

Pershing 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 Independent School District	Campus Name	Pershing Elementary School	Superintendent	Pedro Martinez	Principal	Thamesia Handford
District Number	015907	Campus Number	000000158	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 - NOVEMBER 11, 2019
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.	Thamesia Handford - NOVEMBER 11, 2019
Board Approval Date	2019-11-11	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Student Achievement 71 Student Growth 80 Closing the Gaps Domain 72 Relative Performance 80
	What changes in student group and subject performance are included in these goals?	Student groups require all sub populations need to increase by an average of 22% 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	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		2	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		1	
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.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	Schoolwide need for a shift in mindset towards a more positive climate.	New TEKS calls for teachers to go back and break down standards to understand the students need to know, and how to use the curriculum to support learning.	Teachers are not checking for understanding or aligning their instruction to state standards.
Desired Annual Outcome	Campus leaders, support team, teachers, and staff demonstrate high expectations for 100% of the students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.	Teachers will align all instruction and assessment with new TEKS and the new district curriculum resources.	Leadership and support team will review lesson plans weekly and provide feedback to ensure alignment to standards and scope and sequence for all subjects.
Barriers to Address During the Year	Shifting the mindset of all stakeholders may be a barrier in the overall academic achievement of students.	The new curriculum was delayed in delivery and was not available at the beginning of the school year.	Commitment to reviewing lesson plans weekly and providing timely feedback
District Commitment Theory of Action:		If The district ensures that campus buildings are well maintained, safe, and conducive to learning, district policies and practices support effective instruction in schools and assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the students at Pershing ES will experience a conducive learning environment where academic achievement is possible and students are able to demonstrate significant progress in their learning outcomes.	

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-K	Math	LAP 3 Cognitive	50%	56%	LAP 3 Cognitive	60%		LAP 3 Cognitive	65%		LAP 3-Met Growth Cognitive	75%	
Pre-K	Reading	LAP 3 Language	50%	53%	LAP 3 Language	60%		LAP 3 Language	65%		Lap 3-Met Growth Language	75%	
Pre-K	Math	9W1-Number Recog	50%		9W1-Number Recog	60%		9W1-Number Recog	65%				
Pre-K	Reading	9W1-Letter Recog	50%		9W1-Letter Recog	60%		9W1-Letter Recog	65%				
Kinder	Math	9W1 Math	50%		9W1 Math	60%		9W1 Math	65%				
Kinder	Reading	9W1 Reading	50%		9W1 Reading	60%		9W1 Reading	65%				
Kinder	Math	MAP BOY Math	50%	34%	MAP MOY Math	60%		MAP EOY Math	65%		MAP EOY Math-Met Growth	75%	
Kinder	Reading	MAP BOY Reading	50%	25%	MAP MOY Reading	60%		MAP EOY Reading	65%		MAP EOY Reading-Met Growth	75%	
1st Grade	Math	9W1 Math	50%		9W1 Math	60%		9W1 Math	65%				
1st Grade	Reading	9W1 Reading	50%		9W1 Reading	60%		9W1 Reading	65%				
1st Grade	Math	MAP BOY Math	45%	30%	MAP MOY Math	60%		MAP EOY Math	65%		MAP EOY Math-Met Growth	75%	
1st Grade	Reading	MAP BOY Reading	50%	27%	MAP MOY Reading	60%		MAP EOY Reading	65%		MAP EOY Reading-Met Growth	75%	
2nd Grade	Math	9W1 Math	50%		9W1 Math	60%		9W1 Math	65%				
2nd Grade	Reading	9W1 Reading	50%		9W1 Reading	60%		9W1 Reading	65%				
2nd Grade	Math	MAP BOY Math	55%	43%	MAP MOY Math	60%		MAP EOY Math	65%		MAP EOY Math-Met Growth	75%	
2nd Grade	Reading	MAP BOY Reading	50%	33%	MAP MOY Reading	60%		MAP EOY Reading	65%		MAP EOY Reading-Met Growth	75%	
3rd Grade	Math	9W1 Math	50%		9W1 Math	60%		9W1 Math	65%				
3rd Grade	Reading	9W1 Reading	50%		9W1 Reading	60%		9W1 Reading	65%				
3rd Grade	Math	MAP BOY Math	55%	44%	MAP MOY Math	60%		MAP EOY Math	65%		STAAR Math	71%	
3rd Grade	Reading	MAP BOY Reading	60%	50%	MAP MOY Reading	60%		MAP EOY Reading	65%		STAAR Reading	71%	
4th Grade	Math	9W1 Math	50%		9W1 Math	60%		9W1 Math	65%				
4th Grade	Reading	9W1 Reading	50%		9W1 Reading	60%		9W1 Reading	65%				
4th Grade	Math	MAP BOY Math	60%	46%	MAP MOY Math	60%		MAP EOY Math	65%		STAAR Math	71%	
4th Grade	Reading	MAP BOY Reading	50%	38%	MAP MOY Reading	60%		MAP EOY Reading	65%		STAAR Reading	71%	
5th Grade	Math	9W1 Math	50%		9W1 Math	60%		9W1 Math	65%				
5th Grade	Reading	9W1 Reading	50%		9W1 Reading	60%		9W1 Reading	65%				
5th Grade	Math	MAP BOY Math	50%	36%	MAP MOY Math	60%		MAP EOY Math	65%		STAAR Math	71%	

5th Grade	Reading	MAP BOY Reading	50%	30%	MAP MOY Reading	60%		MAP EOY Reading	65%		STAAR Reading	71%	
6th Grade	Math	9W1 Math	50%		9W1 Math	60%		9W1 Math	65%				
6th Grade	Reading	9W1 Reading	50%		9W1 Reading	60%		9W1 Reading	65%				
6th Grade	Math	MAP BOY Math	52%	42%	MAP MOY Math	60%		MAP EOY Math	65%		STAAR Math	71%	
6th Grade	Reading	MAP BOY Reading	50%	34%	MAP MOY Reading	60%		MAP EOY Reading	65%		STAAR Reading	71%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Campus leaders, support team, teachers, and staff demonstrate high expectations for 100% of the students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.	Teachers will align all instruction and assessment with new TEKS and the new district curriculum resources.	Leadership and support team will review lesson plans weekly and provide feedback to ensure alignment to standards and scope and sequence for all subjects.
Desired 90-day Outcome	All staff will know or be able to quickly refer to the vision. The vision will be read daily (part of the morning announcements) as reminder of the vision.	Teachers will align all instruction with new TEKS and the new district curriculum resources with fidelity 100% of the time.	Campus leaders, teachers, and support staff will have open, 2-way communication regarding lesson plans and alignment.
Barriers to Address During this Cycle	Ensuring teachers, admin, and staff own their on belief as to how they view students as either "asset based" or as deficient opposed to potential.	Teachers are overloaded with training and may not transfer new learning to the classroom.	Time for collaboration within the team monitoring lesson plans and providing timely feedback
District Actions for this Cycle	District leadership will ensure coordination of trainings and meetings to allow teachers and administrators ample time on campus to monitor develop, implement, and monitor progress.	District leadership will maintain the pacing calendar and year at a glance current, so that adjustments are not made to interrupt or change the flow of instruction.	District leadership will ensure coordination of trainings and meetings to allow teachers and administrators ample time on campus to monitor develop, implement, and monitor progress.
District Commitments Theory of Action	If The district ensures that campus buildings are well maintained, safe, and conducive to learning, district policies and practices support effective instruction in schools and assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the students at Pershing ES will experience a conducive learning environment where academic achievement is possible and students are able to demonstrate significant progress in their learning outcomes.		

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.	1, 2, and 3	September 3, 2019. Month meetings will take place (total of 9 meetings for the 2019-2020 school year)	Leadership meeting and agenda	Administrators, Counselor, ACT/Grade Level Team leads	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified.	September 3 meeting agenda notes dated on Google Drive. Agenda will be archived through November.		
PLCs have been implemented	1, 2, and 3	August 13, 2019-May 19, 2020. Each meeting will be 90 minutes once a week.	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	ACT grade level leads, administration, and ICS.	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	August 13 meeting agenda notes (Google Drive) dated. Notes will be archived through November.		
Every first PLC will be focused on Data Analysis after a 3, 6, or 9 Week assessment, MAP administration or Benchmark.	1, 2, and 3	August 27-May 5, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, administration, Ices, and once a month Carol Williams will attend to review data	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	August 27 meeting agenda notes (Google Drive) dated. Notes will be archived through November.		
Every second PLC will be focused on reviewing data for MTSS.	1, 2, and 3	Nov 17-May 11, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, teachers administration, and ICS, and Intervention teachers, and GEC teachers	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	November 17 meeting agenda notes (Google Drive) dated. Notes will be verified through Nov.		
Every third PLC will be focused on planning with real-time guidance from lead teacher.	1, 2, and 3	Nov 19-May 18, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, administration, and Ices	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	November 19 meeting agenda notes (Google Drive) dated. Notes will be verified through Nov.		

MAP Fluency Training at PLCs	1, 2, and 3	10/8/2019, 2/2020, 5/2020	PLC meetings and agenda	PLC team leads, administration, and ICs	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	October 8 meeting agenda notes (Google Drive) dated. Notes will be verified through Nov.		
Common assessments 3, 6 and 9 Weeks	1, 2, and 3	August 28 -ongoing	PLC meetings and agenda	PLC team leads, administration, and ICs	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	Ongoing meeting agenda notes (Google Drive) dated		
Walkthroughs will begin using lesson plans from the Google Drive to analyze critical aspects of lesson planning with fidelity.	2 and 3	October 15- ongoing	Support meetings, PLCs, classrooms	Administration, teachers and ICs	Performance matters notes, feedback notes, and recorded comments on lesson plans	Ongoing feedback notes (electronic notes), outlook teacher meeting request		
Vision is stated through Caring Practice announcements	1	October and ongoing	Caring practice model posted throughout the campus and weekly announcements.	Administration and Counselor	Digital record of announcements	Ongoing weekly-with examples of students and teachers demonstrating caring behavior		
Student leadership team are working on campus issues with administration and teachers.	1	October and ongoing	Students' names, meetings	Administration and students	Agenda, digital notes, pictures	Ongoing monthly 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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Campus leaders, support team, teachers, and staff demonstrate high expectations for 100% of the students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.	Teachers will align all instruction and assessment with new TEKS and the new district curriculum resources.	Leadership and support team will review lesson plans weekly and provide feedback to ensure alignment to standards and scope and sequence for all subjects.
Desired 90-day Outcome	Campus leaders, teachers, and support staff will ensure positive message are part of the daily routine, greetings students at the door, in the hallways, and positive messages will be posted throughout the campus.	Teachers will break down the new TEKS to the "how" and the "what" (the specificity of the TEKS) to align all instruction and assessments with the new curriculum.	Teachers will participate in lesson studies to see the same lesson taught three ways while making improvements to the lesson.
Barriers to Address During this Cycle	Ensuring teachers own their on belief as to how they view students as either "asset based" or as deficient opposed to potential.	Not having enough time to break down the TEKS and also plan activities for the week.	Teachers not turning in lesson plans on time, teachers not following through on feedback given, coaches not providing feedback in a timely manner.
District Actions for this Cycle	District leadership will ensure coordination of trainings and meetings to allow teachers and administrators ample time on campus to monitor develop, implement, and monitor progress.	Provide training on how to up the rigor on EPIC Saturdays, PD in PJs, and afterschool sessions.	Provide coaches with training on how to give teachers feedback in a supportive/receptive manner.
District Commitments Theory of Action	If The district ensures that campus buildings are well maintained, safe, and conducive to learning, district policies and practices support effective instruction in schools and assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the students at Pershing ES will experience a conducive learning environment where academic achievement is possible and students are able to demonstrate significant progress in their learning outcomes.		

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
PLC will be focused on Data Analysis after a 3, 6, or 9 Week assessment, MAP administration or Benchmark. Information will be updated in student's data binders.	1,2, and 3	October 11, 2019-May 27, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, administration, Ics, and once a month Carol Williams will attend to review data	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	August 27 meeting agenda notes (Google Drive) dated. Notes will be archived through November		
Students will be highlighted during morning announcements for academic achievement, growth, and attendance every nine weeks.	1	October 14, 2019-May 2020	Incentives, awards certificates, and ink for printers.	Teachers, front office staff, CIS, FACE coordinator, community partners, counselor, and administration	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	10/18 first announcement, monthly there after. Evidence will be collected after each monthly announcement		
Every third PLC will be focused on planning with real-time guidance from lead teacher.	1,2, and 3	October 15, 2019-May 19, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, administration, and ICS	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	November 17 meeting agenda notes (Google Drive) dated. Notes will be verified through Nov		
Lesson study will be completed per grade level by Feb.	1,2, and 3	November 2019, Feb 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, teachers administration, and ICS, and Intervention teachers, and GEC teachers	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	November 2019, meeting agenda notes (Google Drive) dated from lesson will be archived from each grade level lesson study.		

Continued walkthroughs will begin using lesson plans from the Google Drive to analyze critical aspects of lesson planning with fidelity.	2 and 3	October, 15, 2019-May 27, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, administration, and ICs	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	October 15 notes through May 27th will be collected		
Vision is stated through Caring Practice announcements (first Monday of each week or Tuesday)	1	October 15, 2019-May 27, 2020	Google sheet will used to track announcements	PLC team leads, administration, counselor, and ICs	Digital record of announcements	Ongoing weekly-with examples of students and teachers demonstrating caring behavior		
Student leadership team are working on campus issues with administration and teachers.	1, 2, and 3	October 30, 2019-May 22, 2020	Meetings and agenda notes, lunch will be provided to SLT.	PLC team leads, administration, and office staff	Agenda, digital notes, pictures	Ongoing monthly meetings		
First semester assembly to celebrate students academic achievement.	1	17-Jan-20	Incentives, awards certificates, and ink for printers.	Teachers, front office staff, CIS, FACE coordinator, community partners, counselor, and administration	Notes on google doc	To be completed 1/17/2020		

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Campus leaders, support team, teachers, and staff demonstrate high expectations for 100% of the students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.	Teachers will align all instruction and assessment with new TEKS and the new district curriculum resources.	Leadership and support team will review lesson plans weekly and provide feedback to ensure alignment to standards and scope and sequence for all subjects.
Desired 90-day Outcome	Sanford and Harmony will be implemented in 100% of the classrooms every morning with fidelity.	Teachers will align the rigor of the curriculum and instruction to the rigor of the new TEKS.	Support team will monitor and collect data on teachers' adjustments from feedback given.
Barriers to Address During this Cycle	Getting teachers to buy in to the SEL program to then transfer the buy in to the students.	Teachers not using the correct DOK for the TEKS during instruction and assessment. Teacher do not know the DOK levels.	Teachers not turning in lesson plans on time, teachers not following through on feedback given, coaches not providing feedback in a timely manner.
District Actions for this Cycle	Provide Sanford and Harmony kits for the teachers to use.	Provide training on how to up the rigor on EPIC Saturdays, PD in PJs, and afterschool sessions.	Provide coaches with training on how to give teachers feedback in a supportive/receptive manner.
District Commitments Theory of Action	If The district ensures that campus buildings are well maintained, safe, and conducive to learning, district policies and practices support effective instruction in schools and assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the students at Pershing ES will experience a conducive learning environment where academic achievement is possible and students are able to demonstrate significant progress in their learning outcomes.		

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
Continue to ensure PLC meetings are focused each week on a specific area: assessments, data analysis, planning, and MTSS students	1,2, and 3	October 11, 2019-May 27, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, administration, Ics, and once a month Carol Williams will attend to review data	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	August 27 meeting agenda notes (Google Drive) dated. Notes will be archived through November		
Sanford and Harmony will be used in all classes. Weekly checks will occur and be discussed in staff meetings, PLCs, and ACT meetings	1, 2, and 3	November 1, 2019-May 27, 2020	S&H kits are needed for each teacher	Teachers, administrations, and PLC team leads	Meeting notes, lesson plans, walkthrough notes, and evidence in instruction	November 1, 2019-May 2020 notes in Google Drive dated with archived through May.		
Emphasis on DOK questions will be reviewed in PLCs meeting	2 and 3	November 15, 2019-May 27, 2020	DOK PD	ICS, PLC Team leads, and administration	Meeting notes, lesson plans, walkthrough notes, and evidence in instruction	November 15, 2019-May 2020 notes in Google Drive dated with archived through May.		
Continued walkthroughs will begin using lesson plans from the Google Drive to analyze critical aspects of lesson planning with fidelity.	2 and 3	October, 15, 2019-May 27, 2020	Enrichment teachers (PE, ART, and Counselor), agenda, space to hold meetings	PLC team leads, administration, and ICS	Meeting notes/minutes with next steps, follow-up roles and responsibilities identified	October 15 notes through May 27th will be collected		
Vision is stated through Caring Practice announcements (first Monday of each week or Tuesday)	1	October 15, 2019-May 27, 2020	Google sheet will used to track announcements	PLC team leads, administration, counselor, and ICS	Digital record of announcements	Ongoing weekly-with examples of students and teachers demonstrating caring behavior		
Student leadership team are working on campus issues with administration and teachers.	1, 2, and 3	October 30, 2019-May 22, 2020	Meetings and agenda notes, lunch will be provided to SLT.	PLC team leads, administration, and office staff	Agenda, digital notes, pictures	Ongoing monthly 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
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Campus leaders, support team, teachers, and staff demonstrate high expectations for 100% of the students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and	Teachers will align all instruction and assessment with new TEKS and the new district curriculum resources.	Leadership and support team will review lesson plans weekly and provide feedback to ensure alignment to standards and scope and sequence for all subjects.
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	All staff will know or be able to quickly refer to the vision. The vision will be read daily (part of the morning announcements) as reminder of the vision.	Teachers will align all instruction with new TEKS and the new district curriculum resources with fidelity 100% of the time.	Campus leaders, teachers, and support staff will have open, 2-way communication regarding lesson plans and alignment.
Rationale	School-wide need for a shift in mindset towards a more positive climate.	New TEKS call for teachers to go back and break down the standards to understand what the students need to know, and how to use the curriculum to support it.	Teachers are not checking for understanding or aligning their instruction to standards.
How will you communicate these priorities to your stakeholders? How will you invest them?	Faculty meetings, ACT meetings, CLT meetings, and campus newsletter (smore)	Faculty meetings, ACT meetings, CLT meetings, and campus newsletter (smore)	Faculty meetings, ACT meetings, CLT meetings, and campus newsletter (smore)
Desired 90-Day Outcome	Sandford and Harmony will be implemented in 100% of the classrooms every morning with fidelity to shift the mindset of the campus.	Teachers will continue to align the rigor of the curriculum and instruction to the rigor of the TEKS.	Teachers will continue to plan using the backwards design, unpacked TEKS, and align instruction accordingly.
Who will help the campus build capacity in this area?	Teachers, Admin Team, and Counselor	Teachers, Instructional Coaches, Admin team, and District Specialists	Teachers, Instructional Coaches and Admin team
Barriers to Address	Getting teachers to buy in to the SEL program to then transfer the buy in to the students.	Teachers not using the correct DOK for the TEKS during instruction and assessment. Teacher do not know the DOK levels.	Teachers not turning in lesson plans on time, teachers not following through on feedback given, coaches not providing feedback in a timely manner.
District Actions for this Cycle			
District Commitments Theory of Action	If The district ensures that campus buildings are well maintained, safe, and conducive to learning, district policies and practices support effective instruction in schools and assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the students at Pershing ES will experience a conducive learning environment where academic achievement is possible and students are able to demonstrate significant progress in their learning outcomes.		

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