

Miller 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	Campus Name	Dorie Miller ES	Superintendent	Pedro Martinez	Principal	Christine A. Weiland
District Number	015907	Campus Number	000000153	District Coordinator of School Improvement (DCSI)	Jonelda De Leon	ESC Support	Jamie Goodwein

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.	Joanelda G De Leon
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.	Christine A.Weiland 9/16/2019
Board Approval Date	11.11.19	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Student Achievement - 71 Growth - 85 Relative Performance - 79 Closing the Gaps - 74
	What changes in student group and subject performance are included in these goals?	student groups - all sub populations need to increase by3 points in meets expectations in reading and math in student achievement and student growth
	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.			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.			
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		CAMPUS RECEIVED AN ESF DIAGNOSTIC SEE RESULTS BELOW	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.			
5.1 Objective-driven daily lesson plans with formative assessments.			
5.3 Data-driven instruction.			
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action			
Rationale			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action:	If the district provides support, guidance/feedback and resources in the 3 identified Prioritized Levers: Positive School Culture, High Quality Curriculum and Effective Instruction, District policies and practices support effective instruction in schools, The district has effective systems for identifying and supporting struggling learners. The district ensures access to high-quality common formative assessment resources aligned to state standards for all		
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic		2019-04-20	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	campus leaders review lesson plans frequently to ensure alignment to standards and scope and sequence	Teachers will align all instruction with new district curriculum resources	Any climate survey results will be understood and action steps will be evident in implementation so that teachers and staff can articulate the vision verbatim and how to make connections to their daily work
Barriers to Address During the Year	district policy on lesson plan requirements and the issues when lesson plans are questioned	District did not have a curriculum until this school year and it is in the process of being developed	constant transition of new staff on to the campus and a student mobility rate of 35% make review of the vision and mission a continuous process to ensure buy in
District Commitment Theory of Action	If the district provides support, guidance/feedback and resources in the 3 identified Prioritized Levers: Positive School Culture, High Quality Curriculum and Effective Instruction, District policies and practices support effective instruction in schools, The district has effective systems for identifying and supporting struggling learners. 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. The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then student achievement will continue to increase, instructional gaps will be narrowed and Miller ES will meet State Accountability for the 2019-20 school year.		

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
Pre-K	Math	LAP 3 Cognitive	60%		LAP 3 Cognitive	70%		LAP 3 Cognitive	75%		LAP 3-Met Growth Cognitive	80%	
Pre-K	Reading	LAP 3 Language	60%		LAP 3 Language	70%		LAP 3 Language	75%		LAP 3 Met Growth Language	80%	
Pre-K	Math	9W1-Number Recog	30%		9W2-Number Recog	40%		9W3-Number Recog	50%				
Pre-K	Reading	9W1-Letter Recog	30%		9W2-Letter Recog	40%		9W3-Letter Recog	50%				
Kinder	Math	9W1 Math	30%		9W2 Math	40%		9W3 Math	50%				
Kinder	Reading	9W1 Reading	30%		9W2 Reading	40%		9W3 Reading	50%				
Kinder	Math	MAP BOY Math	30%	39%	MAP MOY Math	40%		MAP EOY Math	50%		MAP EOY Math-Met Growth	80%	
Kinder	Reading	MAP BOY Reading	30%	62%	MAP MOY Reading	40%		MAP EOY Reading	50%		MAP EOY Reading-Met Growth	80%	
1st Grade	Math	9W1 Math	30%		9W2 Math	40%		9W3 Math	50%				
1st Grade	Reading	9W1 Reading	30%		9W2 Reading	40%		9W3 Reading	50%				
1st Grade	Math	MAP BOY Math	30%	23%	MAP MOY Math	40%		MAP EOY Math	50%		MAP EOY Math-Met Growth	80%	
1st Grade	Reading	MAP BOY Reading	30%	31%	MAP MOY Reading	40%		MAP EOY Reading	50%		MAP EOY Reading-Met Growth	80%	
2nd Grade	Math	9W1 Math	30%		9W2 Math	40%		9W3 Math	50%				
2nd Grade	Reading	9W1 Reading	30%		9W2 Reading	40%		9W3 Reading	50%				
2nd Grade	Math	MAP BOY Math	30%	39%	MAP MOY Math	40%		MAP EOY Math	50%		MAP EOY Math-Met Growth	80%	
2nd Grade	Reading	MAP BOY Reading	30%	38%	MAP MOY Reading	40%		MAP EOY Reading	50%		MAP EOY Reading-Met Growth	80%	
3rd Grade	Math	9W1 Math	30%		9W2 Math	40%		9W3 Math	50%				
3rd Grade	Reading	9W1 Reading	30%		9W2 Reading	40%		9W3 Reading	50%				
3rd Grade	Math	MAP BOY Math	30%	30%	MAP MOY Math	40%		MAP EOY Math	50%		MAP EOY Math-Met Growth	80%	
3rd Grade	Reading	MAP BOY Reading	30%	33%	MAP MOY Reading	40%		MAP EOY Reading	50%		MAP EOY Reading-Met Growth	80%	
4th Grade	Math	9W1 Math	30%		9W2 Math	40%		9W3 Math	50%				
4th Grade	Reading	9W1 Reading	30%		9W2 Reading	40%		9W3 Reading	50%				
4th Grade	Math	MAP BOY Math	30%	35%	MAP MOY Math	40%		MAP EOY Math	50%		MAP EOY Math-Met Growth	80%	
4th Grade	Reading	MAP BOY Reading	30%	32%	MAP MOY Reading	40%		MAP EOY Reading	50%		MAP EOY Reading-Met Growth	80%	
5th Grade	Math	9W1 Math	30%		9W2 Math	40%		9W3 Math	50%				
5th Grade	Reading	9W1 Reading	30%		9W2 Reading	40%		9W3 Reading	50%				
5th Grade	Math	MAP BOY Math	30%	31%	MAP MOY Math	40%		MAP EOY Math	50%		MAP EOY Math-Met Growth	80%	

5th Grade	Reading	MAP BOY Reading	30%	55%	MAP MOY Reading	40%		MAP EOY Reading	50%		MAP EOY Reading-Met Growth	80%	
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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	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	campus leaders review lesson plans frequently to ensure alignment to standards and scope and sequence	Teachers will align all instruction with new district curriculum resources	Any climate survey results will be understood and action steps will be evident in implementation so that teachers and staff can articulate the vision verbatim and how to make connections to their daily work
Desired 90-day Outcome	Administration will conduct T-TESS Domain 1 reviews of current lesson plans and provide written feedback to teachers	teachers will work in PLC to ensure that the grade level is actively utilizing the district's new curriculum plan and resources	Teachers will be able to recite the vision verbatim
Barriers to Address During this Cycle	Time commitments outside of the T-TESS process, planning, meetings, off-campus activities may limit the time needed to look at every teacher's lesson plans within this time frame.	Teachers understanding the new curriculum development with different focused TEKS, new scope and sequence and new resources	Teachers' interest in memorizing something word for word
District Actions for this Cycle	District leadership will ensure coordination of trainings and meetings to allow administration ample time on campus to complete the work. District Leadership will expect campus leadership to be visible in classrooms to monitor lesson plans developed by data to ensure effectiveness and true targets (lesson objectives), alignment and are rigorous to ensure student success.	C&I will continue to develop and add to the curriculum pieces already in place and continue to provide information and training as needed for teachers. District leader will help ensure the campus leadership have PLC agendas that focus on data analysis, opportunities for re-teach plans and appropriate materials.	Principal's supervisor will allow principal to maintain the already established processes and procedures that have established Miller's culture of continued improvement as recommended by the ESF visit in Spring 2019.
District Commitments Theory of Action	If the district provides support, guidance/feedback and resources in the 3 identified Prioritized Levers: Positive School Culture, High Quality Curriculum and Effective Instruction, District policies and practices support effective instruction in schools, The district has effective systems for identifying and supporting struggling learners. 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. The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then student achievement will continue to increase, instructional gaps will be narrowed and Miller ES will meet State Accountability for the 2019-20 school year.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Leadership Team Meetings are established.	3	August	Leadership Team Meeting Agenda	Administration	Meeting Agenda, recorded meeting minutes and next steps with an emphasis on data analysis and data	Ongoing after each meeting as documented in the Digital Notebook		
PLCs have been implemented	2	19-Aug-19	Lesson Plans, Student Data Profiles,	Teachers, Educational Systems Analyst, Administration	PLC Agendas in the Digital Data Notebook.	Ongoing after each meeting as documented in the Digital Notebook		
Every first PLC will be focused on Data Analysis after a 3, 6, or 9 Week assessment, MAP administration or Benchmark.	1	Begin on 8/26/2019 ongoing	Lesson Plans, Student Data, Common Formative Data	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive, Common Assessment Results	Ongoing after each meeting as documented in the Digital Notebook		
Every second PLC will be focused on reviewing data for MTSS.	2	Begin on 09/02/19 ongoing	Student Data, MTSS Folder for Review	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing after each meeting as documented in the Digital Notebook		
Every third PLC will be focused on planning with real-time guidance from lead teacher.	1	Begin on 09/16/19 ongoing	MAP Learning Continuum, TEKS Resource System	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing after each meeting as documented in the Digital Notebook		

MAP Fluency Training at PLCs	1	Week of August 26, 2019	MAP Learning Continuum	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing after each meeting as documented in the Digital Notebook		
Common assessments 3, 6 and 9 Weeks	2	3W1 - 8/13-9/16 6W1 9/16-9/20 9W1 10/8-10/11 3W2 10/28-10/31 6W2- 11/18-11/22	Campus Created Assessments	Educational Systems Analyst and Teachers	Common Assessment results, Data Analysis during Data PLC	Ongoing after each meeting as documented in the Digital Notebook		
Domain 1 T-TESS Walkthroughs begin, using lesson plans from the Google Drive to analyze critical aspects of lesson planning.	1	Ongoing	Digital Lesson Plans submitted in the Shared Campus Google Drive	Administration, Instructional Coaches	TTESS Walkthrough Data in Performance Matters	Ongoing after each meeting as documented in the Digital Notebook		
Vision is stated through Caring Practice announcements	3	8/12/19	Caring practice model, announcement scripts, examples	administration, counselor, students	The number of completed Splash cards and sprinkles earned	daily/monthly		
Student council and student ambassadors are working on campus issues with administration and teachers	3	12/1/90-5/28/20	election activities and training for students	teachers and instructional coaches, students	increased activities on campus that are student driven and led	sign in sheets for CLT, student council meetings,		
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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	campus leaders review lesson plans frequently to ensure alignment to standards and scope and sequence	Teachers will align all instruction with new district curriculum resources	Any climate survey results will be understood and action steps will be evident in implementation so that teachers and staff can articulate the vision verbatim and how to make connections to their daily work
Desired 90-day Outcome	Administration will conduct T-TESS Domain 1 reviews of current lesson plans and provide written feedback to teachers	PLC agendas, that are housed digitally, will reflect teachers understanding of new district curriculum and new TEKS in their planning for Tier 1 and intervention	Teachers new to Miller will demonstrate evidence of implementing vision, Practice of Care, and behavior management techniques effectively in their classrooms
Barriers to Address During this Cycle	Time commitments outside of the T-TESS process, planning, meetings, off-campus activities may limit the time needed to look at every teacher's lesson plans within this time frame.	Teachers who are still reluctant to move to the new district plans or are reluctant to move to digital processes	new teachers lack of knowledge of in-depth management practices, limited support due to time and scheduling constraints of coaches and admin
District Actions for this Cycle	District leadership will continue to progress monitor student performance by engaging campus leadership in collaborative activities around backwards planning, data-informed decision making around action plans to ensure success. District leader will examine formative assessments at quarterly reviews to ensure students are on track with their goals and to meet state accountability.	District Leadership will continue to work with C&I to ensure Miller ES curriculum needs are addressed and met. District Specialists will be assigned to Miller ES to work with campus coaches to support curriculum, help train staff on the scope and sequence, ensure it is being followed and that all sub-pops needs are being monitored.	District Leader will work collaboratively with district instructional coaches and with campus coaches to ensure new teachers are incorporating campus expectations and instructional best practices.
District Commitments Theory of Action	If the district provides support, guidance/feedback and resources in the 3 identified Prioritized Levers: Positive School Culture, High Quality Curriculum and Effective Instruction, District policies and practices support effective instruction in schools, The district has effective systems for identifying and supporting struggling learners. 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. The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then student achievement will continue to increase, instructional gaps will be narrowed and Miller ES will meet State Accountability for the 2019-20 school year.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Every first PLC will be focused on Data Analysis after a 3, 6, or 9 Week assessment, MAP administration or Benchmark. Master Teachers will take an increased role in facilitation of the data analysis.	2	12/1/2019 - 2/28/2020	Lesson Plans, Student Data, Common Formative Data	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive, Common Assessment Results	Ongoing after each PLC as documented in the Digital Notebook		
Every second PLC will be focused on reviewing data for MTSS, with progress monitoring of interventions in Branching Minds. Teachers will have increasing autonomy over decision making for individualized instruction.	1	12/1/2019 - 2/28/2020	Student Data, MTSS Folder for Review	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing after each PLC as documented in the Digital Notebook		
Every third PLC will be focused on planning with real-time guidance from lead teacher with implementation of Instructional Accommodations. The Master Teacher will lead these meetings in their entirety with supports from the Education Systems Analyst and instructional coaches as needed.	1	12/1/2019 - 2/28/2020	MAP Learning Continuum, TEKS Resource System	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing after each PLC as documented in the Digital Notebook		
MAP Training on Instructional Testing Accommodations with Lesson Plan implementation.	2	Dec-19	MAP Learning Continuum, State Testing Accommodations, Lesson Planning	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing after each PLC as documented in the Digital Notebook		

Common assessments 3, 6 and 9 Weeks lead backwards design lesson planning, and guide instruction thereafter.	1	9W2 - 12/16-12/20 3W3 1/20-1/24 2/11-2/14	6W3 Campus Created Assessments	Educational Systems Analyst and Teachers	Common Assessment results, Data Analysis during Data PLC	Ongoing after each PLC as documented in the Digital Notebook		
Leadership Team Meetings focus on analyzing data.	3	2-Dec-19	Leadership Team Meeting Agenda	Administration	Meeting Agenda, recorded meeting minutes and next steps with an emphasis on data analysis and data meeting.	Ongoing after each meeting as documented in the Digital Notebook		
PLCs have been implemented with fidelity, and with supports from the Education Systems Analyst.	2	19-Aug-19	Lesson Plans, Student Data Profiles,	Teachers, Educational Systems Analyst, Administration	Meeting Agenda, recorded meeting minutes and next steps with an emphasis on data analysis and data meeting.	Ongoing after each PLC meeting as documented in the Digital Notebook		
Data Retreat will be held with a focus on data analysis, individualized instructional plans, and student accommodation and acceleration	2	Jan-20	Data Retreat Agenda, Teacher Data Action Plan Templates, Student Data Action Plan Templates	Teachers, Educational Systems Analyst, Administration	Data Retreat Agenda, Teacher Data Action Plans, Student Data Action Plans	Immediately following the data retreat		
Domain 1 T-TESS Walkthroughs continue, using lesson plans from the Google Drive to analyze critical aspects of lesson planning, including differentiation, COLOSO, gradual release model adherence, and alignment to the standards.	1	Ongoing	Digital Lesson Plans submitted in the Shared Campus Google Drive	Administration, Instructional Coaches	TTESS Walkthrough Data in Performance Matters	Ongoing after each meeting as documented in the Digital Notebook		
Specific T-TESS Domain 3 walkthroughs conducted on new teachers with verbal feedback	1	12/1/19 - 2/28/20	T-TESS and performance matters access	admin and instructional coaches	# of walkthroughs in Domain 3 for new teachers completed	entire quarter		

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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.					
Desired Annual Outcome	campus leaders review lesson plans frequently to ensure alignment to standards and scope and sequence	Teachers will align all instruction with new district curriculum resources	Any climate survey results will be understood and action steps will be evident in implementation so that teachers and staff can articulate the vision verbatim and how to make connections to their daily work					
Desired 90-day Outcome	Teachers and admin will use the T-TESS summary conference process to review lesson planning practices and progress	All teachers will be versed in and using district curriculum plans and resources and instruction will be aligned with scope and sequence and pacing guides	campus needs assessment is completed to begin CIP process					
Barriers to Address During this Cycle	Teachers may still be reluctant to follow campus expectations for lesson planning due to district policies and Alliance input	Struggling teachers may require additional supports	Teachers continue to struggle with understanding survey data					
District Actions for this Cycle	District leadership will continue to progress monitor student performance by engaging campus leadership in collaborative activities around backwards planning, data- informed decision making around action plans to ensure success. District leader will examine formative assessments at quarterly reviews to ensure students are on track with their goals and to meet state accountability.	Ensure that both English and Spanish curriculum are aligned and compliment each other and that dual language campuses have the literacy and math programs needed	District leadership will meet with campus leadership to review TNTP surveys, PBIS surveys, campus-based surveys, follow-up ESF visits and feedback to help refine campus climate and mission, vision, re-clarify values and supportive environment.					
District Commitments Theory of Action	If the district provides support, guidance/feedback and resources in the 3 identified Prioritized Levers: Positive School Culture, High Quality Curriculum and Effective Instruction, District policies and practices support effective instruction in schools, The district has effective systems for identifying and supporting struggling learners. 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. The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence then student achievement will continue to increase, instructional gaps will be narrowed and Miller ES will meet State Accountability for the 2019-20 school year.							
Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Every first PLC will be focused on Data Analysis after a 3, 6, or 9 Week assessment, MAP administration or Benchmark. Master Teachers will take an increased role in facilitation of the data analysis.	2	3/2/20-5/28/20	Lesson Plans, Student Data, Common Formative Data	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive, Common Assessment Results	Ongoing		
Every second PLC will be focused on reviewing data for MTSS, with progress monitoring of interventions in Branching Minds. Teachers will have increasing autonomy over decision making for individualized instruction.	1	3/2/20-5/28/20	Student Data, MTSS Folder for Review	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing		
Every third PLC will be focused on planning with real-time guidance from lead teacher with implementation of Instructional Accommodations. The Master Teacher will lead these meetings in their entirety with supports from the Education Systems Analyst and instructional coaches as needed.	1	3/2/20-5/28/20	MAP Learning Continuum, TEKS Resource System	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing		
Mission and vision statement review during PLC will include analysis of how the processes of the PLC support our mission and vision.	3	Mar-20	PLC Agenda	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Apr-20		

Common assessments 3, 6 and 9 Weeks lead backwards design lesson planning, and guide instruction thereafter. Analysis of questioning will be included in PLC to begin focus on higher level questioning.	1	9W3 - 3/2-3/6 3W4 4/1-4/3 4/27-4/30 5/18-5/22	6W4 9W4-	Campus Created Assessments	Educational Systems Analyst and Teachers	Common Assessment results, Data Analysis during Data PLC	Ongoing		
Leadership Team Meetings focus on analyzing data, with increasing depth.	3	3/2/20-5/28/20		Leadership Team Meeting Agenda	administration	Meeting Agenda, recorded meeting minutes and next steps with an emphasis on data analysis and data meeting.	Ongoing		
PLCs have been implemented with fidelity, and with supports from the Education Systems Analyst. The Education Systems Analyst will focus on increasing teacher autonomy and leadership in the PLC process.	2	3/2/20-5/28/20		Lesson Plans, Student Data Profiles,	Teachers, Educational Systems Analyst, Administration	PLC Notes documented in Google Drive	Ongoing		
Domain 1 T-TESS Walkthroughs continue, using lesson plans from the Google Drive to analyze critical aspects of lesson planning, including differentiation, COLOSO, gradual release model adherence, and alignment to the standards.	1	Ongoing		Digital Lesson Plans submitted in the Shared Campus Google Drive	Administration, Instructional Coaches	TTESS Walkthrough Data in Performance Matters	Ongoing after each meeting as documented in the Digital Notebook		
campus needs assessments that include both teacher and student surveys - formal survey from Insight and campus-based surveys	3	Apr-20		access to insight survey, access to plan 4 learning for the C.N.A	admin and lead team	survey data	End of April - TBD		

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	campus leaders review lesson plans frequently to ensure alignment to standards and scope and sequence	Teachers will align all instruction with new district curriculum resources	Any climate survey results will be understood and action steps will be evident in implementation so that teachers and staff can articulate the vision verbatim and how to make connections to their daily work

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	Administration will conduct T-TESS Domain 1 reviews of current lesson plans and provide written feedback to teachers	teachers will work in PLC to ensure that the grade level is actively utilizing the district's new curriculum plan and resources	Teachers will be able to recite the vision verbatim
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle
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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