

Corpus Christi Campus							
District Name	Richard Milburn Academy	Campus Name	Richard Milburn Academy Corpus Christi	Superintendent	Armard Anderson	Principal	Elizabeth Hanna
District Number	014801	Campus Number	014801007	District Coordinator of School Improvement (DCSI)	Amanda McQuade	ESC Support	
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.				Amanda McQuade, 11/6/2019		
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.				Amanda McQuade, 11/6/2019		
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.				Elizabeth Hanna, 11/6/2019		
Board Approval Date	2019-11-08						
Needs Assessment							

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 Scale Score					74		
		Distance from 70					4		
		Domain 1 Goal Scale Score					80		
		Resources:		Accountability Manual Chapter 2	A-F Estimator		Student Achievement Accountability Data Tables		
		Consider the following questions to determine the goal for this Domain:							
		What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal? (Use the A-F Estimator to calculate)							
		Level		2019 Values			New Value		
		Approaches		49%			52%		
		Meets		14%			17%		
		Masters		2%			5%		
	Domain 3 Scale Score					30			
	Distance from 70					-40			
	Domain 3 Goal Scale Score					70			
	What changes in student group and subject performance are included in these goals?	Grade level/ Subject tested		% at Approaches Grade Level			% at Meets Grade Level		Trend
				2017	2018	2019	2017	2018	
Algebra		20	29	33	2	2	Consistent increase		
English I				18		6	No longitudinal data		
English II				22		8	No longitudinal data		
US History		59	66	66	22	21	Little to no change		
Biology		45	44	52	5	8	Consistent increase		
If applicable, what goals has your campus set for CCMR and Graduation Rate?	Component		2019 Values			New Value			
	CCMR Raw Score		18			48			
	Graduation Rate Raw Score		45			60			

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

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
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Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
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<p>Desired Annual Outcome</p>	<ul style="list-style-type: none"> ● Instructional leadership team roles and responsibilities are clear and transparent, and core leadership tasks are proactively scheduled on weekly calendars (observations, debriefs, team meetings). ● Performance expectations are clear and match the job responsibilities and design. ● Instructional leadership team members use consistent protocols and processes to lead their department or grade-level teams. ● Instructional leadership team meets weekly to focus on student work and formative data. 	<ul style="list-style-type: none"> ● The scope and sequence, units, and interim assessments are all aligned to priority and supporting standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading. ● Interim assessments aligned to state standards and the appropriate level of rigor are administered three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. ● Curricular resources with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The school provides teachers with time at the beginning and throughout the year to internalize the curriculum and its resources. ● All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, and formative assessments along with exemplar responses. ● Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. 	<ul style="list-style-type: none"> ● Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. ● Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. ● Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery. ● Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.
<p>Barriers to Address During the Year</p>	<p>Ensuring protected time for weekly administrative team meetings. Turnover of counselor (new counselor for this year resigned) Team members must step outside usual roles and responsibilities when necessary to ensure efficiency.</p>	<p>Several new teachers need extensive training during weekly PLCs in lesson planning and objective writing.</p>	<p>New teachers need assistance and instruction on data disaggregation and analysis New teachers need exemplars and assistance to effectively use data to drive instruction</p>
<p>Prioritized Focus Areas for Improvement</p>	<p>Capacity Builder</p>		
<p>1.1: Strong Campus Leadership and Planning - Develop campus instructional leaders with clear roles and responsibilities</p>	<p>The campus principal is in her second year at this school and norms have been established and are being practiced and learned. One administrative team meeting has been held and these meetings are scheduled each week and are on calendars. The principal and Instructional Coach meet weekly to discuss walk-through observations and next steps. Teacher turnover continues to be an issue and there are new teachers in every EOC tested area.</p>		
<p>5.1 Effective Instruction - Objective-driven daily lesson plans with formative assessments</p>	<p>The campus has had several long term substitutes in EOC content areas and these individuals did not have the capacity to design lessons based on data beyond what was given to them. The campus has experienced the loss of 4 core content teachers. The campus is working to increase the capacity of newly hired staff that can design TEKS based lessons with formative assessments and exemplars built-in. Teachers will be held accountable for creating their own curriculum based lessons, classroom formative assessments, and corrective instruction plans. Campus instructional leaders will regularly provide recommendations to lessons before lesson delivery to ensure that plans are curriculum-driven, data-driven, and detailed.</p>		
<p>5.3 Effective Instruction - Data-driven instruction</p>	<p>A process for systemic protocol to effectively analyze student progress and mastery is in progress. A consistent planning process and focus on planning corrective instruction based on formative data is being implemented during weekly content area PLCs. The campus is using STAAR Spring 2019 data to instruct new teachers to focus on data for instructional planning purposes. The leadership teams working to display content goals and have teachers participate in accountability talks based on the STAAR data The campus leadership understands the need to use STAAR and interim assessment and other formative data to backwards design their lessons to address learning gaps.</p>		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	By the end of the 2019-2020 school year, processes will be put into place to ensure that all campus leaders are able to fulfill their roles and responsibilities which will be measured by sign-in sheets and agendas for campus PLCs, weekly administrative meetings, and weekly faculty meetings.	By the end of the 2019/2020 school year, all teachers will create objective-driven daily lesson plans with formative assessments which are uploaded to Eduphoria every Friday at noon so that there is time for feedback to be provided and adjustments made before lesson is delivered, which will be measured by lesson plan audits conducted by Principal and Instructional Coach.	By the end of 2019/2020 school year, all teachers will be proficient in utilizing student test data to inform and drive daily instruction which will be measured by use of data in lesson plans and increase in EOC scores.
Desired 90-day Outcome	By the end of November, 2019, campus leaders will perform their roles and responsibilities with fidelity, which will be measured by weekly PLC meetings with core content area teachers.	By the end of November 2019, weekly campus PLC's will provide teachers will training they need to create objective driven daily lesson plans. Focus on creating and posting student-friendly objectives in classrooms. Provide teachers with district lesson planning template and exemplar lesson plans in each content area.	By the end of November, 2019, each week collaborative PLCs will work together to analyze data and to provide lesson plan feedback and make adjustments to ensure that lessons are on track to meet student weaknesses as evidenced by lesson plan audits, which will be measured by PLC sign in sheets, agendas, and lesson plans.
Barriers to Address During this Cycle	Learning to be proactive rather than reactive; carving out time for meetings and ensuring that they are rescheduled in the event that they are canceled. When one member of the administrative team is out, the others must step in to ensure that scheduled meetings and events take place in order to keep the campus running efficiently. Also, turnover in positions (counselor) make it necessary for others (principal and instructional coach) to step in and cover the responsibilities of the missing employee.	Obtaining exemplar lesson plans to give teachers as examples, creating strong habits, convincing new teachers of the importance of lesson planning, creating and posting student-friendly daily objectives.	Ensuring that PLC time is focused on data activities. Convincing new teachers that analyzing student data is a valuable and worthwhile task. It is difficult to have "teams" of 1 core teacher, especially when the staff is new and lacks experience in this area.
District Actions for this Cycle	DCSI and Instructional service coordinator will hold weekly coaching sessions with the campus principal and instructional coach that will review their roles & responsibilities.	Instructional Service Coordinator will provide Instructional Coach support with accessing formative assessments, identifying priority TEKS, exemplar lesson plans to use as models and model effective lesson planning.	DCSI and Instructional Service Coordinator will ensure all district assessment data is provided within two instructional days and assistance is provided for identifying struggling learners.
District Commitments Theory of Action	If the DCSI and Instructional Service Coordinator provides regular coaching to the principal on lesson planning, and the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district commits to providing the campus with assessment results within two instructional days, then the campus will be able to establish data-driven instructional practices, improve the quality of lesson plans, increase the frequency of formative assessments, and the instructional team will have the resources necessary to engage in effective 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
Weekly Administrative Meeting	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Every Monday, Sept. 3, 2019 through May 30, 2020	Time, laptops, notes	Principal: E. Hanna	Meeting sign-in sheet, agenda, minutes	Weekly	Significant Progress	Include book study of "Building Academic Vocabulary" and "Engaging Students," Assign chapters to team leaders to lead in faculty meetings

Teachers will create Lesson plans w/ formative assessments, with guidance and feedback from Principal and Instructional Coach	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	Computer, Eduphoria, Curriculum Resources	Instructional Coach: K. Alexander Principal: E. Hanna	Lesson plans uploaded to Eduphoria	Weekly	Some Progress	Continue to work with teachers on formative assessments and provide feedback and guidance to teachers
Analysis of student data and use of student data to drive instruction and interventions	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	STAAR results, Interim test results, Renaissance testing results, TELPAS	Instructional Coach: K. Alexander Principal: E. Hanna	PLC work: charts, boards, graphs lists of students for targeted interventions	Weekly/Immediately following Interim testing and when EOC results are available.	Significant Progress	Continue to analyze and use student data to drive decision making for instruction and interventions
Daily Content Objective Posted at front of classroom	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Daily	Markers, resources to train teachers,	Teachers/monitored by IC and Principal	Sign in sheets for training, lesson plans with objectives, observed objectives in classrooms	Daily	Some Progress	Continue to monitor and provide feedback on content and language objectives
Campus PLC's work on Lesson planning	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	laptops, access to Canvas, resources for lesson planning	Instructional Coach: K. Alexander Principal: E. Hanna	Sign in sheets for training, lesson plans with objectives, lesson plans uploaded to Eduphoria	Weekly	Some Progress	Continue to monitor and provide feedback on lesson plans to teachers, work on creating engaging and intentional lesson plans, using student data to inform
Campus PLC's work on writing effective daily objectives	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	Examples of exemplar content objectives for each content area.	Instructional Coach: K. Alexander Principal: E. Hanna	Sign in sheets for training, lesson plans with objectives, observed objectives in classrooms	Weekly	Some Progress	Continue talking about objectives, providing feedback to teachers, and use objectives during PLCs to demonstrate/model
Campus PLC's work on using data to drive instruction	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	Data, computers, access to data	Instructional Coach: K. Alexander Principal: E. Hanna	sign in sheets for training, use of data observed in lesson plans and classroom instruction	Weekly	Some Progress	Continue to use data as soon as it is available to ensure that instruction is aligned to meet the needs of students and focus on areas in need of support
Weekly Faculty meetings to introduce new strategies and review student data	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly Faculty Meetings	Resources, access to student data	Principal: E. Hanna	Sign in sheets for meetings, agendas for meetings,	Weekly	Some Progress	Include book study of "Building Academic Vocabulary" and "Engaging Students" Model use of objectives during faculty meetings
Students identified for intensive interventions using past EOC data and Renaissance testing	<input checked="" type="checkbox"/> 1	Daily/weekly	Access to student data, chart paper, folders	Teachers and Instructional Coach	Lists of students identified for interventions, schedules of pull-outs for interventions	Weekly	On Track	Continue to identify and enroll students for interventions

Focus on attendance and working with students who have pattern of frequent late arrivals by contacting parents daily	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Daily	Phones, correct phone numbers	School Community Liaison, administrative secretary	Higher attendance	Daily	On Track	Consistently calling and informing parents of late arrivals/absences
Students will be enrolled and participate in Renaissance resource for identified interventions	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Daily/weekly during Rti time	laptops, student assessment data, markers, chart paper	Teachers, Instructional Coach	Lists of students, sign in sheets for students, Student data folders	Weekly/Immediately following Renaissance testing	On Track	Continue to identify and enroll students for interventions

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Met. New counselor is on board and learning her new role and responsibilities. Principal is able to hold weekly faculty meetings which are focused on student data and modeling strategies for teachers, as well as conducting frequent walk-throughs and providing feedback to teachers. Instructional coach is working closely with teachers in the classrooms and holding weekly PLC's to provide information and feedback to new teachers. Lesson plans are being developed based on data and learning objectives are seen in classrooms. Students have been identified for interventions and are working with ESL and RTI teachers.							
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			
	All milestones will be carried over to the next cycle. Focus on lesson planning, use of student data for lesson planning and interventions, learning objectives, continuing to adhere to processes which have been put into place.				Fall interim and Winter STAAR EOC data will be analyzed to determine specific interventions for students. Specific interventions will focus on the individual needs of each student for academic success.			

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	By the end of the 2019-2020 school year, the campus ILT will proficiently lead weekly campus PLCs with fidelity as measured by agendas and sign in sheets.	By the end of the 2019-2020 school year, all teachers will be proficient and create objective driven daily lesson plans with formative assessments which are uploaded to Eduphoria by Friday at noon so that there is time for feedback to be provided before lesson is delivered.	By the end of 2019/2020 school year, all teachers will be proficient in utilizing student test data to inform and drive daily instruction which will be measured by use of data in lesson plans and increase in EOC scores.
Desired 90-day Outcome	By the end of February 2020, each campus leader will continue to fully take care of the responsibilities outlined by their role and step in to help in situations where it is warranted. Principal will be an instructional leader and take on the responsibilities of running the campus, the Instructional Coach will meet with teachers, hold PLCs, and provide support and guidance to teachers. Counselor will ensure that all students are scheduled and handle all responsibilities assigned to the counselor, which will be measured by meeting agendas and sign in sheets.	By the end of February 2020, campus PLC's will provide teachers with training they need to create objective driven daily lesson plans. Teachers will focus on creating and posting student-friendly objectives in classrooms. Campus ILT will provide teachers with district lesson planning template and exemplar lesson plans in each content area which will be measured by lesson plan data and walk-through data.	By the end of February 2020, campus PLC's in each content area will focus on teaching teachers how to analyze student data, create charts, and determine areas of student weakness to focus instruction and intervention which will be evidenced by lesson plan and walk-through data.
Barriers to Address During this Cycle	Learning to be proactive rather than reactive; carving out time for meetings and ensuring that they are rescheduled in the event that they are canceled. When one member of the administrative team is out, the others must step in to keep the campus running efficiently.	Obtaining exemplar lesson plans to give teachers as examples, creating strong habits, convincing new teachers of the importance of lesson planning, creating and posting student-friendly daily objectives.	Ensuring that PLC time is focused on data activities. Convincing new teachers that analyzing student data is a valuable and worthwhile task. It is difficult to have "teams" of 1 core teacher, especially when the staff is new and lacks experience in this area.
District Actions for this Cycle	The district will provide the campus principal a two day, intensive instructional leadership training through Texas Tech University.	Instructional Service Coordinator will assist the instructional coach and teachers with identifying exemplar lesson plans, writing effective lesson plans that include content/language objectives, intervention and formative assessments during district led PLCs.	During district led PLCs, principals, instructional coaches and teachers will be provided training over data access, disaggregation, and using data to drive instructional decisions.
District Commitments Theory of Action	If the DCSI and Instructional Service Coordinator provides regular coaching to the principal on lesson planning, and the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district commits to providing the campus with assessment results within two instructional days, then the campus will be able to establish data-driven instructional practices, improve the quality of lesson plans, increase the frequency of formative assessments, and the instructional team will have the resources necessary to engage in effective 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
Continue Weekly Administrative Meetings to ensure that everyone is on the same page and performing responsibilities	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Every Monday, Dec. 2, 2019 through May 30, 2020	Time, laptops, notes	Principal	Meeting sign-in sheet, agenda, minutes	Weekly		

Teachers will continue to create Lesson plans w/ formative assessments, with guidance and feedback from Principal and Instructional Coach	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	Computer, Eduphoria, Curriculum Resources. "Engaging Students: The Next Level of Working on the Work" by Phillip Schlechty	Teachers, Instructional Coach: K. Alexander Principal: E.Hanna	Lesson plans uploaded to Eduphoria, Walk-through data	Weekly		
Campus Analysis of student data and use of student data to drive instruction (lesson plans) and interventions	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	STAAR results, Interim test results, Renaissance testing results, TELPAS	Teachers, Instructional Coach: K. Alexander Principal: E.Hanna	Sign-in sheets for data training, data charts, individual student data folders	Weekly/Immediately following Interim testing and when EOC results are available.		
Campus PLC's continue to work on writing effective daily objectives and expectation of daily Content Objectives posted at front of classroom	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Daily	Markers, resources to train teachers,	Teachers, Instructional Coach: K. Alexander Principal: E.Hanna	Sign in sheets for training, lesson plans with objectives, observed objectives in classrooms	Weekly/Daily monitoring		
Campus PLC's will continue work on Lesson planning, with exemplar lessons shared and reviewed	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	laptops, access to Canvas, resources for lesson planning, exemplar lessons	Teachers, Instructional Coach: K. Alexander	Sign in sheets for training, lesson plans, observed lesson plans in classrooms	Weekly/Daily monitoring		
Campus PLC's continue to work on using data to drive instruction, specifically Interim and December STAAR EOC test data	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly PLC Meetings	Data, computers, access to data	Teachers, Instructional Coach: K. Alexander	sign in sheets for training, use of data observed in lesson plans and classroom instruction (walk-through data)	Weekly/Immediately following Interim testing and when EOC results are available.		
Weekly Faculty meetings to introduce new strategies and review student data and discuss implementation of interventions to focus on areas of weakness	<input checked="" type="checkbox"/> 1	Weekly PLC Meetings	Resources, access to student data, Marzano's "Building Academic Vocabulary"	Principal, Instructional Coach, Counselor	Sign in sheets for meetings, agendas for meetings,	Weekly		
Teachers will make parent contacts each week with parents of students who are not passing or have excessive absences in their class.	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly	Parent contact logs, incentives for students to provide good phone numbers/emails; rewards for teacher with most contacts each week	Teachers	Parent contact logs from each teacher	Weekly		
Students will be identified for intensive interventions based on Interim and December EOC data.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Daily/Weekly	Access to student data, chart paper, folders	Principal, Instructional Coach, Counselor, ESL and Rti teachers	Lists of students identified for interventions, schedules of pull-outs for interventions w/student signatures	Weekly/Immediately following Interim testing and when EOC results are available.		
Students will continue to be enrolled and participate in District provided Renaissance resource for identified interventions, and data will be reviewed and analyzed for needed adjustments	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Daily/Weekly	laptops, student assessment data, markers, chart paper	Principal, Instructional Coach, Counselor, ESL and Rti teachers	Lists of students, sign in sheets for students, Student data folders	Weekly/Immediately following Renaissance testing		

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	By the end of the 2019-2020 school year, the campus ILT will proficiently lead weekly campus PLCs with fidelity as measured by agendas and sign in sheets.	By the end of the 2019-2020 school year, all teachers will be proficient and create objective driven daily lesson plans with formative assessments which are uploaded to Eduphoria by Friday at noon so that there is time for feedback to be provided before lesson is delivered.	By the end of 2019/2020 school year, all teachers will be proficient in utilizing student test data to inform and drive daily instruction which will be measured by use of data in lesson plans and increase in EOC scores.
Desired 90-day Outcome	By the end of May 2020, teachers will regularly create and utilize engaging lessons which are aligned to District scope and sequence and utilize student data to focus on areas of weakness which need to be addressed which will be measured by increase in student performance on STAAR EOC Test results and report card grades.	By the end of May 2020, teachers will focus on regularly creating and posting student-friendly objectives in classrooms. ILT will provide teachers with district lesson planning template and exemplar lesson plans in each content area. Teachers will continue book study of "Building Academic Vocabulary" by Robert Marzano, and "Engageing Students: The Next Level of Working on the Work" by Phillip Schlechty which will be measured by evidence of use of academic strategies to build academic vocabulary and engaging lessons during walk-throughs and lesson plan audits.	By the end of May 2020, campus PLC's in each content area will continue to focus on teaching teachers how to analyze student data, create charts, and determine areas of student weakness to focus instruction and intervention which will be measured by walk-throughs and lesson plan audits.
Barriers to Address During this Cycle	Tendency of teachers and students to "relax" as the end of the year approaches; need to continue to focus on areas of weakness for interventions and assistance.	Obtaining exemplar lesson plans to give teachers as examples, creating strong habits, convincing new teachers of the importance of lesson planning, creating and posting student-friendly daily objectives.	Ensuring that PLC time is focused on data activities. Convincing new teachers that analyzing student data is a valuable and worthwhile task. It is difficult to have "teams" of 1 core teacher, especially when the staff is new and lacks experience in this area.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continue Weekly Administrative Meetings to ensure that everyone is on the same page and performing responsibilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Teachers will continue to create Lesson plans w/ formative assessments, with guidance and feedback from Principal and Instructional Coach	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Campus Analysis of student data and use of student data to drive instruction (lesson plans) and interventions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Campus PLC's continue to work on writing effective daily objectives and expectation of daily Content Objectives posted at front of classroom	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Campus PLC's will continue work on Lesson planning, with exemplar lessons shared and reviewed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Campus PLC's continue to work on using data to drive instruction, specifically Interim and December STAAR EOC test data	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Weekly Faculty meetings to introduce new strategies and review student data and discuss implementation of interventions to focus on areas of weakness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Students will be identified for intensive interventions based on December EOC data.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
Students will continue to be enrolled and participate in District provided Renaissance resource for identified interventions, and data will be reviewed and analyzed for needed adjustments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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
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Essential Action	0	0	0
Desired Annual Outcome	<ul style="list-style-type: none"> • Instructional leadership team roles and responsibilities are clear and transparent, and core leadership tasks are proactively scheduled on weekly calendars (observations, debriefs, team meetings). 	<ul style="list-style-type: none"> • The scope and sequence, units, and interim assessments are all aligned to priority and supporting standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading. 	<ul style="list-style-type: none"> • Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs
Did the campus achieve the desired outcome? Why or why not?			

	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							

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

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	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.
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 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
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.