

Madison 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	Madison Elementary	Superintendent	Pedro Martinez	Principal	Lianna Cano
District Number	015907	Campus Number	000000148	District Coordinator of School Improvement (DCSI)	Mary Esther Macias	ESC Support	Jamie Goodwin
Assurances							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Mary Esther Macias 10.15.19	
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.					Lianna Cano 10-15-2019	
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 71% Growth 82% Relative Performance 79% Closing the Gap 75%					
	What changes in student group and subject performance are included in these goals?	Student groups- LEP and SPED need to increase by 3% in approaches, meets, and masters in reading and math for students achievement under domain 1					
	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.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		4	
5.1 Objective-driven daily lesson plans with formative assessments.		2	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	The faculty/staff roles and responsibilities and campus handbook has not been updated and provided.	Current lesson plan submissions do not include pacing and formative assessments with exemplar responses for Math and Reading.	Teachers are not providing corrective instruction action planning on a regular basis.
Desired Annual Outcome	Principal will grow campus leadership team through providing campus leadership opportunities for Instructional Coaches, ACT's, Master Teachers, and Special Education teachers.	Lesson plan components include the TEKS, objective, DOK level questioning, opening and closing activities, and informal and formative assessment resulting in 30% of our students reaching grade level expectations on MAP. Lesson plans are submitted online weekly into google classroom.	A calendar of assessments is provided from the district and campus. During PLC data is analyzed and posted on the data wall. Actions plan are created. District specialist is available to support and educate teachers. Master schedule includes teacher conference for all, K-5 and special education teachers receive PLN time. Agendas are provided ahead of time for PLN meetings. Student data
Barriers to Address During the Year	Instructional leaders, teachers and staff are unclear of their roles and responsibilities. Campus leaders are needing support on developing processes and protocols to lead. Campus handbook and roles and responsibilities has not been provided for teachers/staff and those in leadership positions. Submission of minutes from all meetings needs to be	Teachers are struggling to keep with pacing due to daily challenges: student behaviors, attendance, testing schedules, ARD's, and struggling learners. Teachers can't continue the same practices and expect better results. Teachers do not use visual timers for pacing the activities and documenting into the lessons.	Teachers are not using exit tickets due to scheduling conflicts and being familiar on how to develop the exit tickets. Teacher are needing to reflect on the mastery of instruction and student progress. Teachers are not utilizing various resources for daily formative assessments.
District Commitment Theory of Action:		The district supports principals by protecting their time dedicated for school instructional leadership. District policies and practices support effective instruction in schools. The instructional leaders, faculty and staff will have clarity on their roles and responsibilities, and the planning for delivery of instruction will improve, and the gaps in student achievement will decrease.	

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
Kinder	Math	BOY MAP	30%	15%	MOY MAP	40%		EOY MAP	55%		EOY		
Kinder	Math	CBA 1.9	30%		CBA 2.9	40%		CBA 3.9	55%		EOY		
Kinder	Reading	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%		EOY		
Kinder	Reading	CBA 1.9	30%		CBA 2.9	40%		CBA 3.9	55%		EOY		
1st	Math	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%		EOY		
1st	Math	CBA 1.9	30%		CBA 2.9	40%		CBA 3.9	55%		EOY		
1st	Reading	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%		EOY		
1st	Reading	CBA 1.9	30%		CBA 2.9	40%		CBA 3.9	55%		EOY		
2nd	Math	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%		EOY		
2nd	Math	CBA 1.9	30%	13%	CBA 2.9	40%		CBA 3.9	55%		EOY		
2nd	Reading	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%		EOY		
2nd	Reading	CBA 1.9	30%	13%	CBA 2.9	40%		CBA 3.9	55%		EOY		
3rd	Math	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%		EOY		
3rd	Math	CBA 1.9	30%	13%	CBA 2.9	40%		CBA 3.9	55%		STAAR	45%	
3rd	Reading	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%				
3rd	Reading	CBA 1.9	30%	13%	CBA 2.9	40%		CBA 3.9	55%		STAAR	42%	
4th	Math	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%				
4th	Math	CBA 1.9	30%	18%	CBA 2.9	40%		CBA 3.9	55%		STAAR	51%	
4th	Reading	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%				
4th	Reading	CBA 1.9	30%	40%	CBA 2.9	40%		CBA 3.9	55%		STAAR	48%	
5th	Math	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%				
5th	Math	CBA 1.9	30%	22%	CBA 2.9	40%		CBA 3.9	55%		STAAR	49%	
5th	Reading	BOY MAP	30%		MOY MAP	40%		EOY MAP	55%				

5th	Reading	CBA 1.9	30%	1%	CBA 2.9	40%		CBA 3.9	55%		STAAR	43%	
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Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Principal will grow campus leadership team through providing campus leadership opportunities for Instructional Coaches, ACT's, Master Teachers, and Special Education teachers.	The lesson plan will include: pacing component evident in lesson plan and classroom daily 3-4 exit tickets/vetted for reading weekly 3-4 exit tickets/vetted for math weekly	Teachers use Corrective Instruction Rubric 3-4 times per week in reading and math to address class needs. Teachers will utilize "My Favorite No" strategy as needed based on rubric to identify trends in student misconceptions via exit tickets
Desired 90-day Outcome	By the end of Cycle 1, Principal will ensure that all staff will receive their roles and responsibilities	By the end of Cycle 1 lesson plans will have a pacing component. Evident in classroom and lesson plan	By the end of cycle 1 a rubric will be created to guide corrective instruction and teachers will be trained on how to utilize the rubric.
Barriers to Address During this Cycle	Staff may not be receptive to roles and responsibilities that were not established at the beginning of the school year	Staff may be hesitant in the components needed for additional requirements of exit tickets and lesson pacing added to their lesson plans.	Teachers may be unclear on how to use the rubric and/or may be resistant to additional expectations
District Actions for this Cycle	DCSI and/or district leadership will provide a model of roles and the responsibilities	District personnel will provide professional development that will assist formative assessment committee.	District personnel will provide professional development on corrective instruction to FAC
District Commitments Theory of Action	The district supports principals by protecting their time dedicated for school instructional leadership. District policies and practices support effective instruction in schools. The instructional leaders, faculty and staff will have clarity on their roles and responsibilities, and the planning for delivery of instruction will improve, and the gaps in student achievement will decrease.		

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
Principal will update the handbook with roles and responsibilities	1	By the end of Cycle 1	Handbook	Administraton, ACT's, CLT's	Agendas, meeting notes, minutes, handbook	22-Nov-19		
The principal will have the handbook with roles and responsibilities reviewed/revised/edited by ACT and CLT	1	By the end of Cycle 1	Roles and Responsibilites handbook	Administration, ACT's, CLT's	Agendas, meeting notes, minutes,	22-Nov-19		
All leaders, teachers, and staff will be provided their roles and responsibilities.	1	By the end of Cycle 1	Roles and Responsibilites handbook	Principal	Agendas, meeting notes, minutes, observations	22-Nov-19		
100% of classroom teachers will submit lesson plans in google classroom by required weekly deadline	2	Cycle 1	Google Classroom, lesson plan template, YAG	Teachers, Instructional Coach, Administration	Google classroom	22-Nov-19		
Lesson plans will include time allotments that indicate the amount of time spent on activities in reading and math.	2	Cycle 1	Google Classroom, lesson plan template, YAG	Teachers	Google classroom	22-Nov-19		

Reading and math lessons will utilize a visual timer.	2	Cycle 1	Google Classroom, lesson plan template	Teachers	Learning walks	Ongoing		
The Formative Assessment Committee (FAC) will be formed.	3	Cycle 1	FAC Instructional Coach, and Administration	Doug Littlefield	Learning walks	22-Nov-19		
The FAC will be trained on creating exit tickets for reading and math	3	Cycle 1 and ongoing	Google Classroom, lesson plan template, YAG	Instructional Coach, FAC, and Administration	Agendas, meeting notes, minutes,	Ongoing		
The formative assessment committee will train teachers on how to create exit tickets for reading and math	3	Cycle 1	FAC, Instructional Coach, and Administration	Instructional Coach, FAC and, Administration	Agendas, meeting notes, minutes,	Ongoing		
Lesson plans will include one exit ticket in reading and one exit ticket in math weekly	3	Cycle 1	FAC, Instructional Coach, and Administration, Google Classroom	Teachers	Learning walks	Ongoing		
During PLC teachers will be given opportunities to create exit tickets. Administration, Instructional Coach, District coaches will assist by vetting the exit tickets.	3	Ongoing	Curriculum, Instructional Coaches, Administration	Teachers, Instructional Coach, District coaches, Administration	Agenda	Ongoing		
Corrective instruction rubric created	3	Cycle 1	Administration and Instructional Coach	Administration and Instructional Coach	Corrective Instruction Rubric	22-Nov-19		
Corrective instruction rubric vetted through the formative assessment committee	3	Cycle 1	Administration, Instructional Coach and FAC	Teachers, Instructional Coach, Administration	Agenda	22-Nov-19		
Provide professional development on the corrective instruction rubric to teachers	3	Cycle 1	Administration, Instructional Coach and FAC	Instructional Coach, Administration and FAC	Agenda	22-Nov-19		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Administration will monitor via learning walks to ensure all teachers and staff are adhering to their roles and responsibilities	The lesson plan will include: pacing component evident in lesson plan and classroom daily 3-4 exit tickets/vetted for reading weekly 3-4 exit tickets/vetted for math weekly	Teachers use Corrective Instruction Rubric 3-4 times per week in reading and math to address class needs. Teachers will utilize "My Favorite No" strategy as needed based on rubric to identify trends in student misconceptions via exit tickets
Desired 90-day Outcome	All staff will know their roles and responsibilities	Teachers will utilize the rubric and the exit ticket will be vetted to include 2 for reading and 2 for math weekly	Teachers will utilize the rubric and "My Favorite No" 2 for reading and 2 for math weekly to address misconceptions
Barriers to Address During this Cycle	Staff may not be receptive to roles and responsibilities that were not established at the beginning of the school year	Staff may be hesitant in the additional components required for quality lesson planning.	Staff may be hesitant in the additional components required for quality lesson planning.
District Actions for this Cycle	DCSI and/or district leadership will provide support as needed	District personnel will provide assistance if needed	District personnel will provide assistance if needed
District Commitments Theory of Action	The district supports principals by protecting their time dedicated for school instructional leadership. District policies and practices support effective instruction in schools. The instructional leaders, faculty and staff will have clarity on their roles and responsibilities, and the planning for delivery of instruction will improve, and the gaps in student achievement will decrease.		

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
Administration will monitor via learning walks to ensure all teachers and staff are adhering to their roles and responsibilities	1	By the end of Cycle 2	learning walk feedback form, Performance Matters	Administration	Learning walk feedback forms, Performance Matters	December 2, 2019 and ongoing		
Lesson plans will include time allotments that indicate the amount of time spent on activities in Reading and Math.	2	Ongoing	Google classroom, lesson plan template, YAG	Teachers	Google classroom	December 2, 2019 and ongoing		
Reading and math lessons will utilize a visual timer daily	2	Ongoing	Google classroom, lesson plan template	Teachers	Learning walks	December 2, 2019 and ongoing		
The formative assessment committee will provide additional training on creating exit tickets for reading and math as needed	3	Ongoing	Formative Assessment Committee, Instructional Coach, and administration	Formative Assessment Committee, Instructional Coach, Administration	Learning walks	December 2, 2019 and ongoing		
Lesson plans will include two exit tickets in reading and two exit tickets in math weekly	3	End of Cycle 2	Google classroom, lesson plan template, YAG	Teachers	Learning walks and Google Classroom	2-Dec-19		
During PLC teachers will be given opportunities to create exit tickets. Administration, Instructional Coach, District coaches will assist by vetting the exit tickets.	3	Ongoing	Curriculum, Instructional Coaches, Administration	Instructional Coach, Formative Assessment committee, Administration	Agendas, meeting notes, minutes,	December 2, 2019 and ongoing		

During PLCs, teachers will be provided guidance and support on how to use corrective instruction rubric after administering Exit Ticket	3	End of Cycle 2	Curriculum, Instructional Coaches, Administration	Instructional Coach, Formative Assessment committee, Administration, and Teachers	Agendas and classroom observations	28-Feb-20		
Formative Assessment Committee will be provided professional development on Corrective Instruction	3	End of Cycle 2	Curriculum, Instructional Coaches, Administration	Instructional Coach, Formative Assessment committee, Administration	Agenda	28-Feb-20		
Formative Assessment Committee will provide training to teachers on Corrective Instruction	3	End of Cycle 2	Curriculum, Instructional Coaches, Administration	Instructional Coach, Formative Assessment committee, Administration	Agenda	28-Feb-20		
Teachers will be provided professional development on using "My Favorite Mistakes"	3	End of Cycle 2	Curriculum, Instructional Coaches, Administration	Instructional Coach, Formative Assessment committee, Administration	Agenda	28-Feb-20		
Teachers will implement My Favorite Mistakes during warm-ups/Small group 2 for reading and 2 for math weekly	3	End of Cycle 2	Exit Ticket	Teachers	Learning walk, Lesson Plan	28-Feb-20		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Principal will grow campus leadership team through providing campus leadership opportunities for Instructional Coaches, ACT's, Master Teachers, and Special Education teachers.	The lesson plan will include: pacing component evident in lesson plan and classroom daily; 3-4 exit tickets/vetted for reading weekly; 3-4 exit tickets/vetted for math weekly	Teachers use Corrective Instruction Rubric 3-4 times per week in reading and math to address class needs. Teachers will utilize "My Favorite No" strategy as needed based on rubric to identify trends in student misconceptions via exit tickets
Desired 90-day Outcome	By the end of Cycle 3, Principal will continue to monitor all staff to make sure they adhere to their roles and responsibilities	Teachers will utilize the rubric and the exit ticket will be vetted to include 3-4 for reading and 3-4 for math weekly	Teachers will utilize the rubric and "My Favorite No" 3-4 times for reading and 3-4 times for math weekly
Barriers to Address During this Cycle	Staff may not be receptive to roles and responsibilities that were not established at the beginning of the school year	Lack of time on schedules due to state assessments, TELPAS, CBAs, MAPS	Lack of time on schedules due to state assessments, TELPAS, CBAs, MAPS
District Actions for this Cycle	DCSI and/or district leadership will provide support as needed	DCSI as needed	DCSI as needed
District Commitments Theory of Action	The district supports principals by protecting their time dedicated for school instructional leadership. District policies and practices support effective instruction in schools. The instructional leaders, faculty and staff will have clarity on their roles and responsibilities, and the planning for delivery of instruction will improve, and the gaps in student achievement will decrease.		

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
EOY Appraisal conferences to ensure effectiveness of roles and responsibilities	1	End of cycle 3	Performance Matters- TTESS	Administration	Performance Matters- TTESS	27-May-20		
Lesson plans will include a time allotments that indicate the amount of time spent on activities and will include 3-4 exit tickets for Reading and Math. A visual timer will be utilized in the classroom.	2	End of cycle 3	Google classroom, lesson plan template, YAG	Teachers, Instructional Coach, Formative Assessment committee, Administration	Google classroom, Agendas, meeting notes, minutes, learning walk data collections	27-May-20		
The formative assessment committee will provide additional training on creating exit tickets for Reading and Math as needed	3	End of cycle 3	Formative Assessment Committee, Instructional Coach, and administration	Formative Assessment Committee, Instructional Coach, Administration	Learning walks	27-May-20		
During PLC teachers will be given opportunities to create exit tickets. Teachers will support each other by vetting exit tickets as needed.	3	End of cycle 3	Curriculum, Instructional Coaches, Administration	Instructional Coach, Formative Assessment committee, Administration	Agendas, meeting notes, minutes,	27-May-20		
Teachers will implement a variety of strategies (My Favorite No) during warm-ups/Small group 3-4 for reading and 3-4 for math	3	End of cycle 3	Exit Tickets	Teachers	Lesson Plans and Learning Walks	27-May-20		

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	Principal will grow campus leadership team through providing campus leadership opportunities for Instructional Coaches, ACT's, Master Teachers, and Special Education teachers.		Lesson plan components include the TEKS, objective, DOK level questioning, opening and closing activities, and informal and formative assessment resulting in 30% of our students reaching grade level expectations on MAP. Lesson plans are submitted online weekly into			A calendar of assessments is provided from the district and campus. During PLC data is analyzed and posted on the data wall. Actions plan are created. District specialist is available to support and educate teachers. Master schedule includes teacher conference for		
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			
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	The district supports principals by protecting their time dedicated for school instructional leadership. District policies and practices support effective instruction in schools. The instructional leaders, faculty and staff will have clarity on their roles and responsibilities, and the planning for delivery of instruction will improve, and the gaps in student achievement will decrease.		

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