

Riverside Park Academy Improvement Plan 2019-2020



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

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio ISD	Campus Name	Riverside Park Academy	Superintendent	Pedro Martinez	Principal	Dr. Cassie McClung
District Number	015907	Campus Number	000000160	District Coordinator of School Improvement (DCSI)	Mr. Daniel Girard	ESC Support	Jamie Goodwin

Assurances							
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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.	Daniel Girard 10/15/19
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	n/a
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Dr. Cassie McClung, 10/15/2019
Board Approval Date	2019-11-11	

Needs Assessment							
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Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 79 Domain 2: 87 Domain 3: 78
	What changes in student group and subject performance are included in these goals?	Across all three domains our student outcomes were below where they were expected, therefore we set aggressive student outcomes and are expecting at least 15 percent increases in all 3 domains (domain 1: +15, domain 2: +15, domain 3: +15).
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

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.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		2	
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	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5.3 Data-driven instruction	
Rationale	Assessments are created for 3, 6, and 9 weeks and are vetted by administration and staff members to ensure alignment to the TEKS. Processes are in place to utilize the Backwards Planning Model by creating Pacing guides, Assessments and daily checks for understanding that are all tightly aligned to the state standards. However, teachers are unaware of how to analyze and utilize data to drive instruction in the classroom and respond to low achievement, as well as, focus on the standards.	PLCs are meeting weekly, but are still working on data-focused adjustments to instruction based on individual student needs. Processes are set in place for analyzing student assessment data, to include real-time data, but have not been regularly monitored holding teachers accountable to student achievement.	
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, to be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS as well as activities.	The desired outcome would be teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction. Additionally, with co-leading PLCs, another desired outcome would be 100% implementation of campus protocols surrounding planning and assessment.	
Barriers to Address During the Year	There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in all grade levels K-8th (and a new Asst. Principal and Counselor), there is time needed for professional development, modeling, and coaching. Even with teachers not new to campus, there could be false positives with daily assessment data (either intentionally through fixed mindsets or unintentionally through compliance). With lack of monitoring, administration struggles to balance of monitoring ALL processes with planning and assessment.	There are two identified barriers to address during the year: Lack of training and monitoring of teacher implementation procedures. With new teachers in all grade levels K-8th (and a new Asst. Principal and Counselor), there is time needed for professional development, modeling, and coaching. Even with teachers not new to campus, there could be false positives with daily assessment data (either intentionally through fixed mindsets or unintentionally through compliance). With lack of monitoring, administration struggles to balance of monitoring ALL processes with planning and assessment.	
District Commitment Theory of Action:		If assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.	

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
3	Reading	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
4	Reading	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
5	Reading	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
6	Reading	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
7	Reading	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
8	Reading	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
3	Math	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
4	Math	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
5	Math	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
6	Math	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
7	Math	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
8	Math	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
4	Writing	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
7	Writing	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
5	Science	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
8	Science	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
8	Social Studies	Benchmark	60		State Interim	70		Benchmark	75		STAAR	60	
PK	Reading	Benchmark	60		Benchmark	70		Benchmark	75		Other	90	
K	Reading	Benchmark	60		Benchmark	70		Benchmark	75		Other	80	
1	Reading	Benchmark	60		Benchmark	70		Benchmark	75		Other	80	
2	Reading	Benchmark	60		Benchmark	70		Benchmark	75		Other	80	
PK	Math	Benchmark	60		Benchmark	70		Benchmark	75		Other	90	
K	Math	Benchmark	60		Benchmark	70		Benchmark	75		Other	80	

1	Math	Benchmark	60		Benchmark	70		Benchmark	75		Other	80	
2	Math	Benchmark	60		Benchmark	70		Benchmark	75		Other	80	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5.3 Data-driven instruction	
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, to be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS as well as activities.	The desired outcome would be teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction. Additionally, with co-leading PLCs, another desired outcome would be 100% implementation of campus protocols surrounding planning and assessment.	
Desired 90-day Outcome	Administrative Team establishes, reviews, and provides PD surrounding assessments and backward planning (this includes assessment calendar and pacing guides, daily checks of understanding, exemplar creation, and tracking evidence of learning).	Administrative Team establishes, reviews, and provides training surrounding assessments and protocols (this includes assessment calendar and evidence of learning and tracking).	
Barriers to Address During this Cycle	Teacher content knowledge, teacher understanding of assessments, teacher buy-in	Teacher knowledge of data analysis, teacher knowledge of high-yield reteach lessons	
District Actions for this Cycle	Provide professional learning opportunities for key stakeholder to address gaps of implementation of daily Exit Tickets. Coaching, observation, and feedback cycles will occur.	Provide professional learning opportunities for key stakeholder to how to respond to student performance on daily Exit Tickets. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals	
District Commitments Theory of Action	If assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

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
Create and finalize campus protocols surrounding formative assessments (to include campus rubric for assessments) and backward planning	1,2	24-Aug-19	PD materials, Hattie research, exemplars	Principal, AP, IC	Protocols, Rubrics and Teacher Products such as Pacing Guides, Assessments, Exit Tickets and Lesson Plans	Ongoing		
Train teachers on daily Exit Tickets (to include providing exemplars) and Assessment Analysis with Student Small Group Action Plan	1,2	8/24/19 - 9/20/19	PD materials, Hattie research, exemplars	Principal, AP, IC	PD Agendas/Sign-ins/Assessment Analysis and Data Trackers/Assessment Data/Exit Ticket Data/CBA Data	After PDs and PLCs		
Create campus-wide tracking tool to be used by all teachers for daily Exit Tickets and 3, 6, 9 week assessments (to include campus, teacher, student goals)	1,2	8/24/19	Google Drive, Data Tracking Tools in Google Drive	Principal, AP, IC	Assessment Analysis located on Google Drive, Exit Ticket Tracker located on Google Drive/Assessment Data/Exit Ticket Data	Ongoing (daily)		
Conduct weekly Vertical PLCs to verify alignment and analyze student data for adjustments to instruction	2	8/24/19 - 11/20/19	Tuning Protocol/Standards in Practice Protocol	Principal, AP	PLC meeting agendas/teacher responses, evidence of student assessments/Assessment Data/ Exit Ticket Data/CBA Data	After weekly PLCs		

Conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)	2	8/24/19 - 11/20/19	Coaching plan tracker, Walkthrough feedback format, Walkthrough form	Principal, AP	Coaching plan tracker, daily student assessments and success rates/Assessment Data/Exit Ticket Data/CBA Data	Ongoing (daily)		
Conduct daily classroom walkthroughs to ensure daily Exit Tickets are occurring and data is being gathered and responded to in real-time	1,2	8/24/19 - 11/20/19	Walkthrough form, Principal Calendar	Principal, AP, IC, IS	Percentage of teachers assessing students daily through Tracking Form/Exit Ticket Data	Ongoing (daily)		
Conduct weekly Administrative Meetings to discuss and review alignment of Exit Tickets and Lessons to TEKS and provide corrective feedback to teachers	1,2	8/24/19 - 11/20/19	Lesson Plans	Principal, AP, IC	Lesson plans/Agendas/ Minutes/Exit Ticket Alignment Form in Google Drive	Ongoing (Weekly)		
Conduct Data Review Meetings with teachers to review student data and action plans to respond to data being collected and how it is being utilized to drive instruction.	2	8/24/19 - 11/20/19	Data Tracking Tools in Google Drive/Data Review Questions	Principal, AP	Data Tracking Tools/ Assessment Data/ Exit Ticket Data/ CBA Data/Agendas/Minutes	Ongoing (6 - 9 weeks)		
Teachers will complete an Assessment Analysis after every 3, 6, & 9 week assessment and/or CBA to analyze data and create small group reteach action plans	2	8/24/19 - 11/20/19	Assessment Analysis Form located on Google Drive	Principal, AP and Teachers	Assessment Analysis/Assessment Data/ CBA Data	Ongoing (every 3 weeks after assessments)		

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?	
	Carryover Milestones
	New Milestones
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?	

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5.3 Data-driven instruction	
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, to be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS as well as activities.	The desired outcome would be teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction. Additionally, with co-leading PLCs, another desired outcome would be 100% implementation of campus protocols surrounding planning and assessment.	
Desired 90-day Outcome	Full implementation of daily checks of understanding along with monitoring and adjusting instruction based on assessment analysis. Teachers have daily evidence of learning and analysis.	Full implementation of real-time student data analysis to drive instruction (this includes 100% implementation of teacher-created campus protocols). Teachers are not just assessing daily, but are also using data to adjust instruction (flexible groups are happening everyday).	
Barriers to Address During this Cycle	Maintaining alignment of exit tickets and grade level standards	Continuing to analyze data , monitor/adjust and providing research-based high yield reteach lessons	
District Actions for this Cycle	Continue professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs. Coaching, observation, and feedback cycles will occur.	Continue professional learning opportunities for key stakeholder to how to respond to student performance on daily FAs. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals they have set out.	
District Commitments Theory of Action	If assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

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
Provide instructional planning full day pullouts to ensure alignment with assessments and grade level standards and create a response to data by action planning for instruction	1	Every end of 9 week period (Dec-Feb)	PD materials, Agenda, Grade Level Standards/ Tuning Protocols/Standards in Practice Protocol	Principal, IC, AP	Agenda/Sign-in, aligned assessments/ Assessment Data/ Exit Ticket Data/ CBA Data/ MAP Data/ STAAR Benchmark Data	Ongoing		
Conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)	2	Every Monday (Dec-Feb)	Coaching plan tracker, Walkthrough feedback format, Walkthrough form	Principal, AP	Coaching plan tracker, daily student assessments and success rates/Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data	Ongoing (daily)		
Grade level ACTs will begin to co-facilitate (with Principal) weekly PLC meetings following PLC protocol	1,2	12/3/19	PLC agenda, PLC Protocol, data trackers, student assessments, campus assessment rubric	Principal, AP Grade Level ACTS, IC	Agenda/Sign-in /Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data	Ongoing		
Students and teachers track data for TEKS mastery. Teachers hold family conferences to show progress in meeting goals	2	3-Dec-19	Student conference form, student data tracker, student goals	Principal, AP, Teachers	Completed conference form, student progress towards goal	2-Mar-20		

Conduct Data Review Meetings with teachers to review student data and action plans to respond to data being collected and how it is being utilized to drive instruction.	2	12/3/19	Data Tracking Tools in Google Drive/Data Review Questions	Principal, AP	Data Tracking Tools/Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data/Agendas/Minutes	Ongoing (6 - 9 weeks)		
Teachers will complete an Assessment Analysis after every 3, 6, & 9 week assessment to analyze data and create small group reteach action plans	2	Dec - Feb	Assessment Analysis Form located on Google Drive	Principal, AP and Teachers	Assessment Analysis/Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data/Agendas/Minutes	Ongoing (every 3 weeks after assessments)		

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence	5.3 Data-driven instruction	
Desired Annual Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, to be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS as well as activities.	The desired outcome would be teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction. Additionally, with co-leading PLCs, another desired outcome would be 100% implementation of campus protocols surrounding planning and assessment.	
Desired 90-day Outcome	The desired outcome is for 100% of student assessments, to include daily checks of understanding, to be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased alignment in grade level TEKS as well as activities.	The desired outcome would be teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction. Additionally, with co-leading PLCs, another desired outcome would be 100% implementation of campus protocols surrounding planning and assessment.	
Barriers to Address During this Cycle	Administrative Team, as a whole, balancing time to ensure active monitoring of ALL planning and assessment protocols within the feedback coaching cycle.	Administrative Team, as a whole, balancing time to ensure active monitoring of ALL planning and assessment protocols within the feedback coaching cycle.	
District Actions for this Cycle	Continue professional learning opportunities for key stakeholder to address gaps of implementation of daily FAs. Coaching, observation, and feedback cycles will occur.	Continue professional learning opportunities for key stakeholder to how to respond to student performance on daily FAs. Coaching, observation, and feedback cycles will occur. Provide guidance on the development on campus theory of action on how to meet the goals they have set out.	
District Commitments Theory of Action	If assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

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
Conduct weekly student data analysis and adjust walkthrough observations to provide timely feedback to teachers with lower student success rates (coordinate coaching plans with District Implementation Specialists and Campus Instructional Coach)	2	Every Monday (Mar-May)	Coaching plan tracker, Walkthrough feedback format, Walkthrough form	Principal, AP	Coaching plan tracker, daily student assessments and success rates/Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data/STAAR	Ongoing (daily)		
Grade level ACTs will continue to co-facilitate (with Principal) weekly PLC meetings following PLC protocol	1	3/3/20	PLC agenda, PLC Protocol, data trackers, student assessments, campus assessment rubric	Principal, AP Grade Level ACTS, IC	Agenda/Sign-in /Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data. STAAR	Ongoing		
Students and teachers track data for TEKS mastery and hold family conferences to show progress in meeting goals	2	3-Apr-20	Student conference form, student data tracker, student goals	Principal, AP, Teachers	Completed conference form, student progress towards goal	2-Mar-20		

Conduct weekly instructional coaching meetings with IS/IC and teachers to analyze student data and provide high-yield strategies for reteach	1,2	Every Tuesday/Wednesday (Mar-May)	Hattie High-Yield App (with examples, videos, research), student data, coaching plan, feedback form	Principal, IC, AP, IS	Adjust-Monitor walkthroughs, high-yield strategy teacher use percentage, student success rates//Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark Data/STAAR	Ongoing		
Conduct Data Review Meetings with teachers to review student data and action plans to respond to data being collected and how it is being utilized to drive instruction.	1,2	3-Apr-20	Data Tracking Tools in Google Drive/Data Review Questions	Principal, AP	Data Tracking Tools/Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark/STAAR Data/Agendas/Minutes	Ongoing (6 - 9 weeks)		
Teachers will complete an Assessment Analysis after every 3, 6, & 9 week assessment to analyze data and create small group reteach action plans	2	March - May	Assessment Analysis Form located on Google Drive	Principal, AP and Teachers	Assessment Analysis/Assessment Data/Exit Ticket Data/CBA Data/ MAP Data/ STAAR Benchmark/STAAR Data/Agendas/Minutes	Ongoing (every 3 weeks after assessments)		

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	The desired outcome is for 100% of student assessments, to include daily checks of understanding, to be aligned with grade level standards (TEKS). Besides alignment with assessments, the desired outcome includes increased	The desired outcome would be teachers and administrators co-leading PLC weekly meetings focused on real-time student data and adjustments to instruction. Additionally, with co-leading PLCs, another desired outcome would be 100% implementation of campus protocols	
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	Administrative Team establishes, reviews, and provides PD surrounding assessments and backward planning (this includes assessment calendar and pacing guides, daily checks of understanding, exemplar creation, and tracking evidence of learning).	Administrative Team establishes, reviews, and provides training surrounding assessments and protocols (this includes assessment calendar and evidence of learning and tracking).	
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 assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, the district has effective systems for identifying and supporting struggling learners, and district policies and practices support effective instruction in schools, then teachers will become more effective in the collection and reaction to student data and gaps in student achievement will close.		

Action plan-Milestones

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

Reflection and Planning for Next 90-Day Cycle

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