

Nelson ECE Targeted Improvement Plan 2019-2020



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

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio Independent School District	Campus Name	Nelson Early Childhood Education Center	Superintendent	Pedro Martinez	Principal	Marisa Mendez
District Number	015907	Campus Number	000000245	District Coordinator of School Improvement (DCSI)	Joanelda De Leon	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.				Joanelda De Leon 10/18/19		
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.				Marisa Mendez, 9/26/2019		
Board Approval Date	2019-11-11						
Needs Assessment							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Reading 2020 Goal 75%; Reading 2020 Growth 80%; Math 2020 90%; Math 2020 Growth 92%					
	What changes in student group and subject performance are included in these goals?	Data trends reveal minor growth within students Tier One Ready for Instruction in both Cognitive and Language. An overall goal for improvement in student outcomes: Ready for Tier One instruction and Growth in Reading (Language) and Math (Cognitive).					
	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.		2	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action		Essential Action	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Rationale		Rationale	
In reflecting, as a Year 3 campus the school community has begun to grow and develop campus instructional leaders. As they grow the annual goal would be to ensure a comprehensive list of responsibilities, weekly focus on student progress, and deliberate observation and feedback cycles. Focusing on this area allows us to establish systems centered on student performance and progress and teacher performance aligned with campus vision.		Nelson was opened the 2017-2018 school year, the campus has worked to align to district vision while collaboratively making decisions in best interest of campus. The campus had not yet developed the campus Vision and Values and have begun the work this 2019-2020 school year. Next steps include striving to emulate and spread it to where every stakeholder involved with Nelson knows the vision and expectations.	
Desired Annual Outcome		Desired Annual Outcome	
Clear, written, and transparent roles and responsibilities established and recognized by Campus Instructional Leaders.		Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	
Barriers to Address During the Year		Barriers to Address During the Year	
Leadership was limited to Campus Principal years one and two. The Campus has now added a Full time Instructional coach so the faculty has some new expectations, and increased presence in the classroom. Plans were completed on paper but not implemented during daily activities as fidelity checks were limited. Teachers were not held accountable for lessons plans. Lesson plans that are developed don't always follow the backwards design approach and don't always align to the rigor of the standard. There was also no scheduled time for collaborative planning on lesson plans and assessments with campus admin support. Teachers are now having an integrated 80 minute PLN time which is new to campus.		The Campus teams have had little turnover in the 3 years since opening however some teams had minor moves. The Campus was developing norms and expectations as a collaborative team and are now more willing to help cultivate it. Also, the amount of Instructional Assistants outnumbers the number of teachers, and scheduling limits the amount of time to pull them and work to calibrate and train them. Therefore, work needs to be strategic to ensure entire campus faculty and staff know the vision and expectations.	
District Commitment Theory of Action:		If the district provides opportunities for ongoing support and coaching of the campus leader, has effective systems for identifying and supporting struggling learners and district policies and practices align with and promote positive school culture then Nelson Early Childhood Education Center will send students to their feeder pattern schools ready to learn and on-track for learning at their elementary campuses.	

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
Pre-K4	Reading (Lap-3 Language)	Other	40%	44%	Reading (Lap-3 Language)	60%		Reading (Lap-3 Language)	72%				
Pre-K4	Math (Lap-3 Cognitive)	Other	65%	69%	Math (Lap-3 Cognitive)	78%		Math (Lap-3 Cognitive)	90%				

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.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.
Desired Annual Outcome	Clear, written, and transparent roles and responsibilities established and recognized by Campus Instructional Leaders.	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership disaggregates data for students throughout the year with teachers by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Desired 90-day Outcome	ILT establishes recurring PLN meetings; first 90 day cycle focuses on design and delivery	Staff members work with the campus administrative team to implement strategies shared at feedback session resulting in enhanced instructional practices and increase student outcomes.	ILT establishes recurring meetings; first 90 day cycle focuses on design and delivery of teacher training on DDI
Barriers to Address During this Cycle	Campus teachers will join a committee to serve as a leader in a various capacity. As they develop new committees new norms must be established. Head Start Teachers have a vast amount of paper work for compliance during the first 45 days of school.	Walk through calibrations to ensure alignment of instructional standards.	ILT's comfort with DDI content and taking a more active role in leading PLCs
District Actions for this Cycle	Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, has effective systems for identifying and supporting struggling learners and district policies and practices align with and promote positive school culture then Nelson Early Childhood Education Center will send students to their feeder pattern schools ready to learn and on-track for learning at their elementary campuses.		

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
Establishment of recurring weekly CLT meetings	1	10/30/19	Campus Elections, Calendar, Sign Ins	Principal, Instructional Coach	CLT decision making; Minutes	October 31, 2019	Some Progress	
Establishment of recurring weekly PLN meetings	2	8/14/19	PLN Agenda; PLN Calendar; Sign Ins;	Principal, Instructional Coach, ECE Specialist	Intentional Planning; Improved Instruction; Walkthrough trends	October 31, 2019	On Track	
Effective Schools Framework training w/ ESC	2	9/26/19	Region 20 enrollment	M Mendez	Attendance and Certificate	October 14, 2019	Met	
Completed teacher training (through PLNs) on component parts of ESF and TIP data analysis and self reflection	1,2,3	10/14/19	Agenda; PLN Calendar; Sign Ins; TEA School Improvement website	M Mendez	Attendance and Development of TIP	October 31, 2019	Met	
Finalization and beginning utilization of data tracking tool for PLC leads and teachers	3	10/30/19	Excel; Lap-3 Data	Principal, Instructional Coach, ECE Specialist	Individual Teacher Completion	October 31, 2019	Some Progress	

Establish clear, written, transparent roles and responsibilities for the leadership team and have weekly meetings scheduled on the calendar.	1	August 30, 2019	Sample roles and responsibilities	Principal Marisa Mendez	Schedules; Roles and Responsibilities; and calendars	September 30, 2019	Some Progress	
Establish performance expectations and goals that match job responsibilities for Instructional Coach, and Face Specialist	1	October 18, 2019	Job descriptions	Principal Marisa Mendez	Evaluations and BOY meeting notes	October 31, 2019	Some Progress	
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data and anecdotal trends.	1,3	October 18, 2019	Sample written protocols	Principal	Written protocols and processes and schedules.	October 31, 2019	Some Progress	
Provide campus leaders with needs based PD and create a PD calendar	1	October 18, 2019	PD Opportunities; DDI	Principal	Instructional Snapshot Calibration; Modeling of PLCs; Monthly meetings with district leaders, PD calendar	October 31, 2019	Some Progress	
Teachers submit weekly lesson plans by Sunday at 9pm that include: the Pre-K Guideline(s), Strategies/Activities, 1-2 pre developed QSSSA Question, and Small Group Activities	3	September 30,2019	Exemplar Lesson Plans Collaborative Planning Time	All teachers; Principal M Mendez IC V Castillo	Campus Leadership will review lessons and provide feedback by Monday morning at 8:00am	October 31,2019	Some Progress	
Campus team leaders will review and provide feedback within 48 hours.	3	September 30, 2019	Feedback process and way to collect data from lesson plans	Principal M Mendez, IC V Castillo, ECE Specialist	Completed rubric of expectations from lesson plans.	October 31, 2019	Some Progress	
Create a DDI calendar and data display system. Student data will be posted on Google Forms and in student data folder. Teacher class data will be posted in PLC room. Students will have data folders with goal setting conference forms.	3	October 18, 2019	Student assessment data, chart tablets, bulletin boards, student data folders. Google Form for each subject and each classroom posted in Google team folder	Principal, Instructional Coach	PLC Room, DDI Calendar, Student Data Folders; Student Data Trackers (Google)	October 31, 2019	Some Progress	
Teachers are trained and begin development of a Corrective Instruction Action Plan. Master schedule is developed with built in time for weekly 90 minute PLC planning time.	3	September 30, 2019	Action Plan Template, Master schedule and enrollment data	Principal, Instructional Coach	Master Schedule; Corrective Instruction Action Plan	October 31, 2019	Some Progress	
Small group Pull Out ROAR Time Begins based on student needs	3	September 10, 2019	PLN Agenda; PLN Calendar; Sign Ins; Anecdotal/Observation Review	Principal, Instructional Coach, ECE Specialist, Teachers, Floaters	Master Schedule; Corrective Instruction Action Plan	October 31,2019	On Track	

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.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.
Desired Annual Outcome	Clear, written, and transparent roles and responsibilities established and recognized by Campus Instructional Leaders.	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership disaggregates data for students throughout the year with teachers by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Desired 90-day Outcome	ILT establishes recurring PLN meetings; second 90 day cycle focuses on refinement of design and delivery	Staff members work with the campus administrative team to implement strategies shared at feedback session resulting in enhanced instructional practices and increase student outcomes.	ILT establishes recurring meetings; second 90 day cycle focuses on refinements within the design and delivery of teacher training on DDI
Barriers to Address During this Cycle	Campus teachers will join a committee to serve as a leader in a various capacity. As they develop new committees new norms must be established. Time is a barrier	Walk through calibrations to ensure alignment of instructional standards.	ILT's comfort with DDI content and taking a more active role in leading PLCs
District Actions for this Cycle	Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor provides opportunities to review data as a PLN and provides DDI training on various vertical measures MAP, etc. for backwards design. The Assistant Superintendent will provide coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, has effective systems for identifying and supporting struggling learners and district policies and practices align with and promote positive school culture then Nelson Early Childhood Education Center will send students to their feeder pattern schools ready to learn and on-track for learning at their elementary campuses.		

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
PLNs have some GRR gradual release from Campus Admin led.	1,3	January 15 2019	PLN agendas, and protocol	Team Leads, IC, Principal	Meeting Minutes, Improvement in Student outcomes	February 15. 2019		
Conduct 3 walk throughs per teacher by December	1	December 15 2019	Performance Matters, IC walkthrough feedback tool	Principal, and IC	Walkthrough Trends, Improvement in Student Outcomes	15-Dec		
Complete 1 - 45 minute observation per teacher by February	1	1-Feb	Calendar, and Performance Matters	All Classroom Teachers, Principal	TTESS Trends, Improvement in Student Outcomes	February 15. 2019		
Establish and monitor target goal in MOY LAP-3, and development of Classroom Teacher Action Plans	1,3	1-Feb	Lap-3; teacher dashboard, action plan template	All Classroom Teachers, Principal, IC	Data Trends, Improvement in student outcomes	February 15. 2019		
Implementation of teacher led PLC's	1,3	January 15 2019	Agendas, Curriculum, Pre K Guidelines, Minutes	All Classroom Teachers, Principal, IC	Meeting Minutes, Improvement in Student outcomes	28-Feb-19		

Science Process Workshop and Instructional Rounds	3	31-Jan-19	Partner Teachers, Instructional Round Time and Calendar, Time to Debrief	All Classroom Teachers, Principal, IC, Pilot Program	Meeting Minutes, Improvement in Student outcomes	28-Feb-19		
QSSSA tuning Protocol	3	December 15 2019	Lesson Plans, Delivery, PLN agenda	All Classroom Teachers, Principal, IC	Meeting Minutes, Improvement in Student outcomes, walkthrough trends	15-Dec-19		
65% of Faculty and staff can articulate the vision/values	2	January 15 2019	Survey	All Classroom Teachers, Principal, IC	Improved alignment to vision and understanding of expectations	15-Jan-19		
Small group Pull Out ROAR Time fine tuned based on student needs DATA DRIVEN Grouping	3	December 15 2019	Lap-3, action plan, Intervention and Enrichment	Principal, Instructional Coach, ECE Specialist, Teachers, Floaters	Group Logs, Improvement of Student Outcomes	15-Dec-19		
Markers of Success: DIFYC reviewed with Classroom Teachers	3	1-Dec-19	DIFYC training materials	Principal, Instructional Coach, ECE Specialist, DIFYC Teachers	PD time, Videos, Artifacts, Learning Stories	15-Dec-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 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.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.
Desired Annual Outcome	Clear, written, and transparent roles and responsibilities established and recognized by Campus Instructional Leaders.	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership disaggregates data for students throughout the year with teachers by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Desired 90-day Outcome	Campus culture will be one of accountability and growth mindsets where teachers willingly improve efficacy to increase student outcomes.	Campus leadership disaggregates data for students throughout the year with teachers by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Modifications of action plans for PLCs, data analysis, and processes for improving student performance.	Targets on Individual student needs focus on 4 year old readiness and Kinder transition preparation based on data trends.
Barriers to Address During this Cycle	ILT establishes recurring PLN meetings; third 90 day cycle focuses on improving Tier II instruction	Staff members work with the campus administrative team to implement strategies shared at feedback session resulting in enhanced instructional practices and increase student outcomes.	ILT establishes recurring meetings; second 90 day cycle focuses on refinements within the design and delivery of teacher training on DDI
District Actions for this Cycle	Campus teachers will join a committee to serve as a leader in a various capacity. As they develop new committees new norms must be established. Time is a barrier	Walk through calibrations to ensure alignment of instructional standards.	DDI content and intentional planning for four year old transition
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, has effective systems for identifying and supporting struggling learners and district policies and practices align with and promote positive school culture then Nelson Early Childhood Education Center will send students to their feeder pattern schools ready to learn and on-track for learning at their elementary campuses.		

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
PLNs operate smoothly and consistently abiding by campus protocol	1	March 15 2020	PLN agendas, and protocol	Team Leads, IC, Principal	Meeting Minutes, Improvement in Student outcomes	March 15, 2020		
Conduct 3 walk throughs per teacher by May 15, 2020	1.3	May 15 2020	Performance Matters, IC walkthrough feedback tool	Principal, and IC	Walkthrough Trends, Improvement in Student Outcomes	15-May		
Establish and monitor target goal in EOY LAP-3, and refinement of Classroom Teacher Action Plans	3	1-Mar	Calendar, and Performance Matters	All Classroom Teachers, Principal	TTESS Trends, Improvement in Student Outcomes	1-Mar		
Problem of Practice training/Instructional Rounds focus on Instructional Learning Formats	1,3	1-Mar	Lap-3; teacher dashboard, action plan template	All Classroom Teachers, Principal, IC	Data Trends, Improvement in student outcomes	1-Mar		
QSSSA tuning Protocol, Review of Student Language Samples	3	March 15 2020	Agendas, Curriculum, Pre K Guidelines, Minutes, Protocol	All Classroom Teachers, Principal, IC	Meeting Minutes, Improvement in Student outcomes	15-Mar-20		

90% of Faculty and staff can articulate the vision/values	2	4/31/2020	Time to Debrief	All Classroom Teachers, Principal, IC, Pilot Program	Meeting Minutes, Improvement in Student outcomes	4/31/2020		
Small group Pull Out ROAR based on student needs from MOY DATA DRIVEN Grouping : Focus on Individual Students	3	March 15 2020	Lesson Plans, Delivery, PLN agenda, Group Logs	All Classroom Teachers, Principal, IC	Meeting Minutes, Improvement in Student outcomes, walkthrough trends	15-Mar-20		
Markers of Success: DIFYC reviewed with Classroom Teachers	3	March 15 2020	PD time	All Classroom Teachers, Principal, IC	Improved alignment to vision and understanding of expectations	15-Mar-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			
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	If the district provides opportunities for ongoing support and coaching of the campus leader, has effective systems for identifying and supporting struggling learners and district policies and practices align with and promote positive school culture then Nelson Early Childhood Education Center will send students to their feeder pattern schools ready to learn and on-track for learning at their elementary campuses.		

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