

De Zavala Elementary Targeted Improvement Plan 2019-2020



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

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio ISD	Campus Name	De Zavala Elementary	Superintendent	Mr. Pedro Martinez	Principal	Donna Venable-Finch
District Number	015907	Campus Number	000000121	District Coordinator of School Improvement (DCSI)	Kathleen St Clair	ESC Support	Jamie Goodwin, Region 20
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.					Kathleen St. Clair - October 13, 2019	
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.					Donna Venable-Finch October 13, 2019	
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 57%, Growth 60%, Closing the Gap 60%			
			What changes in student group and subject performance are included in these goals?	Our student outcomes are below the expectation; therefore we plan to see a 12% increase in student performance across all areas.			
			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.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		2	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		4	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		4	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	The campus mission and vision is not ingrained in all activities throughout the campus. Campus goals are set on each grade level, but need to be vertically aligned to ensure a collective direction for the campus. The culture of the campus will improve as we are all moving in the same direction with consistent alignment of goals and values.	Rationale	De Zavala as a Low Performing campus began a process of creating lesson plans to include objectives and detailed steps for implementation along with formative assessments. We want to build on that momentum by focusing on the inclusion of higher level thinking questions, differentiated processes for instruction, and aligned exit tickets.
Desired Annual Outcome	Staff can articulate the school's mission and vision and can explain how the routines and policies reflect this vision, resulting in an increase of positive responses by 15% on the Insight Survey and the Parent and Student Survey.	Desired Annual Outcome	All daily lesson plans will include clear objectives, multiple differentiated pathways of instruction and will be aligned with the TEKS and the formative assessment, resulting in an increase of 25% of our students reaching grade level expectations on MAP.
Barriers to Address During the Year	Student have difficulty understanding the meaning of the mission. Teachers need training about the mission and time to integrate the mission to daily instruction.	Barriers to Address During the Year	Teachers do not have a clear understanding of how to differentiate instruction. Teachers have difficulty putting all the lesson plan concepts in a concise and clear lesson plan. Teachers have difficulty aligning formative assessments to lessons.
District Commitment Theory of Action:		If the district supports principals by protecting their time dedicated for school instructional leadership, and provides data systems to track pertinent school culture, and has effective systems for identifying and supporting struggling learners, then De Zavala Elementary School will meet its campus goals in all areas for the year.	

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		
3.1			
5.1			
1.1			

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
Kinder	Reading	MAP	65%	56%	MAP	62%		MAP	68%		MAP	75%	
Kinder	Math	MAP	60%	55%	MAP	63%		MAP	68%		MAP	75%	
First	Reading	MAP	60%	38%	MAP	50%		MAP	62%		MAP	75%	
First	Math	MAP	60%	35%	MAP	48%		MAP	61%		MAP	75%	
Second	Reading	MAP	60%	35%	MAP	48%		MAP	61%		MAP	75%	
Second	Math	MAP	60%	53%	MAP	60%		MAP	67%		MAP	75%	
Third	Reading	MAP	60%	50%	MAP	58%		MAP	66%		MAP	75%	
Third	Reading: Meets	STAAR	21%	31%	STAAR	N/A		STAAR	36%		STAAR	36%	
Third	Math	MAP	60%	49%	MAP	58%		MAP	66%		MAP	75%	
Third	Math: Meets	STAAR	27%	33%	STAAR	N/A		STAAR	37%		STAAR	37%	
Fourth	Reading	MAP	60%	41%	MAP	52%		MAP	63%		MAP	75%	
Fourth	Reading: Meets	STAAR	21%	28%	STAAR	N/A		STAAR	33%		STAAR	33%	
Fourth	Math	MAP	60%	52%	MAP	60%		MAP	67%		MAP	75%	
Fourth	Math: Meets	STAAR	27%	28%	STAAR	N/A		STAAR	33%		STAAR	33%	
Fourth	Writing: Meets	STAAR	13%	17%	STAAR	N/A		STAAR	20%		STAAR	20%	
Fifth	Reading	MAP	60%	41%	MAP	52%		MAP	63%		MAP	75%	
Fifth	Reading: Meets	STAAR	21%	21%	STAAR	N/A		STAAR	29%		STAAR	29%	
Fifth	Math	MAP	50%	35%	MAP	48%		MAP	61%		MAP	75%	
Fifth	Math: Meets	STAAR	27%	30%	STAAR	N/A		STAAR	33%		STAAR	33%	
Fifth	Science	STAAR	19%	14%	STAAR	N/A		STAAR	17%		STAAR	17%	
Sixth	Reading	MAP	50%	39%	MAP	51%		MAP	63%		MAP	75%	
Sixth	Reading: Meets	STAAR	21%	11%	STAAR	N/A		STAAR	17%		STAAR	17%	
Sixth	Math	MAP	50%	27%	MAP	43%		MAP	59%		MAP	75%	
Sixth	Math: Meets	STAAR	27%	20%	STAAR	N/A		STAAR	30%		STAAR	30%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	Staff can articulate the school's mission and vision and can explain how the routines and policies reflect this vision, resulting in an increase of positive responses by 15% on the Insight Survey, the Parent and Student Survey.	All daily lesson plans will include daily objectives, multiple differentiated pathways of instruction, and will be aligned with the TEKS and the formative assessment resulting in an increase of 25% of our students reaching grade level expectations on MAP.	Principal will grow campus leaders by providing campus leadership opportunities for Instructional Coaches, grade level chairpersons, and Master Teachers; resulting in 50% increase on Campus Insight Survey pertaining to leadership.
Desired 90-day Outcome	Teachers will review the Mission and Vision for De Zavala, make any edits necessary, and will come to a consensus on its meaning and evidence of implementation on campus.	Staff will receive the necessary Professional Learning for appropriate differentiation in lessons. Students will create goals based on their formative assessment and district exam performance.	Grade Level Chairpersons and Master Teachers will begin to complete learning walks in their colleagues classrooms, and will provide "Glows and Grows" feedback and offer ideas and support.
Barriers to Address During this Cycle	Reaching consensus for a revised Mission Statement and Vision for the campus.	Finding available personnel to provide Professional Development. Staff resistance to providing differentiated instruction.	Teachers lack of preparedness for running PLC Meetings. Finding funds and substitutes to cover classrooms. Teacher observations being objective and offering quality constructive criticism.
District Actions for this Cycle	Appropriate Analysis Protocol options to make the review process flow productively, moving the campus forward toward consensus of any revisions and understanding the Vision and Mission meaning.	District Special Education Coordinator will provide the campus with Professional Learning needed to identify what appropriate differentiation methods will be placed in the lessons to meet student needs.	DCSI will assist with feedback to the staff about the learning walks and will provide suggestions for uses of the "Glows and Grows".
District Commitments Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, and provides data systems to track pertinent school culture, and has effective systems for identifying and supporting struggling learners, then De Zavala Elementary School will meet its campus goals in all areas for the year.		

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
Campus will analyze the campus mission and vision, will make any changes, and will begin discussion about the meaning behind each statement.	1,3	October	Campus Mission and Vision Statements	Administration, CLT Members, Teachers	Agendas, Meeting minutes	Ongoing from October-November 20, 2019		
Students will analyze their performance on assessments, will analyze their growth, and will set expectations through personal growth goals to improve their performance.	1,2,3	Ongoing beginning September	Student Data Folders, Formative and Benchmark assessment Data	Administration, Instructional Coaches, CLT Members, Teachers	Student Data Folders, Goal Sheets, Class Performance Tracking Visuals	Ongoing from October - May		
Staff will improve our campus culture through activities that will welcome our families, promote our neighborhood school, and create and highlight campus traditions.	1,3	Ongoing beginning in October	Banners, flyers, brochures,	Administration, All Staff	Sign In sheets, PBIS staff, Parent and Student Surveys, Insight Survey.	Ongoing from October - May		
Ongoing Professional Development will be provided to the teachers to address differentiation, formative assessments, questioning techniques, and oral language development.	1,2,3	Ongoing beginning in October	District Personnel, District PD, Formative assessments, Benchmarks.	Administration, Instructional Coaches, Teachers.	Sign In sheets, Meeting minutes, lesson plans	Ongoing from October - May		
Exemplars of rigorous questions, sentence stems, and differentiation techniques will be added to the De Zavala Systems Playbook to use as a resource for lesson planning.	2,3	Ongoing beginning in October	District Personnel, De Zavala Systems Playbook,	Administration, Instructional Coaches, Teachers.	Sign In sheets, Meeting minutes, lesson plans, De Zavala Playbook	Ongoing from October - May		
Leadership opportunities will be provided to teaching staff to include implementation of academic parent events, professional development presentations, peer learning walks, and facilitating PLC meetings.	1,2,3	Ongoing beginning in September	Glows and Grows Sheet, PLC Protocol, PD materials	Administration, Instructional Coaches, Teachers,	Sign In Sheets, Glows and Grows Forms, Minutes, PLC Agendas	Ongoing from September - May		

De Zavala will analyze our Positive Behavior Intervention Support (PBIS) System to determine what activities are positively impacting the campus culture and any necessary changes will be made.	1,3	October - January; May	PBIS Protocol, Goals	Administration, Teachers	Sign In sheets, Minutes, PBIS Protocol	January, May		
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?	Carryover Milestones				New Milestones			

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	Staff can articulate the school's mission and vision and can explain how the routines and policies reflect this vision, resulting in an increase of positive responses by 15% on the Insight Survey, the Parent and Student Survey.	All daily lesson plans will include daily objectives, multiple differentiated pathways of instruction, and will be aligned with the TEKS and the formative assessment resulting in an increase of 25% of our students reaching grade level expectations on MAP.	Principal will improve campus leaders through providing campus leadership opportunities for Instructional Coaches, grade level chairpersons, and Master Teachers resulting in 50% increase on Campus Insight Survey pertaining to leadership.
Desired 90-day Outcome	Teachers can articulate the mission and vision. They will also begin to analyze how the mission and the vision are applicable to the systems that we have put into place.	Teachers will indicate how the lessons will be differentiated during instruction. Teachers will work to increase their levels of Higher Level Thinking Questions in their lesson plans. Teachers will identify sentence stems that are academically challenging to students.	Grade Level Chairpersons will develop agendas for PLCs and act as a facilitators for the meetings. Grade level chairpersons and Master Teachers will complete learning walks in colleagues classrooms and will offer constructive criticisms and support for their peers.
Barriers to Address During this Cycle	Teachers having a clear understanding of the Mission and Vision. Staff buy-in to the Mission and Vision's philosophy.	Teachers need reminders of Depth of Knowledge Levels. Teachers need additional resource ideas for differentiation within the lessons.	Teachers will not see their peers as facilitators for PLC meetings; they will expect administration and Instructional Coaches to facilitate. Teachers will not take constructive criticisms well from their peers.
District Actions for this Cycle	ELAR, Math, Science and Social Studies Instructional Specialists will assist with correlation of the De Zavala Mission and Vision to their instructional areas.	The Instructional Specialists will be assisting the campus through PLNs and Professional Learning to ensure the levels of questioning are appropriate and the Language is appropriate in the lessons.	DCSI will provide opportunities for staff members to visit other campuses for instructional rounds to support leadership growth.
District Commitments Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, and provides data systems to track pertinent school culture, and has effective systems for identifying and supporting struggling learners, then De Zavala Elementary School will meet its campus goals in all areas for the year.		

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
Teachers will meet to refine their Mission and Vision; they will then look at the systems in place to analyze if there is a correlation between the two.	1,2,3	December - January	De Zavala Playbook, Mission and Vision Statements.	Administration, CLT, Teachers	Meeting agendas, Minutes, PLC agendas, minutes	December 5, 2019 PLC, January 6, 2020 Professional Learning		
Students will analyze their performance on assessments, will analyze their growth, and will set expectations through personal growth goals to improve their performance.	1,2,3	Ongoing beginning September	Student Data Portfolios	Administration, Teachers	Five samples from each class of updated Student Data Portfolios	Ongoing October - May		
Staff will improve our campus culture through activities that will welcome our families, promote our neighborhood school, and create and highlight campus traditions.	1,3	Ongoing beginning September	Banners, Flyers, Brochures, Attendance Data, Enrollment Data	Administration, CLT, Teachers	Sign-In sheets, Parent Surveys, Student Surveys	Ongoing October - May		
Professional Development will be provided to ensure that differentiation techniques are indicated in lesson plans, that a minimum of three higher level questions are asked in lessons, and sentence stems are in lesson plans and charts as references.	1,2,3	December - February	Depth of Knowledge Information, Enrich Language Articles, Chart Samples	Administration, Teachers	Teacher Lesson Plans, PLC Notes	Ongoing October - May		
Exemplars of rigorous questions, sentence stems, and differentiation techniques will be added to the De Zavala Systems Playbook to use as a resource for lesson planning.	1,2,3	Ongoing beginning September	De Zavala Playbook, Differentiation Articles	Administration, CLT, Teachers	De Zavala Playbook	Ongoing October - May		
Leadership opportunities will be provided to teaching staff to include implementation of academic parent events, professional development presentations, peer learning walks, and facilitating PLC meetings.	1,2,3	Ongoing beginning September		Administration, CLT, Teachers	Sign-In sheets, Agendas, Pictures, Minutes	Ongoing October - May		

De Zavala will analyze our Positive Behavior Intervention Support (PBIS) System to determine what activities are positively impacting the campus culture. Any necessary changes will be made.	1,3	Ongoing beginning September		Administration, PBIS Team, Staff	PBIS Minutes, Agendas, Binder	Ongoing October - May		
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?			Carryover Milestones			New Milestones		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Campus Instructional Leaders
Desired Annual Outcome	Staff can articulate the school's mission and vision and can explain how the routines and policies reflect this, resulting in an increase of positive responses by 15% on the Insight Survey, and the Parent and Student Survey.	All daily lesson plans will include clear objectives, multiple differentiated pathways of instruction and will be aligned with the TEKS and the formative assessment, resulting in an increase of 25% of our students reaching grade level expectations on MAP.	Principal will grow campus leaders through providing campus leadership opportunities for Instructional Coaches, grade level chairpersons, and Master Teachers resulting in 50% increase on Campus Insight Survey pertaining to leadership.
Desired 90-day Outcome	80% of staff and students are able to articulate and align our mission, vision, and values to our culture as evident in the staff and student survey.	100% of teachers will make necessary adjustments to lesson plans to ensure alignment of differentiated paths of instruction and exit tickets.	80% of Instructional Coaches, Grade Level Chairpersons, and Master Teachers will have leadership opportunities on the campus during the first and second semester.
Barriers to Address During this Cycle	Students have difficulty understanding the meaning of the mission. Teachers need training about the mission and time to integrate and correlate the learning to their daily instruction.	Teachers do not have a clear understanding of how to differentiate instruction. Teachers have difficulty putting all the lesson plan concepts in a concise and clear lesson plan. Teachers have difficulty aligning formative assessments to lessons.	Teachers leaving the classroom for leadership opportunities. Teachers unable to secure a substitute for the day. District opportunities for leadership skills training limited for teachers.
District Actions for this Cycle	DCSI will assist the Principal with the analysis of the Insight Survey, and the Parent and Student Surveys to determine if the goal has been met.	District personnel, to include Instructional Specialists and Special Education Coordinators, will assist with assessing the campus lesson plans and providing feedback.	DCSI will assist Principal with an analysis of Leadership opportunities and will provide feedback along with options for future leadership experiences.
District Commitments Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, and provides data systems to track pertinent school culture, and has effective systems for identifying and supporting struggling learners, then De Zavala Elementary School will meet its campus goals in all areas for the year.		

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
Teachers will have a clear understanding of the campus Mission and Vision Statements and 80% will be able to articulate how they fit into the campus systems.	1,3	March - April	Mission and Vision Statement, De Zavala Playbook, Minutes from previous meetings	Administration, Teachers	Minutes from PLC meetings, Learning walks	Ongoing March - April		
Students will analyze their performance on assessments, will analyze their growth, and 75% will set and articulate their personal growth goals to improve their performance.	1,2,3	October - May	Student Data Portfolios	Administration, Teachers	Selected 25 Student Portfolios, Administrator Interview with the students	October - May		
Staff will improve our campus culture through activities that will welcome our families, promote our neighborhood school, and create and highlight campus traditions.	1,3	October - May	Brochures, Flyers, Sign-In Sheets, Pictures	Administration, Teachers	Parent and Student Surveys, Insight Survey Results, PBIS Survey Results	October - May		
Teachers will meet to share differentiation ideas, to discuss alignment of formative assessments to the lessons, and will share successes with student oral language development.	1,2,3	March - April	Lesson Plans, PLC notes, Notes from Professional Learning	Administration, Teachers	Minutes from PLC meetings	October - May		
The De Zavala Systems Playbook resources for lesson planning will be reviewed and edited to ensure quality exemplars are included.	1,2,3	March - May	De Zavala Systems Playbook	Administration, Teachers	Complete De Zavala Playbook	October - May		
Leadership opportunities will be provided to teaching staff to include implementation of academic parent events, professional development presentations, peer learning walks, and facilitating PLC meetings.	1,3	October - May	Parent and Student Surveys, Meeting Minutes, Glows and Grows Reports	Administration, Teachers	CLT Minutes, Feedback from Learning Walks, PLC Minutes	October - May		

De Zavala will make final revisions to our Positive Behavior Intervention Support (PBIS) System, will make necessary changes, and will present the final product to staff and students.	3	March - May	PBIS Minutes, Sign-In Sheets, Procedures Binder	Administration, Teachers	Final PBIS Product Binder	October - May		
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?			Carryover Milestones			New Milestones		
END OF YEAR REFLECTION								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	0		0			0		
Desired Annual Outcome	Staff can articulate the school's mission and vision and can explain how the routines and policies reflect this vision, resulting in an increase of positive responses by 15% on the Insight Survey and the Parent and Student Survey.		All daily lesson plans will include clear objectives, multiple differentiated pathways of instruction and will be aligned with the TEKS and the formative assessment, resulting in an increase of 25% of our students reaching grade level expectations on MAP.					
Did the campus achieve the desired outcome? Why or why not?								

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

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Teachers will review the mission and vision for De Zavala, make any edits necessary, and will come to a consensus on its meaning and evidence of implementation on campus.	Staff will receive the necessary Professional Learning for appropriate differentiation in lessons. Students will create goals based on their formative assessment and district exam performance.	Grade Level Chairpersons and Master Teachers will begin to complete learning walks in their colleagues classrooms, and will provide "Glows and Grows" feedback and offer ideas and support.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

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?	Carryover Milestones	New Milestones