

Fort Worth Campus

District Name	RMA- Killeen	Campus Name	RMA- Fort Worth	Superintendent	Armard Anderson	Principal	Susan Richey
District Number	014801	Campus Number	000000006	District Coordinator of School Improvement (DCSI)	Amanda McQuade	ESC Support	Region 20

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 9/27/2019
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.	<Enter Name and Date>
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.	Susan Richey 9/26/2019
Board Approval Date	2019-11-08	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Increase combined passing rate by 2% from 23 (50+17+3)/3 to 25: Increase App 5%
	What changes in student group and subject performance are included in these goals?	Increase passing rate for SPED and LEP students to AEA target; Concentrate Math and Sci for SPED and ELAR for LEP
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Increase rate of students earning CCMR points (Domain 3) to 50% of graduates and grade 12 non-grads

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.	4
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.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
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Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
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Rationale	This ties into our turnaround plan that we have been implementing regarding social emotional growth. Getting everyone rowing the same direction at the correct time is essential, and having a clear direction is paramount for that to take place. Our students need to know they can be successful.	Instruction begins with a good plan. The district has been implementing stronger lesson plan expectations over the past year that will bring stronger more directed teaching into the classrooms and increase expectations not only on student learning but teacher targeting their teaching.	We disaggregate data to target students but have not yet implemented the information gathered into the instruction. We believe this will make the most difference in student learning and help them score higher on their STAAR test and increase the student passing rate.
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Desired Annual Outcome	80% of students and staff will know the mission and vision statements, and it will have a clear effect in the classrooms observed by a 75% passing student passing rate, increase parent involvement having 15 parents who regularly attend and support the school and have a positive impact on raising ADA by 2%.	IC/ Principal create and implment a plan to provide consistant feedback on all core teacher's lesson plans and have teachers correct needed information. 100% of core teachers Address the special pops groups by marking which students receive accommodations. IC and teacher list the standards being taught and checking to make sure they are all aligned. All core teachers have a bell ringer and exit ticket implemented in each class. Formative assessments discussed with all core teachers in PLC for reteach strategies.	Teachers make adjustments to instruction based on recurring analysis data received (STAAR, interim STAAR, quizzes, test, assignments in class, exit tickets) on a consistant bases showing a 3% growth on all STAAR test.
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Barriers to Address During the Year	Fail to set and hold high expectations of student acheivement and testing; therefore, missing the mission statement that states we are empowering students to graduate, prepared to exceed all expectations. Continue to change the mindsets that students don't care and/or they can't meet expectations.	Putting the bare minimum information in lesson plans. Dealing with mindsets that interfere with change such as thinking that they have taught this way for years there's no need for change.	Looking at the data but not really knowing what to do with it. Dealing with the mindset of we already have accelerated curriculum there isn't the time to reteach or do interventions and cover all the TEKS.
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District Commitment Theory of Action:	If the district provides the campus with best practice resources and tools for engaging families, and the district ensures that the campus will have access to high-quality formative assessments, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the instructional team will have the tools to support effective teachers and student outcomes.
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Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	80% of students and staff will know the mission and vision statements, and it will have a clear effect in the classrooms observed by a 75% student passing rate, increase parent involvement having 15 parents who regularly attend and support the school and have a positive impact on raising ADA by 21%.	IC/ Principal create and implement a plan to provide consistent feedback on all core teacher's lesson plans and have teachers correct needed information. 100% of core teachers address the special pops groups by marking which students receive accommodations. IC and teacher list the standards being taught and checking to make sure they are all aligned. All core teachers have a bell ringer and exit ticket implemented in each class. Formative assessments discussed with all core teachers in PLC for reteach strategies.	Teachers make adjustments to instruction based on recurring analysis data received (STAAR, interim STAAR, quizzes, test, assignments in class, exit tickets) on a consistent bases showing a 3% growth on all STAAR test.
Desired 90-day Outcome	30% of students and staff can recite the mission and goal statement. Parent involvement remains steady with at least 5 of the same parents regularly attending meetings. Increase ADA by 7%.	System in place for turning in lesson plans: plans turned in by Monday to IC, lesson plans checked by IC or principal; the lesson plans are sent back with feedback for teachers to correct before uploading by noon on Friday. Readiness and supporting standards alignment is checked along with ensuring special pops accommodations are being addressed on the lesson plans.	Each core teacher gathers data from interim testing, grades, and attendance and begins creating a spreadsheet to track student progress. Meet with IC for PLC and begin using data to target instruction. All core teachers begin class with a bell ringer.
Barriers to Address During this Cycle	Staff and student buy-in to the importance of implementing an aligned vision, and mission.	The principal and IC creating an effective process and seeing it through.	Keeping the list updated with new students coming in to RMA.
District Actions for this Cycle	The Director of Outreach and Marketing will assist with ensuring staff and students know the mission and goal statement and the Director of Child Nutrition will provide the campus principal and School and Community Liaison guidance and support with parental involvement.	The DCSI and Instructional Service Coordinator will incorporate lesson plan reviews with constructive feedback during the weekly coaching sessions.	The district will ensure all campus staff can access their interim data, has a basic understanding of interpreting the interim data and how to use their data to drive intervention within lesson plans.
District Commitments Theory of Action	If the district provides the campus with best practice resources and tools for engaging families, and the district ensures that the campus will have access to high-quality formative assessments, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the instructional team will have the tools to support effective teachers and student outcomes.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Vision, mission and goals are put on posters and put up in classrooms and the hall. Students write the vision and mission statement on the back of their hall passes until the end of November.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	By end of November	Poster board, markers, hall passes.	Principal, IC and teachers	Posters in rooms, check the back of student's hall pass begin Sept. 30th.	11/22/2019		
Word walls are created for each core class. Objectives posted for student view.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	10/16/2019	Either butcher paper or card stock, markers or print off the computer.	Teachers	Word wall	10/16/2019		

IC and Principal develop systems for lesson plans and data-driven instruction. (Posting daily objectives from lesson plans, Lesson plan pre-check before loading into Eduphoria, Reteach expectations, targeting special pops, data notebooks and what it will contain, using formative assessments to determine reteach, bell ringers and exit tickets)	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	10/16/2019	IC, notebooks, dividers, paper	Principal and IC	Notebooks set up for teachers	10/16/2019		
Vision, mission and goals are read aloud and briefly discussed at the beginning of 3rd and 7th period class on Sept. 30th, October 14th, October 28th, and November 11th.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	9/30/19-11/11/19	Attendance sheet	Teachers	Checklist of students present when activity took place.	11/11/2019		
Teachers gather and put data in their notebooks and on their spreadsheets. Begin to look at data in PLCs to make adjustments in instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	10/30/2019	Access to Eduphoria, TAMS and WebSmart	Teachers	Data collected to go into notebook.	10/30/2019		
Intervention class will discuss the core values and the need for them once every 9 weeks.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Every 9 weeks	Time in intervention class on Fridays. Copy of the core values posted in the room.	Teachers	Document attendance of students present.	November		
Parent meetings	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	On or around: 9/13/19, 9/26/19, 10/15/19, 11/21/19	Snacks for parents, sign-in sheet, agenda, donated give-away items for drawing on some.	Principal, IC, SCL	Sign-in sheets, agendas when appropriate	On or around: 9/13/19, 9/26/19, 10/15/19, 11/21/19		
Training on writing objectives, using Renaissance to increase reading in the classroom, reteaching strategies, bell ringers and exit tickets.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	10/18/2019	Notebook, smarboard, laptops	Teachers/ IC/ Principal	Agenda and handouts for training.	10/18/2019		
Build a wall in the hall that shows passing rate by grade level. AM and PM separate.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Beginning 10/30/2019	Butcher paper, markers or a dry-erase board.	Admin Sec./ Principal/ IC	Board on wall with data	November		
Classroom interventions 3xs a week in core classes.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Beginning 10/30/2019	Walkthroughs	Principal/ IC	Walkthroughs in Eduphoria-Strive	Weekly- November		

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?

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Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	80% of students and staff will know the mission and vision statements, and it will have a clear effect in the classrooms observed by a 75% passing student passing rate, increase parent involvement having 15 parents who regularly attend and support the school and have a positive impact on raising ADA by 21%.	IC/ Principal create and implement a plan to provide consistent feedback on all core teacher's lesson plans and have teachers correct needed information. 100% of core teachers Address the special pops groups by marking which students receive accommodations. IC and teacher list the standards being taught and checking to make sure they are all aligned. All core teachers have a bell ringer and exit ticket implemented in each class. Formative assessments discussed with all core teachers in PLC for reteach strategies.	Teachers make adjustments to instruction based on recurring analysis data received (STAAR, interim STAAR, quizzes, test, assignments in class, exit tickets) on a consistant bases showing a 3% growth on all STAAR test.
Desired 90-day Outcome	60% of students and staff can recite the mission and vision statement. Parent involvement remains steady with at least 10 of the same parents regularly attending meetings. ADA increases 14% from this time last year.	Lesson plans contain readiness and supporting standards. 100% of core teachers have a notebook that has the information of how often each standard is addressed on the STAAR. Emphasize is put on the repeated standards as documented in lesson plans and observed in the classrooms during walkthroughs. Proof for accommodations can be seen on the lesson plan.	During PLC, 100 % of core teachers demonstrate and give proof on how they are using data to lead/guide instruction in the classroom. IC coaches teachers to help the teacher create a more targeted strategy for intervention in the classroom. Exit tickets are required for core teachers. Interventions are apparent in the classrooms as observed in walkthroughs.
Barriers to Address During this Cycle	Getting enrollment back up after losing December grads. Replacing any parents that were involved up to their student graduating. Consistently stating and referring to the vision and mission statements and holding students accountable to the expectations set in the classroom.	Time to search and label the readiness and supporting standards.	Reteaching and providing interventions while keeping the pace to cover all accelerated material.
District Actions for this Cycle	The Director of Outreach and Marketing will assist with ensuring staff and students know the mission and goal statement and the Director of Child Nutrition will provide the campus principal and School and Community Liaison guidance and support with parental involvement and tools to help increase student attendance.	The Instructional Service Coordinator will training over "unpacking" TEKS that includes how tested TEKS are questioned on the STAAR test during district PLCs.	The DCSI and Instructional Service Coordinator will facilitate data-driven intervention discussions with campus staff. Guidance and training over data disaggregation, using data to determine intervention and the implementing the intervention model will be provided during district led PLCs.
District Commitments Theory of Action	If the district provides the campus with best practice resources and tools for engaging families, and the district ensures that the campus will have access to high-quality formative assessments, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the instructional team will have the tools to support effective teachers and student outcomes.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Go class to class and have students recite the mission and vision statement.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	12/19/19, 1/17/20, 2/13/19	Time and check off sheet	Principal/ IC	Check off sheet	12/19/19, 1/17/20, 2/13/19		
Parent Meetings continue to show growth and support.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	On or around: 12/16/19, 1/15, 2/17/20	Snacks for parents, sign-in sheet, agenda, donated give-away items for drawing on some.	Principal, IC, SCL	Sign-in sheets, agendas when appropriate	On or around: 12/16/19, 1/15, 2/17/20		

Run ADA report and compare with last years.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	On or around 12/13/19	Run ADA report and compare with last years.	Principal/ Peims Liaison	Reports created taken from WebSmart.	On or around 12/13/19		
Core teacher lesson plans show readiness and supporting standards. Objectives are being posted from lesson plan in each core teachers room.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Beginning 1/6/2020- ongoing	Eduphoria and data notebooks	Principal/ IC/ Core Teachers	Data Notebooks and lesson plans for core teachers	PLC meetings beginning the week of 1/6/20		
Student accommodations available for view in each core class match information on lesson plan.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Beginning 1/6/2020- ongoing	Folder with student work and evidence of accommodations	Core Teacher/ Principal/ IC	Folder with student work and evidence of accommodations	Beginning 1/6/2020- ongoing		
Teachers continue to gather and put data in their notebooks and on their spreadsheets. Look at data in PLCs to make adjustments in instruction.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly	Access to Eduphoria, TAMS and WebSmart	IC/ Core Teachers	Lesson Plans and Eduphoria	During PLC with IC. (Weekly)		
Core teachers correct lesson plans with feedback given to them by IC and/or Principal and upload to Eduphoria by Friday noon.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly	Eduphoria and data notebooks	Core Teachers/ IC/ Principal	Lesson Plans and Eduphoria	During PLC with IC. (Weekly)		
Bell ringers and exit tickets are required for all core classes.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	12/2/2019	Notebook	Principal/ IC/ Core Teachers	Notebook check, walkthroughs	Weekly		
Training on STAAR interventions for the classroom and how to incorporate them into lesson plans during staff meetings and PLCs.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Beginning 10/30/2019	Butcher paper, markers, smartboard.	Teachers/ Principal/ IC	Agenda and handouts for training.	November		
Training on formative assessments and student engagement strategies. Increasing rigor in the classroom.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	1/6/2020 and 2/7/2020	Notebook, smarboard, laptops	Teachers/ IC/ Principal	Agenda and handouts for training.	1/6/2020 and 2/7/2020		

Reflection and Planning for Next 90-Day Cycle

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	80% of students and staff will know the mission and vision statements, and it will have a clear effect in the classrooms observed by a 75% passing student passing rate, increase parent involvement having 15 parents who regularly attend and support the school and have a positive impact on raising ADA by 21%.	IC/ Principal create and implement a plan to provide consistent feedback on all core teacher's lesson plans and have teachers correct needed information. 100% of core teachers Address the special pops groups by marking which students receive accommodations. IC and teacher list the standards being taught and checking to make sure they are all aligned. All core teachers have a bell ringer and exit ticket implemented in each class. Formative assessments discussed with all core teachers in PLC for reteach strategies.	Teachers make adjustments to instruction based on recurring analysis data received (STAAR, interim STAAR, quizzes, test, assignments in class, exit tickets) on a consistent bases showing a 3% growth on all STAAR test.
Desired 90-day Outcome	80% of students and staff can recite the mission and goal statement. Parent involvement remains steady with at least 15 of the same parents regularly attending meetings. ADA increases 21% from this time last year.	With 100% participation of all core teachers: IC/ Principal continue feedback on lesson plans and have teachers correct needed information. Address the special pops groups by marking which students receive accommodations. IC and teacher list the standards being taught and checking to make sure they are all aligned. Bell ringer and exit ticket implemented in each core class. Formative assessments discussed in PLC for reteach strategies. Documentation is kept in the teacher's data notebook.	Teachers are consistently using data to implement adjustments to their instruction by reteach and giving targeted interventions.
Barriers to Address During this Cycle	Consistently implementing an aligned vision and goals. Holding students accountable for grades and attendance. Holding teachers accountable for maintaining classroom rules and procedures that help students be successful.	Teachers having the time to break down their lesson plans to this degree.	Maintaining a good pace in the curriculum and keeping up the rigor.
District Actions for this Cycle	Help campus maintain a safe school environment. Continue funding support for student and parent activities.	Principal's supervisor supports campus CLT in accessing unit test in advance and identifying which standards are prioritized in common assessments to support PLC planning.	Resources and the opportunities to plan Professional Development based on the needs of the campus. Consistent information shared across the district.
District Commitments Theory of Action	If the district provides the campus with best practice resources and tools for engaging families, and the district ensures that the campus will have access to high-quality formative assessments, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the instructional team will have the tools to support effective teachers and student outcomes.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Go class to class and have students recite the mission and vision statement.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	On or around: 3/13/20, 4/24/20, 5/22/20	Time and class roster	Principal/ IC	Check off sheet	On or around: 3/13/20, 4/24/20, 5/22/20		
Teachers continue to gather and put data in their notebooks and on their spreadsheets. Look at data in PLCs to make adjustments in instruction.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly	Access to Eduphoria, TAMS and Websmart	IC/ Core Teachers	Lesson Plans and Eduphoria	Until the end of the school year.		

Parent Meetings	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	On or around 3/16/20, 4/15/20, 4/23/20, and 5/12/20	Snacks for parents, sign-in sheet, agenda, donated give-away items for drawing on some.	Principal, IC, SCL	Sign-in sheets, agendas when appropriate	On or around 3/16/20, 4/15/20, 4/23/20, and 5/12/20		
Run ADA report and compare with last years.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	On or around 5/29/2020	Run ADA report and compare with last years.	Principal/ Peims Liaison	Reports created taken from Webmart.	On or around 5/29/2020		
Core teachers correct lesson plans with feedback given to them by IC and/or Principal and upload to Eduphoria by Friday noon.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly	Eduphoria and data notebooks	Core Teachers/ IC/ Principal	Lesson Plans and Eduphoria	Until the end of the school year.		
Classroom interventions 3xs a week in core classes using reteach strategies developed in training and PLCs and lesson plan development.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Weekly	Lesson plans, Walkthroughs	Principal/ IC	Walkthroughs in Eduphoria-Strive	Until the end of the school year.		
Review STAAR results for school year through end of May.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	End of May when test results are released	TAMS	Principal	TAMS STAAR report	End of May		
Continued training on student engagement, reteach, STAAR interventions, teaching bell to bell by continuing bell ringers and exit tickets.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	3/27/2019	Butcher paper, markers, smartboard.	Teachers/ Principal/ IC	Agenda and handouts for training.	3/27/2019		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<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			Teachers make adjustments to instruction based on recurring analysis data received (STAAR, interim STAAR, quizzes, test, assignments in class, exit tickets) on a consistant bases showing a 3% growth on all STAAR test.
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.