

# Maverick Elementary Targeted Improvement Plan 2019-2020



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

Not to filled out until summative process has been completed

Campus Information							
<b>District Name</b>	San Antonio ISD	<b>Campus Name</b>	Maverick Elementary	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Leila Garza
<b>District Number</b>	015907	<b>Campus Number</b>	000000150	<b>District Coordinator of School Improvement (DCSI)</b>	Kathleen St. Clair	<b>ESC Support</b>	Jamie Goodwin - ESC 20
Assurances							
<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Kathleen St. Clair - October 16, 2019	
<b>Principal Supervisor</b> <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	
<b>Principal</b>	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.					Leila Garza - October 16, 2019	
<b>Board Approval Date</b>	2019-11-11						
Needs Assessment							
<b>Data Analysis Questions</b>			What accountability goals for each Domain has your campus set for the year?	Domain 1: 70, Domain 2: Part A: 80, Part B 77, Domain 3: 92			
			What changes in student group and subject performance are included in these goals?	Our student groups have not met our goal in each of the STAAR grade and subject areas. To meet our goal each grade level and content areas will need to to increase by 10 percentage points.			
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A			

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.		2	
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.		2	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Rationale</b>	We strongly believe our climate and culture will improve through a collective and collaborative mission/vision for our community.	We believe as a campus, teachers have taken steps in submitting lesson plans to campus drives. However, the gaps we face are: lacking feedback for our lesson plans, having lesson plans with specific criteria to follow as a campus.	Grade levels 3-5 have been trained on how to use and implement DDI calendars to drive instruction we need to extend the knowledge across Pre-K-2 as well. Time to collect, analyze and change instruction will be a campus-wide initiative.
<b>Desired Annual Outcome</b>	To establish a positive school culture, staff members share a common understanding of the mission, vision, and values in practice and can demonstrate how they are present in the daily life of the school.	Create and submit lessons, instructional leaders provide timely feedback, increase systems and structures for implementation for Pre-K-5th.	All grade levels are using a Data Driven Instructional practices, procedures, and protocols.
<b>Barriers to Address During the Year</b>	Lack of initiative across the campus to buy-in. Expecting administration or PBIS to establish expectations independently instead of as a collective. Shifting our collective mindsets to be more growth oriented.	Teachers may feel that the time needed to create new lesson plans will be overwhelming. The district lesson plans requirement does not require lesson plans to this extent. Time for teachers to develop lesson plans and time for admin to review them.	Being able to collect the data but not having the time to re-evaluate the data. It takes time to review the data and plan for the CIAP.
<b>District Commitment Theory of Action:</b>		If the district provides campuses with access to external student support services; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools, then achievement gaps will close, creating more opportunities for students in their future educational endeavors and the culture and climate of Maverick will encompass all stakeholders of our community.	

<b>ESF Diagnostic Results</b> (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	
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

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
3rd	Math	Benchmark	35		Benchmark	40		Benchmark	44		STAAR	46	
3rd	Reading	Benchmark	35		Benchmark	40		Benchmark	46		STAAR	48	
4th	Math	Benchmark	50		Benchmark	52		Benchmark	54		STAAR	56	
4th	Reading	Benchmark	44		Benchmark	46		Benchmark	48		STAAR	50	
4th	Writing	Benchmark	34		Benchmark	36		Benchmark	38		STAAR	40	
5th	Math	Benchmark	40		Benchmark	43		Benchmark	46		STAAR	50	
5th	Reading	Benchmark	30		Benchmark	33		Benchmark	36		STAAR	39	
5th	Science	Benchmark	14		Benchmark	16		Benchmark	18		STAAR	20	
PK	Screener Math	Other	50		Other	55		Other	60		Other	70	
PK	Screener Reading	Other	50		Other	55		Other	60		Other	70	
K	MAP Math	Other	30		Other	35		Other	40		Other	46	
K	MAP Reading	Other	30		Other	35		Other	40		Other	44	
1st	MAP Math	Other	30		Other	35		Other	40		Other	46	
1st	MAP Reading	Other	30		Other	35		Other	40		Other	44	
2nd	MAP Math	Other	50		Other	54		Other	57		Other	60	
2nd	MAP Reading	Other	46		Other	50		Other	54		Other	57	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	To establish a positive school culture, staff members share a common understanding of the mission, vision, and values in practice and can demonstrate how they are present in the daily life of the school.	Create and submit lessons, instructional leaders provide timely feedback, increase systems and structures for implementation for Pre-K-5th.	All grade levels are using a Data Driven Instructional practices, procedures, and protocols.
<b>Desired 90-day Outcome</b>	School mission and vision statement written collaboratively by faculty.	Lesson plan structure established school-wide in one content area (math). Admin reviewing lesson plans and providing feedback. Every third PLC will be dedicated to prioritizing and planning.	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings.
<b>Barriers to Address During this Cycle</b>	Staff not seeing the value or importance of a mission and vision statement.	Buy-in for change in and more control of lesson planning format. Time to write lesson plans that are now due further in advance than before.	Team members not coming to PLCs with assessment data ready for review. Some teachers/ILT members don't understand DDI process and need training.
<b>District Actions for this Cycle</b>	District policies and practices align with and promote positive school culture.	Principal supervisor will support and participate with the ILT team in implementing and providing feedback to lesson plans so that they reflect clear objectives that aligned to the standards and goals identified. District policies and practices support effective instruction in schools.	The district has effective systems for identifying and supporting struggling learners.
<b>District Commitments Theory of Action</b>	If the district provides campuses with access to external student support services; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools, then achievement gaps will close, creating more opportunities for students in their future educational endeavors and the culture and climate of Maverick will encompass all stakeholders of our community.		

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
The mission and vision statement will be created with staff and students which will be placed in all common areas.	1	10/14/19-11/30/19	Faculty input, team created mission and vision statements	Faculty	Written mission/vision	Nov. 30		
Criteria will be established campus wide for lesson plan components to include: daily content objective, TEK, pacing, (mini lesson, instructional activity (with differentiation), and formative assessment (with an exemplar response).	2	Beginning 10/14/19	Digital Lesson Planning; Google Classroom submission	ILT	T-TESS Walk-Through Data Performance Matters	Ongoing		
50% of Math Lesson plans will include campus success criteria as noted above.	2	10/14/19-11/30/19	Snapshots, YAG, Go Math, Lead4ward planning documents	Administration & IC	Written/spoken feedback from admin	Week of 11/4		

Every third PLC focused on planning (CIAP, Tier 1 instruction, Intervention/Enrichment and tutoring) with real-time guidance/input from attending admin team member.	2	Beginning 10/28	Snapshots, YAG, Go Math, Lead4ward planning documents, DDI, Eduphoria reports	ILT	Admin observation of PLC meetings	Nov. 1st		
100% of Maverick Teachers will be trained on components of the Data Driven Instruction within the Culture Component during grade level PLCs and/or Teacher Professional Development Days.	3	10/14/19-11/30/19	Planning materials, assessment data	ILT, DCSI	Admin observation of PLC meetings	Ongoing		
Maverick ILT will research and adopt a data tracker to implement following common formative assessment.	3	10/14/19-11/30/19	Leverage Leadership, Driven by Data, Get Better Faster By Paul Bambrick-Santoyo	ILT	Data Tracker	Ongoing		
100% of Maverick Teachers will be trained in the following: Formative Assessment; Differentiation; Exit Tickets; Backwards Design; Corrective Action Plans (CIAP)	1,3	10/14/19-11/30/19	Teachers & Admin	Administration & IC	Training Sign-in sheets; Evidence of implementation in lesson plans; Admin Feedback;	Ongoing		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		



Staff members			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	To establish a positive school culture, staff members share a common understanding of the mission, vision, and values in practice and can demonstrate how they are present in the daily life of the school.	Create and submit lessons, instructional leaders provide timely feedback, increase systems and structures for implementation for Pre-K-5th.	All grade levels are using a Data Driven Instructional practices, procedures, and protocols.
<b>Desired 90-day Outcome</b>	Staff members can articulate the school's mission and vision and can give examples of how they are reflected in their own classroom as well as schoolwide routines, procedures, and policies.	Teachers are using feedback to adjust lesson plans to meet the success criteria.	Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review.
<b>Barriers to Address During this Cycle</b>	Staff not learning the mission and vision. Staff not applying mission/vision to planning or classroom with fidelity.	Admin doesn't have enough time to give feedback.	Team members need additional practice in the DDI process.
<b>District Actions for this Cycle</b>	The district provides data systems to track pertinent school culture data.	The district provides schools with access to student academic, behavioral, and on-track to gra	The district ensures access to high-quality common formative assessment resources aligned t
<b>District Commitments Theory of Action</b>	If the district provides campuses with access to external student support services; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools, then achievement gaps will close, creating more opportunities for students in their future educational endeavors and the culture and climate of Maverick will encompass all stakeholders of our community.		

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
75% of staff can articulate the campus mission statement.	1	Dec. 20	Mission and vision statement	Admin	Random checks by admin asking staff to recite	Ongoing		
The campus mission statement will be recited daily during morning announcements.	1	Dec. 20	Mission and vision statement provided to student anchors	Quezada	DNN every morning	Ongoing		
75% of Math Lesson plans will include campus success criteria as noted here: lesson plan components to include: daily content objective, TEK, pacing, (mini lesson, instructional activity (with differentiation), and formative assessment (with an exemplar response).	2	By Feb. 29, 2020	Snapshots, YAG, Go Math, Lead4ward planning documents; Google Classroom Submission	Administration & IC	Written/spoken feedback from admin	Ongoing		
Every third PLC focused on planning (CIAP, Tier 1 instruction, Intervention/Enrichment and tutoring) with real-time guidance/input from attending admin team member.	2	By Feb. 29, 2020	Snapshots, YAG, Go Math, Lead4ward planning documents, DDI, Eduphoria reports	ILT	Admin observation of PLC meetings	Ongoing		
Teachers will utilize the adopted data tracker following common formative assessment in Math to create and implement CIAP.	3	By Feb. 29, 2020	Adopted Data Tracker	ILT	Completed Data Tracker; CIAP plans, reassessment data, DDI Calendar	Ongoing		
ILT will analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery. Followed by coaching and support as necessary.	3	After each unit assessment (Math)	Assessment data, DDI calendar	Administration; ILT, IC, IS	T-TESS Walk-Through Data Performance Matters; Instructional Rounds Data	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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	To establish a positive school culture, staff members share a common understanding of the mission, vision, and values in practice and can demonstrate how they are present in the daily life of the school.	Create and submit lessons, instructional leaders provide timely feedback, increase systems and structures for implementation for Pre-K-5th.	All grade levels are using a Data Driven Instructional practices, procedures, and protocols.
<b>Desired 90-day Outcome</b>	Climate surveys are used to determine key climate indicators. Mission and vision reviews are implemented at the beginning of PLCs to determine how the processes of the PLC support our school's mission and vision.	We are continuing to follow the lesson plan components in Math and Science.	Refine the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review. Monitor the fidelity of the delivery of the CIAP.
<b>Barriers to Address During this Cycle</b>	Low response rate on climate surveys.	STAAR countdown calendars supersede our regular schedule/lesson plan.	Team members need additional practice in the DDI process and time restraints on delivering the CIAP.
<b>District Actions for this Cycle</b>	The district provides campus with best practice resources and tools for engaging families particularly parent/student surveys.	The district has effective systems for identifying and supporting struggling learners.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
<b>District Commitments Theory of Action</b>	If the district provides campuses with access to external student support services; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and district policies and practices support effective instruction in schools, then achievement gaps will close, creating more opportunities for students in their future educational endeavors and the culture and climate of Maverick will encompass all stakeholders of our community.		

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
100% of staff can articulate the campus mission statement.	1	May. 27	Mission statement	Admin	Random checks by admin asking staff to recite	By May 27, 2019		
PLC meetings will begin by reviewing the campus mission and vision and analysis of how the process of the PLC support the mission and vision of Maverick Elementary.	1	Week of Mar. 2	Mission and vision, PLC agenda	ILT	PLC notes (uploaded to Google Drive)	Ongoing		
Climate surveys administered to students, staff, and families. Survey results are calibrated and shared.	1	Mar. 2	Climate surveys created for staff, students, parents	District PBIS Team	Data on response rate	Mar. 2 - Mar. 6		
100% of Math Lesson plans will include campus success criteria as noted here: lesson plan components to include: daily content objective, TEK, pacing, (mini lesson, instructional activity (with differentiation), and formative assessment (with an exemplar response).	2	March-May	Digital Lesson Planning; Google Classroom submission	Teachers and Admin	Admin feedback on lesson plans	Ongoing		
Every third PLC focused on planning (CIAP, Tier 1 instruction, Intervention/Enrichment and tutoring) with real-time guidance/input from attending admin team member (continued).	2,3	March- May	Snapshots, YAG, Lead4ward planning documents	ILT	Admin observation of PLC meetings	Ongoing		

Assessment data will be analyzed in PLCs (Unit Assessment, Screener Data, MAP, CBAs, CFAs, etc.) and arrange observation calendar to prioritize feedback to teachers with lower student mastery. Followed by coaching and support as necessary (continued).	3	After assessment date	Assessment data, DDI calendar	Administration; ILT, IC, IS	T-TESS Walk-Through Data Performance Matters; Instructional Rounds Data	Ongoing		
ILT members will present grade level Math data (Unit Assessments, Screener Data, MAP, CBAs, CFAs, etc.) to determine trends, success of CIAP, and progress towards achievement of campus overall goals (can't).	3	March-May	Campus goals, data tracker	ILT	ILT meeting minutes; Admin Team	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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	School mission and vision statement written collaboratively by faculty.	Lesson plan structure established school-wide in one content area (math). Admin reviewing lesson plans and providing feedback. Every third PLC will be dedicated to prioritizing and planning.	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**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


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