

Green Academy 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 Independent School District	Campus Name	Robert B. Green Academy	Superintendent	Pedro Martinez	Principal	Jeanette H. Vasquez
District Number	000907	Campus Number	000000131	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Support	Jamie Goodwin
							Shannon Allen

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.	Daniel Girard
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 Green Academy, attest that I will coordinate with the DCSI (my supervisor) 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.	Jeanette H. Vasquez
Board Approval Date	2019-11-11	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 - 62; Domain 2 - 72; Domain 3 - 71
	What changes in student group and subject performance are included in these goals?	Our scores have been stagnant for the past two years. We have seen some gains in math, but reading and writing are still a struggle. With the addition of 7th grade this past school year, it impacted our performance specifically in reading and writing. Our subpopulation (special education) continue to see improvement in Reading and Math achievement.
	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.		4	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	Essential Action	5.3 Data-driven instruction.
Rationale	Teachers new to the campus submit weekly lesson plans on Sharepoint. Teachers write lesson plans to include objective, activity and assessment and are readily available.	Rationale	Data analysis focused on whole class data instead of individual student data.
Desired Annual Outcome	All teachers create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKS to plan for intervention or enrichment.	Desired Annual Outcome	Each teacher will know individual student data and create action plans on a student by student basis by TEK.
Barriers to Address During the Year	Teachers not analyzing data consistently to purposefully play. The campus has to print the district CBAs, which puts a financial burden on the campus.	Barriers to Address During the Year	Planning time dedicated for this practice. Teachers using other strategies to re-teach same content.
District Commitment Theory of Action:		If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	

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		

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
3 READING	3 READING	District Interim	76	57	District Interim	76		STAAR	76		STAAR	52	
3 MATH	3 MATH	District Interim	67	71	District Interim	67		STAAR	67		STAAR	57	
4 READING	4 READING	District Interim	67	61	District Interim	67		STAAR	67		STAAR	28	
4 MATH	4 MATH	District Interim	78	58	District Interim	78		STAAR	78		STAAR	50	
4 WRITING	4 WRITING	District Interim	80	22	District Interim	80		STAAR	80		STAAR	39	
5 READING	5 READING	District Interim	66	31	District Interim	66		STAAR	66		STAAR	18	
5 MATH	5 MATH	District Interim	72	67	District Interim	72		STAAR	72		STAAR	38	
5 SCIENCE	5 SCIENCE	District Interim	75	57	District Interim	75		STAAR	75		STAAR	41	
6 READING	6 READING	District Interim	77	57	District Interim	77		STAAR	77		STAAR	24	
6 MATH	6 MATH	District Interim	67	71	District Interim	67		STAAR	67		STAAR	24	
7 READING	7 READING	District Interim	45	66	District Interim	45		STAAR	45		STAAR	31	
7 MATH	7 MATH	District Interim	79	75	District Interim	79		STAAR	79		STAAR	31	
7 WRITING	7 WRITING	District Interim	45	62	District Interim	45		STAAR	45		STAAR	10	
8 READING	8 READING	District Interim	70	46	District Interim	70		STAAR	70		STAAR	30	
8 MATH	8 MATH	District Interim	68	82	District Interim	68		STAAR	68		STAAR	16	
8 ALG 1	8 ALG 1	District Interim	91	100	District Interim	91		STAAR	91		STAAR	82	
8 SCIENCE	8 SCIENCE	District Interim	73	63	District Interim	73		STAAR	73		STAAR	50	
8 SOCIAL STUD	8 SOCIAL STUDIES	District Interim	60	67	District Interim	60		STAAR	60		STAAR	17	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Teachers	All teachers will use backwards planning to build nine week learning maps and lesson plans that include clear learning intentions/objectives and daily student success criteria that are aligned to the daily formative assessments such as exit tickets, quizzes, weekly assessments, etc.	Teachers will use formative and summative assessment data to create corrective reteach lessons or action plans to address identified gaps in learning and student misconceptions. Teachers will track data using classroom data trackers and student data trackers.	
Desired 90-day Outcome	All teacher are submitting learning maps, lesson plans, and exit tickets that are aligned to the daily learning intention and student success criteria.	All teachers will use frequent checks for understanding/ hyper monitoring strategies and exit tickets with fidelity. All classes will have a visible classroom tracker and individual student trackers.	
Barriers to Address During this Cycle	Teachers ability to backwards plan to create nine weeks assessments, three weeks of lessons, and three weeks of exit tickets in a timely manner to have vetted prior to implementation.	Teachers are not planning interventions/ reteach in a different way that addresses misconceptions and common student errors.	
District Actions for this Cycle	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.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
Every nine weeks teacher submit a nine week planning template that includes learning intentions/lesson objective and students success criteria (outcomes) for the 1st nine weeks.	5.1	Every nine weeks	Learning Map (Backwards planning Templates), Google classroom for submission	Grade level teachers	Google classroom submissions	19-Aug-19		
Collect and vet teacher made four week and nine week assessments for alignment to pacing calendar and TEKS for the 1st nine weeks.	5.1	Every nine weeks	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach/ District Content Coaches	Checklist/ Campus assessment calendar/ Assessments collected	18-Oct-19		
Collect and review three weeks of lesson plans for differentiation and alignment to pacing calendars.	5.1	Every three weeks	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach	Checklist/ Campus assessment calendar	18-Oct-19		
Professional Learning Communities (PLC) to establish exit ticket criteria and review process of implementation to ensure teacher clarity of purpose and process.	5.1	Weekly	Agenda / Meeting Time	Grade Level Teams/IC	PLC minutes/agenda	Ongoing		
Collect and vet three weeks of exit tickets for alignment to TEK and campus exit ticket criteria.	5.3	Every three weeks	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		

Collect students samples of completed exit tickets and analyze student results.	5.3	Weekly	Teacher exit ticket data, google drive data tracker	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		
Observe classes for evidence of teachers using hyper monitoring (active checking for understanding with immediate feedback to students) and use of exit tickets to monitor student learning.	5.1 & 5.3	Weekly	Laptops, Google access	Principal, Assistant Principal, Instructional Coach	TTESS walkthroughs, exit ticket form tracker	Ongoing		
Administer 1st four week assessments and review assessment data / Actions plans made to address learning gaps based on assessment data.	5.3	End the fourth week	Teacher or district made tests/Performance Unify /Eduphoria for data collection	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	13-Sep-19		
Administer 1st nine week assessments/District assessment. Actions plans made to address learning gaps based on assessment data.	5.3	Every nine weeks	Assessment data/ Action plan templates/ Google Drive /Eduphoria	Teachers, Admin, Instructional Coach	CBA/Campus assessments/ Actions plans	14-Oct-19		
Administer 2nd -four week assessments and review assessment data / Actions plans made to address learning gaps based on assessment data.	5.3	End the fourth week	Teacher or district made tests/Performance Unify /Eduphoria for data collection	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	Nov1-Nov 6		
Assessment calendar and PLC calendar provide to support backwards planning due dates/ review in PLCS.	5.1	Ongoing	Google Drive	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/Calendar	Ongoing		
Campus data wall available to monitor progress toward campus goals.	5.3	Ongoing	Data wall, teacher action plan templates	Grade level teachers, Instructional coach	CBA/Campus assessments/ Actions plans	Ongoing		
Provide feedback and coaching following observations/walkthroughs of teachers.	5.1 & 5.3	Ongoing	TTESS walkthrough forms / email/	Principal, Assistant Principal, Instructional Coach	Performance Matters or emails/logs	Ongoing		

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	All teachers will use backwards planning to build nine week learning maps and lesson plans that include clear learning intentions/objectives and daily student success criteria that are aligned to the daily formative assessments such as exit tickets, quizzes, weekly assessments, etc.	Teachers will use formative and summative assessment data to create corrective reteach lessons and action plans to address identified gaps in learning and student misconceptions. Teachers will track data using classroom data trackers and student data trackers.	
Desired 90-day Outcome	Teachers are planning using the frequent checks for understanding/hyper monitoring to address students gaps before the end of the lesson.	Teachers will yield increased student performance on exit tickets and interim assessments as a result of frequent checks for understanding and hyper monitoring.	
Barriers to Address During this Cycle	Teachers capacity to build lessons that anticipate student misconceptions and what actions to take to address the misconceptions.	Ensuring action plans are implemented with fidelity and student progress is documented.	
District Actions for this Cycle	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.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
Every nine weeks teacher submit 2nd and 3rd nine week planning templates that includes learning intentions/lesson objective and students success criteria (outcomes) for the nine weeks.	5.1	Every nine weeks	Learning Map (Backwards planning Templates), Google classroom for submission	Grade level teachers	Google classroom submissions	Oct 18/ Jan 13		
Collect and vet teacher made four week and nine week assessments for alignment to pacing calendar and TEKS the 2nd and 3rd nine weeks.	5.1	Every nine weeks	Lead4ward snapshots, pacing calendars, and year-at a-glance	Principal, Assistant Principal, Instructional Coach/ District Content Coaches	Checklist/ Campus assessment calendar/ Assessments collected	Oct 18/ Jan 13		
Collect and review three weeks of lesson plans alignment to pacing calendars and TEK objectives.	5.1	Every three weeks	Lead4ward snapshots, pacing calendars, and year-at a-glance	Principal, Assistant Principal, Instructional Coach	Checklist/ Campus assessment calendar	1/13, 1/24, 2/14		
Professional Learning Communities (PLC) to establish exit ticket criteria and review process of implementation to ensure teacher clarity of purpose and process.	5.1	Weekly	Agenda / Meeting Time	Grade Level Teams/IC	PLC minutes/agenda	Ongoing		
Collect and vet three weeks of exit tickets for alignment to TEK and campus exit ticket criteria.	5.3	Weekly	Lead4ward snapshots, pacing calendars, and year-at a-glance	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		

Collect students samples of completed exit tickets and analyze student results.	5.3	Weekly	Teacher exit ticket data, google drive data tracker	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		
Observe classes for evidence of teachers using hyper monitoring (active checking for understanding with immediate feedback to students) and use of exit tickets to monitor student learning.	5.1 & 5.3	Weekly	Laptops, Google access	Principal, Assistant Principal, Instructional Coach	TTESS walkthroughs, exit ticket form tracker	Ongoing		
Administer 2nd nine week assessments/District assessment /Actions plans made to address learning gaps based on assessment data.	5.3	End of the 3rd nine weeks	Assessment data/ Action plan templates/ Google Drive /Eduphoria	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	December 20, 2019		
Administer 3rd nine weeks four week assessments/ Actions plans made to address learning gaps based on assessment data.	5.3	End the fourth week	Teacher or district made tests/Performance Unify /Eduphoria for data collection	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	February 7, 2019		
Administer STAAR simulation in leu of 3rd nine week assessments /Actions plans made to address learning gaps based on assessment data.	5.3	End of the 3rd nine weeks	Assessment data/ Action plan templates/ Google Drive /Eduphoria	Teachers, Admin, Instructional Coach	Simulation/ District unit assessment/CBA/Action plans	March 6, 2019		
Assessment calendar and PLC calendar provide to support backwards planning due dates/ review in PLCS	5.1	Ongoing	Google Drive	Teachers, Admin, Instructional Coach	Simulation/ District unit assessment/CBA/Calendar	Ongoing		
Campus data wall available to monitor progress toward campus goals.	5.3	Ongoing	Data wall, teacher action plan templates	Grade level teachers, Instructional coach	Simulation/ District unit assessment/CBA/Action plans	Ongoing		
Provide feedback and coaching following observations/walkthroughs of teachers	5.1 & 5.3	Ongoing	TTESS walkthrough forms / email/	Principal, Assistant Principal, Instructional Coach	Performance Matters or emails/logs	Ongoing		
Create tutoring schedule to ensure implementation of interventions beyond the school day.	5.3	Ongoing	Tutoring schedule	Instructional coach	Tutoring logs/ MTSS	Ongoing		

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	All teachers will use backwards planning to build nine week learning maps and lesson plans that include clear learning intentions/objectives and daily student success criteria that are aligned to the daily formative assessments such as exit tickets, quizzes, weekly assessments, etc.	Teachers will use formative and summative assessment data to create corrective reteach lessons or action plans to address identified gaps in learning and student misconceptions. Teachers will track data using classroom data trackers and student data trackers.	
Desired 90-day Outcome	All teachers will use student data to differentiate instruction to enrich the academically advance students as well as address the bubble, and low performing students.	Formative and summative assessment data meet and/or exceed our animated goals for STAAR. 62% Student Achievement, 72% Student Growth, 71% Closing the Gap	
Barriers to Address During this Cycle	Teachers' capacity to build rigorous lessons for our pre-ap/advanced students and their ability to differentiate instruction for the bubble and academically low students.	Teachers are not planning interventions/ reteach in a different way that addresses misconceptions and common student errors.	
District Actions for this Cycle	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.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitments Theory of Action	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.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	

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
Every nine weeks teacher submit 4th nine week planning template that includes learning intentions/lesson objective and students success criteria (outcomes) for the first nine weeks.	5.1	Every nine weeks	Learning Map (Backwards planning Templates), Google classroom for submission	Grade level teachers	Google classroom submissions	6-Mar-19		
Collect and vet teacher made four week and nine week assessments for alignment to pacing calendar and TEKS for the 4th nine weeks.	5.1	Every nine weeks	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach/ District Content Coaches	Checklist/ Campus assessment calendar/ Assessments collected	20-Mar-19		
Collect and review three weeks of lesson plans for differentiation and alignment to pacing calendars.	5.1	Every three weeks	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach	Checklist/ Campus assessment calendar	3/20, 4/17, 4/23		
Professional Learning Communities (PLC) to establish exit ticket criteria and review process of implementation to ensure teacher clarity of purpose and process.	5.1	Weekly	Agenda / Meeting Time	Grade Level Teams/IC	PLC minutes/agenda	Ongoing		
Collect and vet three weeks of exit tickets for alignment to TEK and campus exit ticket criteria.	5.3	Weekly	Lead4ward snapshots, pacing calendars, and year-at-a-glance	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		

Collect students samples of completed exit tickets and analyze student results.	5.3	Weekly	Teacher exit ticket data, google drive data tracker	Principal, Assistant Principal, Instructional Coach	Exit ticket samples, Exit ticket data	Ongoing		
Observe classes for evidence of teachers using hyper monitoring (active checking for understanding with immediate feedback to students) and use of exit tickets to monitor student learning.	5.1 & 5.3	Weekly	Laptops, Google access	Principal, Assistant Principal, Instructional Coach	TTESS walkthroughs, exit ticket form tracker	Ongoing		
Administer 4th nine weeks four week assessments and review assessment data / Actions plans made to address learning gaps based on assessment data.	5.3	End the fourth week	Teacher or district made tests/Performance Unify /Eduphoria for data collection	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	16-Apr-19		
Administer 4th nine week assessments and review assessment data / Actions plans made to address learning gaps based on assessment data.	5.3	Every nine weeks	Assessment data/ Action plan templates/ Google Drive /Eduphoria	Teachers, Admin, Instructional Coach	Campus assessment/ District unit assessment/ Action plans	21-May-19		
Assessment calendar and PLC calendar provide to support backwards planning due dates/ review in PLCS	5.1	Ongoing	Google Drive	Teachers, Admin, Instructional Coach	Simulation/Campus assessment/ District unit assessment/ Calendar	Ongoing		
Campus data wall available to monitor progress toward campus goals.	5.3	Ongoing	Data wall, teacher action plan templates	Grade level teachers, Instructional coach	Simulation/Campus assessment/ District unit assessment/ Action plans	Ongoing		
Provide feedback and coaching following observations/walkthroughs of teachers	5.1 & 5.3	Ongoing	TTESS walkthrough forms / email/	Principal, Assistant Principal, Instructional Coach	Performance Matters or emails/logs	Ongoing		
Create pull-out schedule to ensure implementation of interventions during the school leading up to the 1st round and 2nd round of STAAR	5.3	March 6/ Revised April 17	Tutoring schedule	Instructional coach	Pull out schedule/ CBA/ Simulation/ Campus assessments	March 6/Revised April 17		

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			
Desired Annual Outcome	All teachers create aligned lesson plans and exit tickets with appropriate rigor and prioritization of TEKS to plan for intervention or enrichment.	Each teacher will know individual student data and create action plans on a student by student basis by TEK.	

Did the campus achieve the desired outcome? Why or why not?			
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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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
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	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grade and subjects and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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