
PK	Reading	LAP - Cognitive	45%		LAP - Cognitive	60%		LAP - Cognitive	70%		LAP - Cognitive	70%	
PK	Math	LAP - Language	45%		LAP - Language	60%		LAP - Language	70%		LAP - Language	70%	
Kinder	Reading	MAP BOY	45%	49%	MAP BOY	60%		MAP MOY	70%		MAP EOY Growth	70%	
Kinder	Math	MAP BOY	45%	34%	MAP BOY	60%		MAP MOY	70%		MAP EOY Growth	70%	
1st Grade	Reading	MAP BOY	45%	48%	MAP BOY	60%		MAP MOY	70%		MAP EOY Growth	70%	
1st Grade	Math	MAP BOY	45%	51%	MAP BOY	60%		MAP MOY	70%		MAP EOY Growth	70%	
1st Grade	Reading	1 9 weeks R	45%		2 9 weeks R	60%		3 9 weeks R	70%			70%	
1st Grade	Math	1 9 weeks M	45%		2 9 weeks M	60%		3 9 weeks M	70%			70%	
2nd Grade	Reading	MAP BOY	45%	48%	MAP MOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
2nd Grade	Math	MAP BOY	45%	38%	MAP MOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
2nd Grade	Reading	1 9 weeks R	45%		2 9 weeks R	60%		3 9 weeks R	70%			70%	
2nd Grade	Math	1 9 weeks M	45%		2 9 weeks M	60%		3 9 weeks M	70%			70%	
3rd Grade	Reading	MAP BOY	45%	32%	MAP MOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
3rd Grade	Math	MAP BOY	45%	32%	MAP BOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
3rd Grade	Reading E	1 9 weeks R	15%		2 9 weeks R	25%		3 9 weeks R	35%		STAAR Reading	35%	
3rd Grade	Math E	1 9 weeks M	15%		2 9 weeks M	25%		3 9 weeks M	35%		STAAR Math	35%	
4th Grade	Reading	MAP BOY	45%	39%	MAP BOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
4th Grade	Math	MAP BOY	45%	47%	MAP BOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
4th Grade	Reading	1 9 weeks R	15%		2 9 weeks R	25%		3 9 weeks R	35%		STAAR Reading	35%	
4th Grade	Math	1 9 weeks M	15%		2 9 weeks M	25%		3 9 weeks M	35%		STAAR Math	35%	
5th Grade	Reading	MAP BOY	45%	50%	MAP MOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
5th Grade	Math	MAP BOY	45%	56%	MAP MOY	60%		MAP EOY	70%		MAP EOY Growth	70%	
5th Grade	Reading	1 9 weeks R	15%		2 9 weeks R	15%		3 9 weeks R	35%		STAAR Reading	35%	

5th Grade	Math	1 9 weeks M	15%		2 9 weeks M	15%		3 9 weeks M	35%		STAAR Math	35%	
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Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Teachers will create lesson plans that include objectives, activities aligned to the objectives, and formative assessment.	Teachers (grade level) will create an assessment for reading, writing, math, and science for every 3, 6, 9 weeks, two weeks prior to administering the grade level assessment. (Campus will use 9 week assessment(s) when provided by the district.)	At the end of every assessment (3, 6, 9 week), teachers will individually create a targeted corrective action plan to address student areas of need.
<b>Desired 90-day Outcome</b>	Every teacher will submit lesson plan weekly using Google Classroom. Lesson plans will include objectives, activities, and formative assessment (exit ticket)	Teachers will create 3, 6, and 9 week assessments in math for grades 3 - 5, science 5th; reading 5th.	Teachers will use assessment data to create a corrective action plan with implementation after each 3, 6, 9 week assessment.
<b>Barriers to Address During this Cycle</b>	Grade levels submit weekly lesson plans rather than individual teacher plans. Teachers have difficulty with Google Classroom	Assessments are created at the last minute rather than prior to instruction. Administration inconsistently reviews assessments.	There are different data tools that are used. There is not a schoolwide target corrective action/analysis plan.
<b>District Actions for this Cycle</b>	Access to resources and programs to maintain and sustain campus initiatives. Google Classroom support.	Continued assistance from district content specialists to support and review assessments in math, reading (5), science (5).	Professional development with data analysis tools and resources for math. Professional development in identifying resources to identify effective strategies to improve student learning.
<b>District Commitments Theory of Action</b>	If District policies support the effective use of standards-aligned GVC and assessments; the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools then, achievement gaps will close, creating better grade-level preparedness for students in their future educational endeavors.		

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
Lesson plan submission	1	October 14 - May 22, 2020	Google Classroom	C. De La Garza, principal C. Polanco, A. Principal	Checklist	22-Nov-19		
Lesson plan feedback	1	Every Monday - Ongoing	Google Classroom	C. De La Garza, principal C. Polanco, A. Principal; M. Chagoya	Google Classroom Assignment/Grade	22-Nov-19		
Math 3, 6, 9 week math assessments are submitted and aligned	2	10/14/2019; Nov. 4; Dec. 2	TEKS; Assessment question	C. De La Garza, principal C. Polanco, A. Principal; M. Chagoya	Assessments	22-Nov		
Corrective action plan implementation	3	October 14 - Nov.22	Action Plan Template	C. De La Garza, principal C. Polanco, A. Principal; M. Chagoya	Small groups; learning walk evidence- increased student scores in math	22-Nov-19		
Updated Assessment Calendar with submission dates with implementation	2	14-Oct	Assessment Calendar	C. De La Garza, Principal	Assessment calendar reviewed and shared in Google Classroom	14 Oct.19		
Scheduled learning walks to observe implementation of corrective action plans.	3	October 14 - May 22, 2020	Completed action plans	C. De La Garza, principal C. Polanco, A. Principal;	Learning walk data targeting corrective action plans	22-Nov-19		
Lesson plan implementation	1	Oct. 14 - May 27	Objectives; activities aligned to objectives Exit tickets	C. De La Garza, principal C. Polanco, A. Principal; M. Chagoya	Alignment of Objectives; Alignment of activities; Exit ticket or formative assessment	22-Nov-19		



Exit Ticket; Formative Assessment planning and implementation	1,3	October 14 - May 22, 2020	PD on formative assessment and exit tickets	C. De La Garza, principal C. Polanco, A. Principal; M. Chagoya	Evidence of exit tickets: artifacts and classroom observations	22-Nov-19		
Professional Development on Formative Assessments and Exit tickets	1, 3	October 28 - November 4	District specialist for training	C. De La Garza, principal	Agenda and sign in sheet from training	22-Nov-19		

**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>	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Teachers will create lesson plans that include objectives, activities aligned to the objectives, and formative assessment.	Teachers (grade level) will create an assessment for reading, writing, math, and science for every 3, 6, 9 weeks, two weeks prior to administering the grade level assessment. (Campus will use 9 week assessment(s) when provided by the district.)	At the end of every assessment (3, 6, 9 week), teachers will individually create a targeted corrective action plan to address student areas of need.
<b>Desired 90-day Outcome</b>	Every teacher will submit lesson plan weekly using Google Classroom. Lesson plans will include objectives, activities, and formative assessment (exit ticket)	Teachers will create 3, 6, and 9 week assessments in math and reading in grades 3 - 5, science will also be included for 5th grade; 4th will include writing.	Teachers will use assessment data to create a corrective action plan with implementation for math and reading.
<b>Barriers to Address During this Cycle</b>	Teacher belief that there is not enough time to plan as a grade level.	There are limited testing bank resources for reading.	The needs of all students should be addressed: high, medium, below level students.
<b>District Actions for this Cycle</b>	Continue access of resources and programs to maintain and sustain campus initiatives.	Continued assistance from district content specialists to support and review assessments in reading, writing, math and science (5).	Continued use of data from research and evaluation for current data planning to drive instruction.
<b>District Commitments Theory of Action</b>	If District policies support the effective use of standards-aligned GVC and assessments; the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools then, achievement gaps will close, creating better grade-level preparedness for students in their future educational endeavors.		

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
Lesson plan submission	1	December 2 - May 22, 2020	Google Classroom	C. De La Garza, principal; C. Polanco A. Principal	Checklist	28-Feb-20		
Lesson plan feedback	1	Every Monday - Ongoing	Google Classroom	C. De La Garza, principal; C. Polanco A. Principal	Google Classroom Assignment/Grade	28-Feb-20		
Math 3, 6, 9 week math assessments are submitted	2	Every three weeks	TEKS; Assessment question	C. De La Garza, principal; C. Polanco A. Principal	Assessments	28-Feb-20		
Corrective action plan implementation	3	December 2 - May 22, 2020	Action Plan Template	C. De La Garza, principal; C. Polanco A. A. Principal	Small groups; learning walk evidence- increased student scores in math	28-Feb-20		
Updated Assessment Calendar with submission dates with implementation	2	Dec. 2, 2019	Assessment Calendar	C. De La Garza, principal; C. Polanco A. Principal	Assessment calendar reviewed and shared in Google Classroom	Dec. 2, 2019		
Scheduled learning walks to observe implementation of corrective action plans.	3	Dec. 2, 2019 - May 22, 2020	Completed action plans	C. De La Garza, principal; C. Polanco A. Principal	Learning walk data targeting corrective action plans	28-Feb-20		
Lesson plan implementation	1	Dec. 2 - May 27	Objectives; activities aligned to objectives Exit tickets	C. De La Garza, principal; C. Polanco A. Principal	Alignment of Objectives; Alignment of activities; Exit ticket or formative assessment	28-Feb-20		

Exit Ticket; Formative Assessment planning and implementation	1,3	October 14 - May 22, 2020	PD on formative assessment and exit tickets	C. De La Garza, principal C. Polanco, A. Principal; M. Chagoya	Evidence of exit tickets: artifacts and classroom observations	22-Nov-19		

**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>	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Teachers will create lesson plans that include objectives, activities aligned to the objectives, and formative assessment.	Teachers (grade level) will create an assessment for reading, writing, math, and science for every 3, 6, 9 weeks, two weeks prior to administering the grade level assessment. (Campus will use 9 week assessment(s) when provided by the district.)	At the end of every assessment (3, 6, 9 week), teachers will individually create a targeted corrective action plan to address student areas of need.
<b>Desired 90-day Outcome</b>	100% of teachers will submit lesson plan weekly using Google Classroom. Lesson plans will include objectives, activities, and formative assessment (exit ticket)	Teachers will create 3, 6, and 9 week assessments in math, reading and writing; 5th grade will include science.	Teachers will use assessment data to create a corrective action plan with implementation for math, reading, and writing.
<b>Barriers to Address During this Cycle</b>	Time for planning lessons. Availability of resources such as Pearson, TEKS related resources for all content areas.	Time and resources for creating each assessment.	Time for data analysis and creation of the action plan. Identifying highly effective strategies to use for interventions and enrichment.
<b>District Actions for this Cycle</b>	Continue access of resources and programs to maintain and sustain campus initiatives.	Continued assistance from district content specialists to support and review assessments in reading, writing, math and science (5).	Continued use of data from research and evaluation for current data planning to drive instruction.
<b>District Commitments Theory of Action</b>	If District policies support the effective use of standards-aligned GVC and assessments; the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools then, achievement gaps will close, creating better grade-level preparedness for students in their future educational endeavors.		

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
Lesson plan submission	1	March 2-May 22, 2020	Google Classroom	C. De La Garza, principal C. Polanco, AP	Checklist	27-May-19		
Lesson plan feedback	1	Every Monday - Ongoing -g	Google Classroom	C. De La Garza, principal C. Polanco, AP	Google Classroom Assignment/Grade	8-May-19		
Math 3, 6, 9 week math assessments are submitted	2	Every three weeks	TEKS; Assessment question	C. De La Garza, principal C. Polanco, AP	Assessments	27-May		
Corrective action plan implementation	3	March 2 - May 8	Action Plan Template	C. De La Garza, principal C. Polanco, AP	Small groups; learning walk evidence- increased student scores in math	27-May-19		
Updated Assessment Calendar with submission dates with implementation	2	2-Mar	Assessment Calendar	C. De La Garza, principal C. Polanco, AP	Assessment calendar reviewed and shared in Google Classroom	13-Mar		
Scheduled learning walks to observe implementation of corrective action plans.	3	March 2- May 22, 2020	Completed action plans	C. De La Garza, principal C. Polanco, AP	Learning walk data targeting corrective action plans	16-Mar-19		
Lesson plan implementation	1	March 2- May 27	Objectives; activities aligned to objectives Exit tickets	C. De La Garza, principal C. Polanco, AP	Alignment of Objectives; Alignment of activities; Exit ticket or formative assessment	22-May-19		

Exit Ticket; Formative Assessment planning and implementation	1,3	October 14 - May 22, 2020	PD on formative assessment and exit tickets	C. De La Garza, principal C. Polanco, A. Principal; M. Chagoya	Evidence of exit tickets: artifacts and classroom observations	22-Nov-19		

**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**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	0	0	0
<b>Desired Annual Outcome</b>	Teachers will create lesson plans that include objectives, activities aligned to the objectives, and formative assessment.	Teachers (grade level) will create an assessment for reading, writing, math, and science for every 3, 6, 9 weeks, two weeks prior to administering the grade level assessment.	At the end of every assessment (3, 6, 9 week), teachers will individually create a targeted corrective action plan to address student areas of need.
<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>	Every teacher will submit lesson plan weekly using Google Classroom. Lesson plans will include objectives, activities, and formative assessment (exit ticket)	Teachers will create 3, 6, and 9 week assessments in math for grades 3 - 5, science 5th; reading 5th.	Teachers will use assessment data to create a corrective action plan with implementation after each 3, 6, 9 week assessment.
<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 District policies support the effective use of standards-aligned GVC and assessments; the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools then, achievement gaps will close, creating better grade-level preparedness for students in their future educational endeavors.		

**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>