

| Midland South Campus | | | | | | | |
|--|---|--|---|--|-----------------|----------------------------------|------------------|
| District Name | Richard Milburn Academy | Campus Name | Midland | Superintendent | Armard Anderson | Principal | Debra Theesfield |
| District Number | 014801 | Campus Number | 014801010 | District Coordinator of School Improvement (DCSI) | Amanda McQuade | ESC Support | ESC 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, 9/27/19 | |
| Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i> | I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. | | | | | Amanda McQuade, 9/27/19 | |
| 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. | | | | | Debra Theesfield, 9/27/2019 | |
| Board Approval Date | 2019-11-08 | | | | | | |
| Needs Assessment | | | | | | | |
| Data Analysis Questions | | What accountability goals for each Domain has your campus set for the year? | D1: 70 D2: 55 D3: 67 | | | | |
| | | What changes in student group and subject performance are included in these goals? | Math is expected to have a higher performance due to having a certified, face-to-face math teacher on campus. Most student groups are not expected change greatly in number from last year. Subgroups such as African American, LEP, and Sp Ed are expected to remain low in overall campus population. | | | | |
| | | If applicable, what goals has your campus set for CCMR and Graduation Rate? | CCMR at 28 | | | | |
| ESF Diagnostic Results | | | | | | | |
| (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator) | | | | | | | |
| Date of ESF Diagnostic | | 2018-11-02 | | | | | |
| Prioritized Focus Area #1 | | | Prioritized Focus Area #2 | | | Prioritized Focus Area #3 | |

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| Essential Action | 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | 5.1 Objective-driven daily lesson plans with formative assessments. | 5.3 Data-driven instruction. |
| Desired Annual Outcome | Through early and effective recruitment, the campus leadership team will gain access to potential candidates before they are committed to other campuses. The campus leadership team will use social media outlets as well as local television and newspaper media to increase community awareness and positive perception within the community, allowing for potential recruitment of local teachers. The campus principal and counselor will work to form relationships with local colleges and universities as well as alternative education certification programs. Staff retention will be maintained through the use of a growth-mindset based observation/coaching cycle, consistency in expectations, a culture of ownership over campus successes and challenges, and celebrations of campus-wide as well as individual accomplishments. Through these efforts, the campus will retain 70% of its staff and will be 100% staffed before the start of the 2020-2021 school year. | The principal and instructional coach will collaborate in designing campus-based training as well as seeking out professional development for teachers specifically pointed at allowing teachers to gain expertise in the designing of objective-driven lesson plans with formative assessments. The campus principal will ensure the focus area of the instructional coach remains on addressing the training needs of the teachers on campus. The campus principal will ensure that the instructional coach will maximize time spent in weekly observation, coaching teachers and ensuring feedback is provided on lesson plans. As focus is placed on protecting the roles and responsibilities of instructional leaders, the emphasis will remain in increasing the fidelity of campus instruction. By the end of the school year, 100% of teachers will grow to a minimum performance level of proficient in T-TESS Domain 1, Planning. | The principal and instructional coach will collaborate in designing protocols for PLCs and campus-based training as well as seeking out professional development for teachers specifically pointed at allowing teachers to gain expertise in the design and delivery of data-driven daily lessons. The campus principal will ensure the focus area of the instructional coach remains on addressing the training needs of the teachers on campus as evidenced by time spent weekly in PLCs with teachers, guiding conversations around data disaggregation and root causes of low student performance. The campus leadership team will implement all testing, including Renaissance, benchmarks, and interim testing with a high level of fidelity. By the end of the school year, 100% of teachers will grow to a minimum performance level of proficient in T-TESS Domain 2, Instruction. |
| Barriers to Address During the Year | Teachers are aware of an upcoming change in campus leadership. The district pay scale still falls below that of the local ISDs. The Midland/ Odessa area suffers from a significant teacher shortage throughout the area. Many certified teachers are unfamiliar with the advantages and benefits of working in a charter school. | Campus leadership gets bogged down in daily work and fails to prioritize time for instructional leadership. As teachers are out sick, and with a lack of substitutes, teachers are frequently pulled from conferences to cover classes. | Campus leadership gets bogged down in daily work and fails to prioritize time for instructional leadership. Data disaggregation gets pushed to the back burner rather than having the proper focus placed on it. As teachers are out sick, and with a lack of substitutes, teachers are frequently pulled from conferences to cover classes. |
| District Commitment Theory of Action | | If the district recruits qualified candidates, and the district ensures policies and practices support effective instruction, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be able to develop a rigorous learning environment that meets the needs of all students, and the campus leadership team will be able to retain and support effective teachers and student outcomes. | |
| Prioritized Focus Areas for Improvement | Capacity Builder | | |
| 2.1 | District personnel to include marketing, human resources, and executive director over operations. Region 18 ESC T-TESS support from Teach4Texas. | | |
| 5.1 | District personnel to include Executive Director over Operations and district instructional coaches. Local ESC to include Midland, San Angelo, and Lubbock, and San Antonio. T-TESS support from Teach4Texas. Training resources from Lead4Ward. | | |
| 5.3 | District personnel to include Executive Director over Operations and district instructional coaches. Local ESC to include Midland, San Angelo, and Lubbock, and San Antonio. Eduphoria. Training resources from Lead4Ward. | | |

| Cycle 1 90-day Outcomes (September - November) | | | | | | | | |
|--|--|----------|--|-----------------------|--|---|---------------------------|------------------------------------|
| | Prioritized Focus Area #1 | | Prioritized Focus Area #2 | | | Prioritized Focus Area #3 | | |
| Essential Action | 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | | 5.1 Objective-driven daily lesson plans with formative assessments. | | | 5.3 Data-driven instruction. | | |
| Desired Annual Outcome | Through early and effective recruitment, the campus leadership team will gain access to potential candidates before they are committed to other campuses. The campus leadership team will use social media outlets as well as local television and newspaper media to increase community awareness and positive perception within the community, allowing for potential recruitment of local teachers. The campus principal and counselor will work to form relationships with local colleges and universities as well as alternative education certification programs. Staff retention will be maintained through the use of a growth-mindset based observation/coaching cycle, consistency in expectations, a culture of ownership over campus successes and challenges, and celebrations of campus-wide as well as individual accomplishments. Through these efforts, the campus will retain 70% of its staff and will be 100% staffed before the start of the 2020-2021 school year. | | The principal and instructional coach will collaborate in designing campus-based training as well as seeking out professional development for teachers specifically pointed at allowing teachers to gain expertise in the designing of objective-driven lesson plans with formative assessments. The campus principal will ensure the focus area of the instructional coach remains on addressing the training needs of the teachers on campus. The campus principal will ensure that the instructional coach will maximize time spent in weekly observation, coaching teachers and ensuring feedback is provided on lesson plans. As focus is placed on protecting the roles and responsibilities of instructional leaders, the emphasis will remain in increasing the fidelity of campus instruction. By the end of the school year, 100% of teachers will grow to a minimum performance level of proficient in T-TESS Domain 1, Planning. | | | The principal and instructional coach will collaborate in designing protocols for PLCs and campus-based training as well as seeking out professional development for teachers specifically pointed at allowing teachers to gain expertise in the design and delivery of data-driven daily lessons. The campus principal will ensure the focus area of the instructional coach remains on addressing the training needs of the teachers on campus as evidenced by time spent weekly in PLCs with teachers, guiding conversations around data disaggregation and root causes of low student performance. The campus leadership team will implement all testing, including Renaissance, benchmarks, and interim testing with a high level of fidelity. By the end of the school year, 100% of teachers will grow to a minimum performance level of proficient in T-TESS Domain 2, Instruction. | | |
| Desired 90-day Outcome | The campus will begin to recruit and hire 4 substitute teachers to support the campus throughout the school year. Teachers will receive training on the T-TESS cycle and observation model and begin with teaching staff receiving at least 1 walk through with feedback and coaching each week. | | An instructional coaching calendar will be implemented with set dates and times specific to providing teachers with feedback and observation cycles. The instructional coach will begin meeting with teachers to analyze lesson plans and provide feedback. By the end of cycle 1, 100% of teachers will complete daily lesson plans using the campus-designed lesson plan template. Walkthrough data will reflect a minimum of proficiency level of Developing in Domain 1, Planning. | | | There will be a highly-visible data wall for the campus in a common area. The initial data information will be shared with parents via newsletter, website, and social media. Each teacher will have a data wall in their classrooms for tested areas. Conduct August and October Renaissance testing with a minimum of 85% completion, followed by data disaggregation with teachers. Complete November interim and benchmark testing, followed by data disaggregation with teachers. By the end of cycle 1, walkthrough data will reflect a minimum proficiency level of Developing in Domain 1, Instruction. | | |
| Barriers to Address During this Cycle | The overall teacher shortage in the area means most experienced substitutes are working as long-term subs for the local ISDs. | | Campus principal may fail to prioritize time to work with the instructional coach to help put this in place through debriefing with the instructional coach throughout this process, as well as working directly with teachers in tandem with the instructional coach. | | | Barriers include low student attendance, students failing to take the testing seriously, and making sure teachers have time built in to process, analyze, and act upon existing data and data gained through new assessments. | | |
| District Actions for this Cycle | The human resource department will work with campus principal on recruiting staff for the campus. | | Instructional Service Coordinator will provide Instructional Coach support with constructive teacher feedback and observation cycles. | | | DSCI and Instructional Service Coordinator will provide assistance with data wall best practices, data disaggregation and identifying struggling learners. | | |
| District Commitments Theory of Action | If the district recruits qualified candidates, and the district ensures policies and practices support effective instruction, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be able to develop a rigorous learning environment that meets the needs of all students, and the campus leadership team will be able to retain and 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 |

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| Advertise the substitute positions on the website and social media using marketing materials that present the school as a desirable place to work. | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | September | Marketing materials, Social media outlets | Principal | copies of the postings, applicants for the position | 9/30/2019 | On Track | |
| Hire 2 -4 substitutes | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | September | Interview questions | Principal | Interview results, position recommendations | 9/30/2019 | | |
| Creation of targeted, individualized coaching plan/ calendar | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 | October | Teacher schedules, access to lesson plans | Instructional Coach | Copy of the coaching calendar, communication to teachers | 10/7/2019 | | |
| Start of targeted, individualized coaching plan (Observation/ feedback cycle) | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 | October, ongoing | Coaching plan/ calendar | Instructional Coach Principal | Communication to teachers, copy of feedback/ coaching documentation, walk through reports | 10/14/2019 | | |
| Data indicating progress of students in relation to campus goals is placed in a highly visible area of the campus - visible to students and staff (identifying student information masked). | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 | October, updated regularly | assessment calendars, existing data, goals | Instructional Coach Principal | Data, photos of the data wall | 10/7/2019 | | |
| Classroom data tracking artifact is highly visible in each classroom; each specific to a tested area or classroom progress for non-tested areas. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | October, updated regularly | existing data, goals | Instructional Coach Teachers | Data, Communication to teacher, Photos of data walls | 10/25/2019 | | |
| Train teachers in T-TESS coaching and observation cycle. | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 | August | T-TESS training materials | Principal | Training materials, agendas from training, sign in sheets | 10/25/2019 | | |
| Start of coaching plan (Lesson Plan/ feedback cycle) to provide support in precise, actionable pieces designed to positively impact student learning. | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 | September, ongoing | lesson plans, coaching plan/calendar, TEKS Resources, Canvas Digital, Lead4Ward | Instructional Coach, Teachers | Communication to teachers, copy of feedback/ coaching documentation, lesson plan report from Eduphoria | 10/25/2019 | | |
| Administer diagnostic, benchmark, and interim testing as scheduled by the district. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | August, October, November | Student testing rosters, student accommodations list | Counselor, Instructional Coach, Principal, Teachers | Communication to teachers, training over testing, test rosters with accommodations, test participation percentages, test results | | | |
| | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | | | | | | |

| Reflection and Planning for Next 90-Day Cycle | | |
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| Did you achieve your desired 90-day outcome? Why or why not? | | |
| Did you achieve your 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 |
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| Cycle 2 90-Day Outcomes (December-February) | | | |
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| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
| Essential Action | 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | 5.1 Objective-driven daily lesson plans with formative assessments. | 5.3 Data-driven instruction. |
| Desired Annual Outcome | Through early and effective recruitment, the campus leadership team will gain access to potential candidates before they are committed to other campuses. The campus leadership team will use social media outlets as well as local television and newspaper media to increase community awareness and positive perception within the community, allowing for potential recruitment of local teachers. The campus principal and counselor will work to form relationships with local colleges and universities as well as alternative education certification programs. Staff retention will be maintained through the use of a growth-mindset based observation/coaching cycle, consistency in expectations, a culture of ownership over campus successes and challenges, and celebrations of campus-wide as well as individual accomplishments. Through these efforts, the campus will retain 70% of its staff and will be 100% staffed before the start of the 2020-2021 school year. | The principal and instructional coach will collaborate in designing campus-based training as well as seeking out professional development for teachers specifically pointed at allowing teachers to gain expertise in the designing of objective-driven lesson plans with formative assessments. The campus principal will ensure the focus area of the instructional coach remains on addressing the training needs of the teachers on campus. The campus principal will ensure that the instructional coach will maximize time spent in weekly observation, coaching teachers and ensuring feedback is provided on lesson plans. As focus is placed on protecting the roles and responsibilities of instructional leaders, the emphasis will remain in increasing the fidelity of campus instruction. By the end of the school year, 100% of teachers will grow to a minimum performance level of proficient in T-TESS Domain 1, Planning. | The principal and instructional coach will collaborate in designing protocols for PLCs and campus-based training as well as seeking out professional development for teachers specifically pointed at allowing teachers to gain expertise in the design and delivery of data-driven daily lessons. The campus principal will ensure the focus area of the instructional coach remains on addressing the training needs of the teachers on campus as evidenced by time spent weekly in PLCs with teachers, guiding conversations around data disaggregation and root causes of low student performance. The campus leadership team will implement all testing, including Renaissance, benchmarks, and interim testing with a high level of fidelity. By the end of the school year, 100% of teachers will grow to a minimum performance level of proficient in T-TESS Domain 2, Instruction. |
| Desired 90-day Outcome | By the end of cycle 2, the principal will establish relationships with local colleges, universities, and other educator certification programs (Midland college, Odessa college, UTPB, Region 4 ESC (alt cert), Teach4Texas, and ITeachTexas) by offering to speak to cohorts and inviting student teachers to observe and obtain hours. By the end of cycle 2, the principal will conduct goal-setting conferences with all teaching staff. | Teachers will continue to refine the lesson planning process, implementing clear objectives, opening activities, and cooperative learning strategies with increased fluency. By the end of cycle 2, 100% of teachers will reach proficient in the following descriptors of Domain 1, Planning: - Lesson plan is well thought out and fully developed - Adjustments are made to lesson plans to address gaps in background knowledge, life experiences, and skills of students - Questions that encourage students to engage in complex, higher-order thinking - Blended learning model is evident | As teachers become more proficient with the use of data to drive instruction, they will begin to use a backwards design process, enabling them to create more effective formative assessments with exemplar responses. By the end of cycle 2, 100% of teachers will reach proficient in the following descriptors of Domain 1, Instruction: - Daily objectives are aligned to the lesson goal and posted at the front of the classroom - Focus is placed on the objective by questions asked - Communication opportunities are provided for students - Probing questions are used to clarify, elaborate learning |
| Barriers to Address During this Cycle | Making time to be off campus to connect with the organizations. | Teacher resistance to the amount of time spent planning lessons and assessments: Some of the teachers this year are not new to teaching and feel micromanaged at having to put so much time and detail to their lesson plans. | The instructional coach and principal need training in this area. Teachers may be resistant to the expectation of adding "one more thing" to their planning time/ duties. |
| District Actions for this Cycle | The DCSI and Director of Community Outreach and Marketing will provide the principal guidance, materials an support to help build positive relationships within the community. | The Instructional Service Coordinator will provide assistance with lesson plan reviews and guidance over blending learning. | The Instructional Service Coordinator will provide training over content/language objective writing during district PLCs for the instructional coaches and teachers. |
| District Commitments Theory of Action | If the district recruits qualified candidates, and the district ensures policies and practices support effective instruction, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be able to develop a rigorous learning environment that meets the needs of all students, and the campus leadership team will be able to retain and 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 |
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| The campus instructional coach will identify professional development that will allow teachers to collaborate with grade-level and content area peers. | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | December | Funding for training, ESC training calendar in surrounding areas | Instructional Coach Principal | Certificates of completion, Teacher communication, goal setting on Eduphoria | 2/28/2020 | | |
| The campus principal will meet with Midland college, Odessa college, and UTPB to establish a connection and offer to speak to cohorts and invite students needing observation hours. | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | December, ongoing | Contacts for programs, presentation to give to cohorts | Principal | Communication with cert programs, Agendas, presentation materials | 2/28/2020 | | |
| The Instructional Coach will train teachers to plan with a backwards design process so that they can plan assessments by analyzing what students need to know and be able to do. | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | January | TEKs Resources, Lead4Ward, teacher lesson plans | Instructional Coach Principal | Training agenda(s), Sign In sheets, copies of assessments | 1/31/2020 | | |
| Teachers will create and post formative assessments along with exemplar responses at least 2 weeks prior to the lesson delivery. | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | January | TEKs Resources, teacher lesson plans | Teachers Instructional Coach | Copies of assessments with exemplar responses | 1/31/2020 | | |
| The instructional coach will train teachers in conducting data reviews and utilizing data to drive instruction. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | December | Assessment Data, | Instructional Coach Principal | Training agenda(s), Sign In sheets , Data Review Sheets | 1/31/2020 | | |
| The instructional coach will train teachers in the use of Eduphoria as a tool to access student data, create reports, and analyze student needs to drive instructional planning. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | January | Eduphoria | Instructional Coach Principal | Training agenda(s), Sign in sheets | 1/31/2020 | | |
| The campus principal will meet with all teachers for T-TESS goal-setting conferences. | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | December | Eduphoria Strive (teacher goal-setting forms) | Principal | Teacher goal-setting forms, calendar invite to meetings, notes from meeting, teacher reflection forms | | | |
| Teachers will observe one another and provide feedback | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | January, ongoing | QR code for walkthrough/ observation requests | Teachers Principal | Communication between teachers, QR Code sheets, notes from meetings | | | |
| The principal and instructional coach will continue the evaluation/ feedback cycle with increasing focus on effective routines and instructional strategies. | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | December, ongoing | training materials, Eduphoria | Instructional Coach Principal | Agendas, sign in sheets, walk through reports from Eduphoria, teacher reflections | | | |
| Administer diagnostic, benchmark, interim, and STAAR testing as scheduled by the district. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | December, ongoing | Student testing rosters, student accommodations list | Counselor, Instructional Coach, Principal, Teachers | Communication to teachers, training over testing, test rosters with accommodations, test participation percentages, test results | | | |

| 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 |
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| The campus principal will notify the surrounding educator certification programs of campus openings in order to obtain lists of potential candidates. | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | March | Contacts for educator certification programs, list of possible campus vacancies | Principal | Emails, letters of resignation or assignment change from campus staff | May | | |
| The campus principal will meet with teachers early in the spring to identify those planning on seeking positions with other campuses or districts. | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | March | None | Principal | T-TESS results, Teacher feedback/ communication, letters of resignation or assignment change from campus staff | May | | |
| The principal and instructional coach will continue to utilize the observation and feedback cycles to clearly assess teachers' needs in terms of creating objective-driven daily lesson plans with formative assessments | <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 | March, ongoing | Lesson Plans, TEKS Resources, Scope and Sequence | Instructional Coach Principal | Walkthrough Data, Student Outcomes | May | | |
| 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. | <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | March, ongoing | Lesson Plans, PLC agendas, student learning data, Lead4Ward, TEKS resources | Teachers Instructional Coach | Walkthrough Data, Student Outcomes, Lesson Plans | May | | |
| Students will set goals and track their own progress through the use of the TEA student portal and district websmart access. This will include graduation status, attendance, grades, and EOC progress. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 | March, ongoing | Student Data Tracking Sheets, student data | Teachers Instructional Coach | Student data tracking sheets, student reflections | May | | |
| The campus principal and interview committee will begin identifying and interviewing potential candidates for campus vacancies. | <input type="checkbox"/> 2 <input type="checkbox"/> 3 | March, ongoing | applications, interview questions | Principal Interview Committee | Interview results, recommendations for hire | May | | |
| The campus principal will complete the T-TESS cycle including pre-observation conferences, observations, post-observation conferences, and summative conferences. | <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | March | Eduphoria Strive - walk through data, observations, teacher artifacts | Principal | Eduphoria Strive - walk through data, observations, teacher artifacts | May | | |
| Administer diagnostic and STAAR testing as scheduled by the district. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 | April, May | Student testing rosters, student accommodations list | Counselor, Instructional Coach, Principal, Teachers | Communication to teachers, training over testing, test rosters with accommodations, test participation percentages, test results | May | | |
| | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | | | | | | |

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| | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | | | | | | |
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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?

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| 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 |
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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 | | | |
| 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 |
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| Essential Action | The campus will begin to recruit and hire 4 substitute teachers to support the campus throughout the school year. Teachers will receive training on the T-TESS cycle and observation model and begin with teaching staff | An instructional coaching calendar will be implemented with set dates and times specific to providing teachers with feedback and observation cycles. The instructional coach will begin meeting with teachers to analyze lesson plans and provide feedback. By | There will be a highly-visible data wall for the campus in a common area. The initial data information will be shared with parents via newsletter, website, and social media. Each teacher will have a data wall in their classrooms for tested areas. Conduct August and |
| 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 | | | |

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 |
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Reflection and Planning for Next 90-Day Cycle

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

| 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 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. |
| 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. |