

Hillcrest Elementary Targeted Improvement Plan 2019-2020



| TIP Components | Notes |
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| 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 | Hillcrest Elementary | Superintendent | Mr. Pedro Martinez | Principal | Santa Lopez |
| District Number | 015907 | Campus Number | 000000136 | District Coordinator of School Improvement (DCSI) | Joanelda De Leon | ESC Support | Jamie Goodwin |

| Assurances | | |
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| 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. | Joanelda De Leon 10.5.19 |
| 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. | Ms. Lopez, 10/5/19 |
| Board Approval Date | 11.11.19 | |

| Needs Assessment | | |
|--------------------------------|--|--|
| Data Analysis Questions | What accountability goals for each Domain has your campus set for the year? | Domain 1: 65, Domain 2: 86, Domain 3: 75 |
| | What changes in student group and subject performance are included in these goals? | To improve our overall domain score to a C, we will need to see this biggest increase in the percent of student we get to the meets or masters level. If we can achieve the goals above at each level, our Domain 2 score will also increase to a 74. We have to continue to increase the number of students that we get to meet or exceed their progress measure. We only met 1 of the indicators this year (Academic Growth), which tells us that our students are growing but are not where they should be across the board. If we improve Domains 1 and 2, we should see increase in the number of indicators we meet in Domain 3. |
| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | N/A, High School Only |

| 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. | | 4 | |
| 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. | | 2 | |
| 5.1 Objective-driven daily lesson plans with formative assessments. | | 4 | |
| 5.3 Data-driven instruction. | | 2 | |
| 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. | 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | 5.3 Data-driven instruction. |
| Rationale | We have a vision and goals. We reviewed it as a campus at the beginning of the year. We recognize that it missing input from all stakeholders. The vision is also shared with the faculty weekly but we have not revisited and most do not know it. We also have a district teacher survey but do not have a campus teacher, parent or student survey. | We've recognized that we are struggling to align curriculum and assessments with the standards consistently. The ability to structure the corrective instruction so it is built into the pacing guide and lesson plans. The district resources and curriculum does address differentiation but not utilized across the campus. | We've realized that while we have put into place some data driven tools, data walls and implementation of reteaching TEKS we are not digging deeper to identify the student misconception and closely looking at assessment questions. Ultimately, consistent implementation of instructional corrective action cycle will lead us to student mastery and overall improvement of the campus. |
| Desired Annual Outcome | The administration team will create and implement a Teacher and Parent BOY and EOY Campus Surveys. We will also create a common understanding of the vision in practice and explain how they are present in the daily life of the school by revisiting it quarter. | We will implement the corrective instructional action plan that will be scheduled in their lesson plans and on the assessment calendar. This will give us better information about the reteach cycle and its effectiveness. Reteaching TEKS (spiraled) into future lesson plans. | PLNs are lead by Principal and follow DDI protocol. At Hillcrest we will assess student 3/6/9 and have 2 STAAR simulations. We will utilize the Data review form after every assessment to identify strengths and weakness of students. We will continue to monitor student progress in the PLN room data walls. We will dig deeper by reviewing assessment questions and student misconceptions after assessments. We will work together to create a campus assessment calendar available electronically for all teachers. The campus will also implement the data trackers for students, classrooms and grade levels. |
| Barriers to Address During the Year | The administration team being more active with tying in everything we do to our vision statement. | Teacher's being receptive and the ability to get into specific conversation during PLNs. | Administrative team ability to roll out the DDI to teachers consistently and teacher buy-in to dig deeper during the review of assessments. |
| District Commitment Theory of Action: | | If the District policies and practices align with and promote positive school culture and the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then Hillcrest ES staff and students will experience success. | |
| 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 | | | |

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| Barriers to Address During the Year | | | |
| District Commitment Theory of Action | | | |
| Prioritized Focus Areas for Improvement | Capacity Builder | | |
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| 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 | Meets | Actual | Data Source | Goal | Meets | Actual | Data Source | Goal | Meets | Actual | Data Source | Goal | Actual |
| Grade 3 | Math (Eng/Sp) | 9WK CBA | 20% | | 9% | STAAR Simulation | 30% | | | STAAR Simulation | 40% | | | STAAR | 46% | |
| Grade 3 | Reading (Eng/Sp) | 9WK CBA | 20% | | 12% | STAAR Simulation | 30% | | | STAAR Simulation | 35% | | | STAAR | 40% | |
| Grade 4 | Math (Eng/Sp) | 9WK CBA | 20% | | 21% | STAAR Simulation | 30% | | | STAAR Simulation | 40% | | | STAAR | 46% | |
| Grade 4 | Reading (Eng/Sp) | 9WK CBA | 20% | | 34% | STAAR Simulation | 25% | | | STAAR Simulation | 30% | | | STAAR | 40% | |
| Grade 4 | Writing (Eng/Sp) | 9WK CBA | 15% | | 7% | STAAR Simulation | 20% | | | STAAR Simulation | 25% | | | STAAR | 30% | |
| Grade 5 | Math (Eng/Sp) | 9WK CBA | 20% | | 40% | STAAR Simulation | 30% | | | STAAR Simulation | 40% | | | STAAR | 46% | |
| Grade 5 | Reading (Eng/Sp) | 9WK CBA | 20% | | 33% | STAAR Simulation | 30% | | | STAAR Simulation | 35% | | | STAAR | 40% | |
| Grade 5 | Science (Eng/Sp) | 9WK CBA | 20% | | 2% | STAAR Simulation | 30% | | | STAAR Simulation | 35% | | | STAAR | 40% | |

| Cycle 1 90-day Outcomes (September - November) | | | |
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| | 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. | 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | 5.3 Data-driven instruction. |
| Desired Annual Outcome | The administration team will create and implement a Teacher and Parent BOY and EOY Campus Surveys. We will also create a common understanding of the vision in practice and explain how they are present in the daily life of the school by revisiting it quarter. | We will implement the corrective instructional action plan that will be scheduled in their lesson plans and on the assessment calendar. This will give us better information about the reteach cycle and its effectiveness. Reteaching TEKS (spiraled) into future lesson plans. | PLNs are lead by Principal and follow DDI protocol. At Hillcrest we will assess student 3/6/9 and have 2 STAAR simulations. We will utilize the Data review form after every assessment to identify strengths and weakness of students. We will continue to monitor student progress in the PLN room data walls. We will dig deeper by reviewing assessment questions and student misconceptions after assessments. We will work together to create a campus assessment calendar available electronically for all teachers. The campus will also implement the data trackers for students, classrooms and grade levels. |
| Desired 90-day Outcome | Team Building Activities - to help identify and support our WHY. Completion of BOY Teacher and Parent Survey with actionable steps. | Teacher training on the Corrective Instructional Action Plan. | Implementation of student data trackers. |
| Barriers to Address During this Cycle | A good percentage of Teacher and Parent completion of survey so it we can utilize data. | Teachers understanding of the process. | Building in the time during instructional time for students, grade level meetings and/or PLNs. |
| District Actions for this Cycle | Principal supervisor will visit the campus and create look fors: artifacts in the classrooms and hallways referencing practices and policies of alignment to district and campus vision, mission, values and expectations. | Principal supervisor will monitor and engage campus leadership in discussion about the campus calendar with look fors and artifacts of dedicated time for introductory and ongoing-job embedded professional development focused on curriculum and aligned instructional materials. | Principal supervisor will coach principal and campus leadership team on how campus administration will support teachers and hold them accountable per their student performance data. |
| District Commitments Theory of Action | If the District policies and practices align with and promote positive school culture and the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then Hillcrest ES staff and students will experience success. | | |

Action plan-Milestones

| Milestones | Prioritized Focus Area | Timeline | Resources Needed | Person(s) Responsible | Evidence used to Determine Progress toward Milestone | Evidence Collection Date | Progress toward Milestone | Necessary Adjustments / Next Steps |
|--|------------------------|---------------------|---|--|--|--------------------------|---------------------------|------------------------------------|
| Team Building Activities - to identify and support our WHY | 1 | Oct 14th - Nov 11th | Hillcrest Vision, Activity | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia, ACTs | Agenda Minutes, Responses from activity | Nov 11th | | |
| Creation of BOY Teacher and Parent Survey | 1 | Oct 14th - Oct 25th | Survey templates, Questions, Electronically for Teachers, Paper for Parents | Principal Lopez, AP Rivera, Counselor Voyles, Instructional Coaches De Leon and Garcia | Meeting Agenda, Surveys | Oct 25th | | |
| Teacher and Parent Survey | 1 | Oct 14th - Nov 22nd | Survey | Principal Lopez, AP Rivera, FACE Rodriguez, Counselor Voyles | Electronic Survey Report, Paper Surveys returned | Nov 22nd | | |
| Teacher Training Corrective Instructional Action Plan Part 1 during PLNs | 2 | Oct 14th - Nov 1st | CAIP Template | Principal Lopez | PLN Agendas, CIAP Template | Nov 1st | | |
| Teacher Training Corrective Instructional Action Plan Part 2 during PLNs | 3 | Oct 14th - Nov 8th | CAIP Template | Principal Lopez | PLN Agendas, CIAP Template | Nov 8th | | |

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| Teacher Training Corrective Instructional Action Plan Part 3 during PLNs | 3 | Oct 14th - Nov 15th | CAIP Template | Principal Lopez | PLN Agendas, CIAP Template | Nov 15th | | |
| Student Data Trackers | 3 | Oct 25th - Nov 1st | Data Tracker Templates | Principal Lopez, Teachers, Instructional Coaches De Leon and Garcia | Student Data Tracker Samples | Nov 22nd | | |
| Implementation Hillcrest Data Review Form after every 3/6/9 week assessments | 3 | Sept 1 - Nov 1st | Hillcrest Data Review Form | Principal Lopez, Teachers, Instructional Coaches De Leon and Garcia, Teachers | Completed Data Review Forms | Nov 22nd | | |
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| 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 | | |
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| Cycle 2 90-Day Outcomes (December-February) | | | |
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| | 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. | 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | 5.3 Data-driven instruction. |
| Desired Annual Outcome | The administration team will create and implement a Teacher and Parent BOY and EOY Campus Surveys. We will also create a common understanding of the vision in practice and explain how they are present in the daily life of the school by revisiting it quarter. | We will implement the corrective instructional action plan that will be scheduled in their lesson plans and on the assessment calendar. This will give us better information about the reteach cycle and its effectiveness. Reteaching TEKS (spiraled) into future lesson plans. | PLNs are lead by Principal and follow DDI protocol. At Hillcrest we will assess student 3/6/9 and have 2 STAAR simulations. We will utilize the Data review form after every assessment to identify strengths and weakness of students. We will continue to monitor student progress in the PLN room data walls. We will dig deeper by reviewing assessment questions and student misconceptions after assessments. We will work together to create a campus assessment calendar available electronically for all teachers. The campus will also implement the data trackers for students, classrooms and grade levels. |
| Desired 90-day Outcome | Revisit the existing vision and mission statements, review them to determine their relevance and accuracy. Creation of grade level vision statement and alignment to campus and district vision. | Step by step of implementation of Corrective Instructional Action Plan Part 1 and Part 2 during PLNs after assessments. | Implementation of classroom and hallway data trackers. Identifying all the components of the assessment calendar, implementation of current assessments and placing on google drive for teachers to access. |
| Barriers to Address During this Cycle | Making sure it is placed on the Agenda during PLNs and/or faculty meetings. | Teachers understanding of the process and follow through. | Building in the time during instructional time for students, grade level meetings and/or PLNs. |
| District Actions for this Cycle | Principal supervisor will coach principal on reflecting on surveys and refining values, goals and expectations per feedback from stakeholders. | Principal supervisor will support campus as needed for pull out days so that teachers are able to participate in backwards planning after each quarter using data to inform instruction. | Principal supervisor will attend grade level PLCs to monitor, provide guidance and participate in discussions and data protocols when analyzing student data after assessments. |
| District Commitments Theory of Action | If the District policies and practices align with and promote positive school culture and the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then Hillcrest ES staff and students will experience success. | | |

Action plan-Milestones

| Milestones | Prioritized Focus Area | Timeline | Resources Needed | Person(s) Responsible | Evidence used to Determine Progress toward Milestone | Evidence Collection Date | Progress toward Milestone | Necessary Adjustments / Next Steps |
|--|------------------------|---------------------|--|--|--|--------------------------|---------------------------|------------------------------------|
| Team Building Activities - to identify and support our WHY | 1 | Dec 2019 - Feb 2020 | Hillcrest Vision, Activity | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia, ACTs | Agenda Minutes, Responses from activity | 28-Feb-20 | | |
| Campus Activity for revisiting the Campus Vision | 1 | Dec 2019 - Feb 2020 | Hillcrest Vision, Questions | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia, ACTs | Agenda Minutes, Responses to Questions | 28-Feb-20 | | |
| Creation of grade level vision statement. | 2 | Dec 2019 - Feb 2020 | Sample of vision statements, Hillcrest Vision, District vision | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia, ACTs | Agenda Minutes, Grade Level Vision Statement | 28-Feb-20 | | |
| Implementation of Corrective Instructional Action Plan Part 1 during PLNs after assessments. | 3 | Dec 2019 - Feb 2020 | CIAP Template, Grade Level TEKS, Assessment | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia | Agenda Minutes, Completed CIAP Part 1 | 28-Feb-20 | | |
| Implementation of Corrective Instructional Action Plan Part 2 during PLNs after assessments. | 3 | Dec 2019 - Feb 2020 | CIAP Template, Grade Level TEKS, Assessment | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia | Agenda Minutes, Completed CIAP Part 2 | 28-Feb-20 | | |

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| Classroom Trackers | 3 | Dec 2019 - Feb 2020 | Classroom Sample Trackers, Student data | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia | Agenda Minutes, Student Trackers | 28-Feb-20 | | |
| Hallway Trackers | 3 | Dec 2019 - Feb 2020 | Classroom Sample Trackers, Student data | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia | Agenda Minutes, Student Trackers | 28-Feb-20 | | |
| Assessment Calendar | 3 | Dec 2019 - Feb 2020 | Electronic Calendar Template, District and State Assessment Calendars | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia | Agenda Minutes, Assessment Calendar | 28-Feb-20 | | |
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Reflection and Planning for Next 90-Day Cycle

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| 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 |
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| Cycle 3 90-Day Outcomes (March-May) | | | |
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| | 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. | 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | 5.3 Data-driven instruction. |
| Desired Annual Outcome | The administration team will create and implement a Teacher and Parent BOY and EOY Campus Surveys. We will also create a common understanding of the vision in practice and explain how they are present in the daily life of the school by revisiting it quarter. | We will implement the corrective instructional action plan that will be scheduled in their lesson plans and on the assessment calendar. This will give us better information about the reteach cycle and its effectiveness. Reteaching TEKS (spiraled) into future lesson plans. | PLNs are lead by Principal and follow DDI protocol. At Hillcrest we will assess student 3/6/9 and have 2 STAAR simulations. We will utilize the Data review form after every assessment to identify strengths and weakness of students. We will continue to monitor student progress in the PLN room data walls. We will dig deeper by reviewing assessment questions and student misconceptions after assessments. We will work together to create a campus assessment calendar available electronically for all teachers. The campus will also implement the data trackers for students, classrooms and grade levels. |
| Desired 90-day Outcome | Revisit the existing vision and mission statements, review them to determine their relevance and accuracy. Completion of EOY Teacher and Parent Survey with actionable steps. Revisiting vision by explaining how they are present in the daily life of the school. | Continuation of Corrective Instructional Action Plan implementation Part 1, Part 2 and adding Part 3. | Adding the corrective action cycle to the assessment calendar. |
| Barriers to Address During this Cycle | A good percentage of Teacher and Parent completion of survey so it we can utilize data. Making sure it is placed on the Agenda during PLNs and/or faculty meetings. | Teachers understanding of the process and follow through. | Building in the time during instructional time for students, grade level meetings and/or PLNs. |
| District Actions for this Cycle | Principal supervisor will engage campus principal with analyzing TNTP surveys, PBIS surveys and campus-based surveys followed by reflection and comparison of BOY and EOY Surveys. Analyzing the alignment of feedback provided to campus mission, vision, goals, values and expectations. | Principal supervisor alongside the campus principal will monitor the use of instructional materials are being implemented with fidelity in all classrooms. Principal supervisor will engage principal with a review of the corrective instructional action plan and reteach cycles. | Principal supervisor will conduct periodic check-ins with principal to monitor student data trackers. Principal supervisor will engage campus leader in reflection practices about how data is collected, why is it collected, what happens with the data, how often is the data referenced, when is new data collected (Plan, Do, Study, Act). |
| District Commitments Theory of Action | If the District policies and practices align with and promote positive school culture and the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then Hillcrest ES staff and students will experience success. | | |

| Action plan-Milestones | | | | | | | | |
|--|------------------------|---------------------|---|--|--|--------------------------|---------------------------|------------------------------------|
| Milestones | Prioritized Focus Area | Timeline | Resources Needed | Person(s) Responsible | Evidence used to Determine Progress toward Milestone | Evidence Collection Date | Progress toward Milestone | Necessary Adjustments / Next Steps |
| Team Building Activities - to identify and support our WHY | 1 | Mar 2020 - May 2020 | Hillcrest Vision, Activity | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia, ACTs | Agenda Minutes, Responses from activity | 1-May-20 | | |
| Campus Activity for revisiting the Campus Vision | 1 | Mar 2020 - May 2020 | Hillcrest Vision, Questions | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia, ACTs | Agenda Minutes, Responses to Questions | 1-May-20 | | |
| EOY Teacher and Parent Survey | 2 | Mar 2020 - May 2020 | Survey | Principal Lopez, AP Rivera, FACE Rodriguez, Counselor Voyles | Electronic Survey Report, Paper Surveys returned | 1-May-20 | | |
| Implementation of Corrective Instructional Action Plan Part 3 during PLNs after assessments. | 3 | Mar 2020 - May 2020 | CIAP Template, Grade Level TEKS, Assessment | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia | Agenda Minutes, Completed CIAP Part 3 | 1-May-20 | | |

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| Adding corrective action cycle and reassessment to calendar. | 3 | Mar 2020 - May 2020 | Electronic Calendar Template, District and State Assessment Calendars | Principal Lopez, AP Rivera, Instructional Coaches De Leon and Garcia | Agenda Minutes, Assessment Calendar | 1-May-20 | | |
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Reflection and Planning for Next 90-Day Cycle

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| 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 |
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| Essential Action | 0 | | 0 |
| Desired Annual Outcome | The administration team will create and implement a Teacher and Parent BOY and EOY Campus Surveys. We will also create a common understanding of the vision in practice and explain how they are present in the daily life of the | We will implement the corrective instructional action plan that will be scheduled in their lesson plans and on the assessment calendar. This will give us better information about the reteach cycle and its effectiveness. Reteaching TEKS (spiraled) into future lesson plans. | PLNs are lead by Principal and follow DDI protocol. At Hillcrest we will assess student 3/6/9 and have 2 STAAR simulations. We will utilize the Data review form after every assessment to identify strengths and weakness of students. We will continue to monitor student |
| 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 |
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| Essential Action | Team Building Activities - to help identify and support our WHY. Completion of BOY Teacher and Parent Survey with actionable steps. | Teacher training on the Corrective Instructional Action Plan. | Implementation of student data trackers. |
| 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 |
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Reflection and Planning for Next 90-Day Cycle

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