

Will Rogers Academy 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 ISD	Campus Name	Will Rogers Academy	Superintendent	Pedro Martinez	Principal	Robby Wilson
District Number	015907	Campus Number	015907161	District Coordinator of School Improvement (DCSI)	Dr. Judith M. Solis	ESC Support	Region 20 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. Dr. Judith M. Solis, 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. Robby Wilson, 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?	Domain 1: 70, Domain 2: 35, Domain 3: 20
	What changes in student group and subject performance are included in these goals?	Our campus has primarily one student group that is counted several times in other subgroups. The outcome of this group is below the state and district average in most grade levels and content. In order to meet our goal of 70, 35, 20, we need to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	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.		2	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		2	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		2	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Rationale	Teachers are completing lesson plans and turning them in weekly, not necessarily in advance. We have realized that there is not a consistent format with proper lesson components to provide instruction at a high level of rigor. The feedback is given to teachers on plans but not in a timely manner since plans are not always uploaded in a timely manner by teachers.	While we have frequent data-driven meetings after district and campus assessments, we have focused more on the data disaggregation rather than creating and implementing a reteach of lowest scoring TEKS from each assessment. We have not been consistent in calendaring the reteach, following up on reteach, and the impact of the reteach for our lowest performing standards.	Campus instructional leadership team (ILT) activities, meetings, and collaboration began last year. Of the four current ILT members, two joined the campus at the beginning of the year, one joined mid first semester, and one joined at the beginning of this year. We started DDI process without time to plan during the summer in order to develop consistency in our data analysis for PLCs or teacher feedback.
Desired Annual Outcome	Teachers are completing and posting lesson plans at least 2 weeks in advance. The lesson plans contain the essential components of the TEKS, Content Objective, Exit Ticket & Lesson Activity (I Do). Feedback is given by admin team in a timely manner for teacher to readjust plans before delivering them.	Teachers leave a data meeting with a plan in place for reteach. They know what TEKS they will be reteaching, how they will be delivering the instruction, time is set aside for the reteach on a calendar and an assessment is given to check for understanding of the retaught TEKS.	Instructional leadership team adds structure and consistency in to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers
Barriers to Address During the Year	Teachers expressing concern around the time required to lesson plan. A mindset that if we push teachers too far with lesson planning, they will fall back on what is required by contract. The admin team hasn't set up time in their schedules to review lesson plans but rely on weekends to check.	A mindset that lesson plans are a general plan and not that detailed, scripted plans are necessary as.. Not enough time to review during PLC - 50 minutes once a week is not a long enough time to look at more than one content and plan a reteach. Focus is on data analysis and not enough time to develop reteach plan and follow-up assessment to check for mastery of reteach.	Two - 1) culturally getting teachers comfortable with a more active ILT in PLCs, and 2) the ILT's comfort and skill in being more active and consistent with protocol in planning, assessment, and data analysis (including analysis of student work)
District Commitment Theory of Action:		The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.	

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
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	District Interim	28%	8%	District Interim	30%		State Interim	35%		STAAR	35%	
3	Reading Spanish	District Interim	28%	4%	District Interim	30%		State Interim	35%		STAAR	35%	
3	Math	District Interim	28%	24%	District Interim	30%		State Interim	35%		STAAR	35%	
3	Math Spanish	District Interim	28%	4%	District Interim	30%		State Interim	35%		STAAR	35%	
4	Reading	District Interim	28%	43%	District Interim	30%		State Interim	35%		STAAR	35%	
4	Reading Spanish	District Interim	28%	36%	District Interim	30%		State Interim	35%		STAAR	35%	
4	Math	District Interim	28%	24%	District Interim	30%		State Interim	35%		STAAR	35%	
4	Math Spanish	District Interim	28%	27%	District Interim	30%		State Interim	35%		STAAR	35%	
4	Writing	District Interim	28%	24%	District Interim	30%		State Interim	35%		STAAR	35%	
4	Writing Spanish	District Interim	28%	22%	District Interim	30%		State Interim	35%		STAAR	35%	
5	Reading	District Interim	28%	3%	District Interim	30%		State Interim	35%		STAAR	35%	
5	Reading Spanish	District Interim	28%	41%	District Interim	30%		State Interim	35%		STAAR	35%	
5	Math	District Interim	28%	19%	District Interim	30%		State Interim	35%		STAAR	35%	
5	Math Spanish	District Interim	28%	6%	District Interim	30%		State Interim	35%		STAAR	35%	
5	Science	District Interim	28%	3%	District Interim	30%		State Interim	35%		STAAR	35%	
5	Science Spanish	District Interim	28%	0%	District Interim	30%		State Interim	35%		STAAR	35%	
6	Reading	District Interim	28%	9%	District Interim	30%		State Interim	35%		STAAR	35%	
6	Math	District Interim	28%	13%	District Interim	30%		State Interim	35%		STAAR	35%	
7	Reading	District Interim	28%	16%	District Interim	30%		State Interim	35%		STAAR	35%	
7	Math	District Interim	28%	10%	District Interim	30%		State Interim	35%		STAAR	35%	
7	Writing	District Interim	28%		District Interim	30%		State Interim	35%		STAAR	35%	
8	Reading	District Interim	28%	8%	District Interim	30%		State Interim	35%		STAAR	35%	
8	Math	District Interim	28%	15%	District Interim	30%		State Interim	35%		STAAR	35%	

8	Algebra 1	District Interim	28%	38%	District Interim	30%		State Interim	35%		STAAR	35%	
8	Science	District Interim	28%	61%	District Interim	30%		State Interim	35%		STAAR	35%	
8	Social Studies	District Interim	28%	13%	District Interim	30%		State Interim	35%		STAAR	35%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective, driven daily lesson plans with formative assessments.	5.3. Data driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	Teachers consistently create and submit lesson plans that are clear, effective, and aligned to state standards. The lesson plans will include exit tickets that are rigorous and aligned with daily taught SE. The campus leadership team will provide timely feedback to allow for teachers to make adjustments before teaching.	Data meetings, led by a member of leadership team, will become part of campus PLC system following campus and district common assessments. Teachers will have a uniform data driven protocol after each common assessment for analyzing assessment data, identifying lowest mastered high leverage TEK, developing a re-teach and re-assessment plan and a system of tracking student proficiency levels.	The leadership team will have created transparent and clear campus leadership roles and responsibilities. They will remain focused on the work by creating weekly calendars indicating times and days of observations, feedback, PLC and leadership meetings. The use of protocols will be consistent among all instructional leaders as well as processes and procedures for providing feedback, PLC and leadership meetings. Calendars along with agendas, sign-ins and minutes will be available to all stakeholders with the focus of the work on student and teacher performance. Instructional leadership team adds structure and consistency in to two specific areas 1- leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and 1-regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers.
Desired 90-day Outcome	PLCs prioritize planning (developing aligned Content Objectives, lessons and exit tickets). Teachers will create and submit weekly lesson plans one week in advance that have CO, "I Do" component of lesson and exit ticket. Administration will review lesson plans, provide written and/or face to face feedback to teachers on lesson plans, and conduct weekly classroom alignment walks to observe lesson plan implementation.	Instructional leaders will lead teachers through data meeting protocol after common assessments. Teachers and students will begin using a system to track their progress.	Data meetings following common assessments, led by a member of the leadership team, will follow a DDI protocol in order to analyze results and ensure that planning for reteach of high leverage standards occurs. Re-teach/re-assess dates will also be set and monitored through observation and data discussion following reteach.
Barriers to Address During this Cycle	Faculty expressed concern regarding time to complete detailed lesson plans, in addition to not having specific time in teacher's schedules (other than PLC or their personal planning time) to review lesson plans. Also, PLCs have other focus needs beyond lesson planning as some weeks are creating assessments, data meetings, and instructional strategy PDs.	Time constraints for PLCs as 50 minutes once a week is not enough time to look at more than one content and plan a lesson. The amount of time has allowed for data analysis but not enough time remains to develop or practice the re-teach plan. The follow up assessment to check for mastery after the reteach has also been limited because of time.	Lack of clearly defined roles for all campus leadership positions. Lack of motivation to follow-through with responsibilities of all leaders. Lack of adequate communication to assure implementation. Difficulty prioritizing administrative responsibilities. ILT's comfort with DDI content, following a structured protocol and taking a more active role in leading PLCs.
District Actions for this Cycle	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	The principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to the campus within two days. Set expectation for campus to submit PLC protocols, norms, and schedules to DCSI by the end of October. Spot check PLC minutes with the principal every other week.	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on implementation plan, PD plan for /DDI roll out, and systems that protect eldership team's time to focus on instructional leadership.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively and with greater role clarity engage in instructional leadership activities.		

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
PLCs are dedicated twice each nine week period to Data Meetings to review current CFA and CBA data and formulate reteach plans. The beginning 5-8 minutes of PLCs are dedicated to review exit tickets and student success on taught TEKS.	5.3	Begin 2nd 9weeks -Oct	Rogers Re-Teach Form, Script, data uploaded in timely matter, Eduphoria reports, High Frequency charts, Scope and sequence, planning calendar, scantrons	ILT members, teachers	PLC Agendas, Google Drive, Eduphoria reports	October 21, 2019		
Teachers will establish student trackers for each student and have a classroom display of data that is updated regularly. Students will know their goal for STAAR.	5.3	Begin 2nd 9weeks -Oct	Student Trackers/Folders (tested areas, by grade level)	Instructional Coaches and Teachers	Student tracking folders and Google drive with pictures classroom displays	November 15, 2019		
A campus and PLC bulletin board to track data is established and updated regularly.	5.3	Begin 2nd 9weeks -Oct	Display board, Large Post-it, markers	Instructional Coaches	Display Board is visible on campus	November 1, 2019		
One PLC a month is dedication to Lesson planning and review of Exit Tickets.	5.1	Begin 2nd 9weeks -Oct	Process to review lesson plans, Process to review Exit tickets, PLC calendar	Teachers and ILT members	PLC Calendar, Agenda, and minutes	Ongoing		
Teacher lesson plan training on template to include Content Objective, Exit Ticket, Do Nows, and "I Do" into their lesson plans.	5.1	Begin 2nd 9weeks -Oct	TEKS, YAGs, STAAR stems, and Lead4ward playlist, lesson plans on Google drive	ILT members	Lesson Plans and sample artifacts	Ongoing		
Establishment of recurring weekly ILT meeting to include reviewing lesson plans, feedback given to teachers, and analyze data	1.1	September 6, 2019	ILT calendar; meeting agenda template, uploaded lesson plans, Lead4Ward access, feedback logs	ILT members	ILT calendar; meeting agendas, uploaded lesson plans with comments, feedback logs	Ongoing		
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?					Carryover Milestones		New Milestones	

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective, driven daily lesson plans with formative assessments.	5.3. Data driven instruction.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	Teachers consistently create and submit lesson plans that are clear, effective, and aligned to state standards. The lesson plans will include exit tickets that are rigorous and aligned with daily taught SE. The campus leadership team will provide timely feedback to allow for teachers to make adjustments before teaching.	Data meetings, led by a member of leadership team, will become part of campus PLC system following campus and district common assessments. Teachers will have a uniform data driven protocol after each common assessment for analyzing assessment data, identifying lowest mastered high leverage TEK, developing a re-teach and re-assessment plan and a system of tracking student proficiency levels.	Instructional leadership team adds structure and consistency in to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers
Desired 90-day Outcome	Teachers are utilizing the approved lesson plan template and are consistently meeting the established due dates. Leadership team is providing feedback on the implementation of lesson plans as observed in classroom through weekly alignment walks.	Data meetings following common assessments, led by a member of the leadership team, will follow a DDI protocol in order to analyze results and ensure that planning for reteach of high leverage standards occurs. Re-teach/re-assess dates will also be set and monitored through observation and data discussion following reteach.	ILT reviews unit test data and aligns observation schedule with test results
Barriers to Address During this Cycle	Faculty expressed concern regarding time to lesson planning, in addition to there is not a specific time in teacher's schedules (other than PLC) to review lesson plans.	Time constraints (there is not enough time in PLC - 50 min) once a week. 50 minutes once a week is not enough time to look at more than one content and plan a lesson. The focus has been on data analysis and not enough time to develop reteach plan, and follow-up assessment to check for mastery of reteach.	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported not targeted
District Actions for this Cycle	Principal Supervisor/DCSI will conduct conference with the principal to review lesson feedback, simulation results and the CIAP. DCSI will also discuss alignment of CIAP with overall campus goals. "The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis. District leadership will ensure coordination of data analysis to allow teachers/administrators disaggregation of data (data planning days.)	"The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis."
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively and with greater role clarity engage in instructional leadership activities.		

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
Data meeting PLC following common assessment given two times during nine week period focused on data analysis, reteach of lowest mastered TEK, and reassessment for mastery.	5.3	February 28, 2020	Rogers Re-Teach Form, Script, data uploaded in timely matter, Eduphoria reports, High Frequency charts, Scope and sequence, planning calendar, scantrons	ILT Members	PLC Agendas, Google Drive, Reteach plans	December 19, 2019; February 15, 2020		
Teachers utilize student trackers for each student regularly and have a classroom display of data that is updated.	5.3	February 28, 2020	Student Trackers (tested areas, by grade level)	Instructional Coaches and Teachers	Student tracking folders and Google drive	December 19, 2019; February 15, 2020		
Leadership Team meets weekly and allots time in weekly schedule to review lesson plans and give feedback to teachers on their plans.	5.1	February 28, 2020	YAGs, TEKS, Lesson Plan Instructional Expectation Guide	ILT Members	Agendas, Individual schedules uploaded to Google Drive, feedback logs	Ongoing		

Teachers will incorporate best practices such as Exit Tickets, Do Nows, and Lead4ward strategies into their lesson plans. One PLC a month is dedication to Lesson planning and review of Exit Tickets.	5.1	February 28, 2020	Process to review lesson plans, Process to review Exit tickets TEKS, YAGs, STAAR stems, and Lead4ward playlist	Instructional Coaches and Teachers	Lesson Plans, sample artifacts, PLC Calendar and Agenda	Ongoing		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1.1	February 28, 2020	Data tracker, obs calendars	ILT Members	Obs calendars	January 20, 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	5.1 Objective, driven daily lesson plans with formative assessments.		5.3. Data driven instruction.			1.1 Develop campus instructional leaders with clear roles and responsibilities.		
Desired Annual Outcome	Teachers consistently create and submit lesson plans that are clear, effective, and aligned to state standards. The lesson plans will include exit tickets that are rigorous and aligned with daily taught SE. The campus leadership team will provide timely feedback to allow for teachers to make adjustments before teaching.		Data meetings, led by a member of leadership team, will become part of campus PLC system following campus and district common assessments. Teachers will have a uniform data driven protocol after each common assessment for analyzing assessment data, identifying lowest mastered high leverage TEK, developing a re-teach and re-assessment plan and a system of tracking student proficiency levels.			Instructional leadership team adds structure and consistency in to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers		
Desired 90-day Outcome	Balancing lesson planning for whole group and small group focused on results from exit tickets, common assessments and observation feedback from leadership team. Data from simulated STAAR will be used to develop targeted pacing calendar and lesson plans.		Weekly data meetings, following DDI protocol, to analyze exit tickets or short weekly assessment for reteach of standards taught that week. Small group instruction, learning stations, and whole group reteach lessons will be based on the weekly data meeting nearing STAAR assessment.			ILTs calendars show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards		
Barriers to Address During this Cycle	Teachers will begin countdown to STAAR where planned lesson can try to cover too many TEKS rather than focused on daily high leveraged TEK.		Time constraints in analyzing data and developing reteach plans. Continuing to find or develop sufficient resources that are rigorous and align with STAAR.			Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.)		
District Actions for this Cycle	District leadership will ensure coordination of trainings and meetings to allow administration ample time on campus to complete the work. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback , and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.		The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback , and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis. District leadership will ensure coordination of data analysis to allow teachers/administrators disaggregation of data (data planning days.)			The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback , and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.		
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively and with greater role clarity engage in instructional leadership activities.							
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
Data meeting PLCs are focused on Reteach schedule and reassessment for mastery	5.3	April 15, 2019	Rogers Reteach Form, Script	ILT Members	PLC Agendas, Google Drive, Reteach plans	Following the assessments on March 5, 2020		
Teachers utilize student trackers for each student regularly and have a classroom display of data that is updated.	5.3	April 15, 2019	Student Trackers (tested areas, by grade level)	Instructional Coaches and Teachers	Student tracking folders and Google drive	Following the assessments on March 5, 2020		
Teachers will incorporate best practices such as Exit Tickets, Do Nows, and Lead4ward strategies into their lesson plans.	5.3	April 15, 2019	TEKS, YAGs, STAAR stems, and Lead4ward playlist	Teachers	Lesson Plans and sample artifacts	Ongoing		

Leadership Team meets weekly and allots time in weekly schedule to review lesson plans and give feedback to teachers on their plans.	5.1	April 15, 2019	YAGs, TEKS, Lesson Plan Instructional Expectation Guide	ILT Members	Agendas, Individual schedules uploaded to Google Drive, feedback logs	Ongoing		
One PLC a month is dedication to Lesson planning and review of Exit Tickets.	5.1	April 15, 2019	Process to review lesson plans, Progress to review Exit tickets	Teachers and Admin Team	PLC Calendar and Agenda	Ongoing		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1.1	April 15, 2019	Data tracker, obs calendars	ILT Members	Obs calendars	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	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	Teachers are completing and posting lesson plans at least 2 weeks in advance. The lesson plans contain the essential components of the TEKS, Content Objective, Exit Ticket & Lesson Activity (I Do). Feedback is given by admin	Teachers leave a data meeting with a plan in place for reteach. They know what TEKS they will be reteaching, how they will be delivering the instruction, time is set aside for the reteach on a calendar and an assessment is given to check for understanding of the retaught	Instructional leadership team adds structure and consistency in to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan
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	PLCs prioritize planning (developing aligned Content Objectives, lessons and exit tickets). Teachers will create and submit weekly lesson plans one week in advance that have CO, "I Do" component of lesson and exit ticket. Administration will review lesson plans, provide written and/or face to face feedback to teachers on lesson plans, and conduct weekly classroom alignment walks to observe lesson plan implementation.	Instructional leaders will lead teachers through data meeting protocol after common assessments. Teachers and students will begin using a system to track their progress.	Data meetings following common assessments, led by a member of the leadership team, will follow a DDI protocol in order to analyze results and ensure that planning for reteach of high leverage standards occurs. Re-teach/re-assess dates will also be set and monitored through observation and data discussion following reteach.
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	The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.		

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