

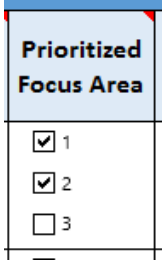
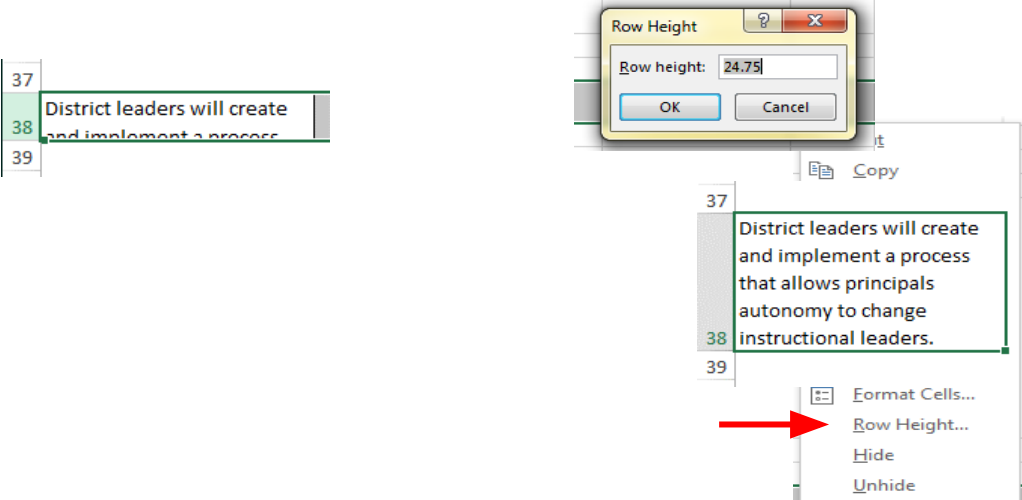
Campus Targeted Improvement Plan

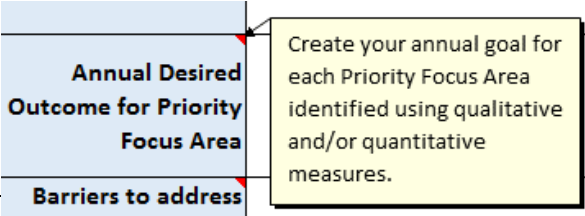
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

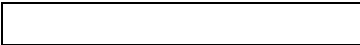
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

<p>Viewing cell tips</p>	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>



Campus Information							
District Name	Angleton ISD	Campus Name	Southside Elementary School	Superintendent	Mr. Phil Edwards	Principal	Jerri Lynn McNeill
District Number	020 - 902	Campus Number	000000103	District Coordinator of School Improvement (DCSI)	Dr. Adam Stephens	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.
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.
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.
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

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.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		5	
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
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	In past Planning PLCs, there may not have been a dedicated focus on analyzing data and reteaching. Planning PLC agendas have been modified to incorporate specific discussion of instructional materials, data analysis, and reteaching. Classroom observations may have been focused more on instructional techniques and student learning and response through those techniques rather than on the instructional materials used. It is assumed that instructional materials are accommodated/modified to support students with disabilities. Future observations will focus not only on instructional technique and student learning, but also on the implementation of instructional materials with accommodations/modifications for students with special needs.	The lesson plan template currently used focuses on the learning standard, the objective of the lesson, higher order thinking questions, and formative assessments to check for understanding. Most lessons are not written as a measurable student learning output. Most lessons are not written with enough detail for another teacher to use the plan. The lesson plan template will be adjusted to incorporate components of the success criteria outlined in the key practice of Essential Action 5.1. Additionally, administrators will review the content of plans with greater frequency and provide timely feedback.	Previous campus practices indicate a need for a more focused concentration on data analysis used to inform instruction. Planning PLC and vertical team meeting agendas will be adjusted to incorporate analysis of student data and student misconceptions. Discussions will include effective instructional strategies, instructional adjustments needed to address the needs of struggling learners, as well as a plan for reteaching. Formative assessment data will be tracked and submitted weekly; goal setting and data-tracking will occur with each student; and progress tracking displays will be posted.
Desired Annual Outcome	Planning PLC meetings will include an agenda designed to guide teachers through discussion of data analysis, instructional materials, and reteach plans. Classroom observations will include a more targeted focus on the use of instructional materials at the appropriate level of rigor for STAAR and the accommodated/modified use of those materials to support students with disabilities.	Administrators and instructional coaches will attend weekly Planning PLC meetings and provide timely feedback in the planning process. Administrators will ensure detailed lesson plans are submitted by teachers weekly. Classroom teachers will be required to submit weekly, detailed lesson plans following a template that includes an objective, instructional activities and materials, higher order thinking questions, and formative assessments.	Administrators and instructional coaches will attend monthly vertical team meetings. Vertical team meetings will include an agenda designed to guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans. Classroom teachers will conduct weekly formative assessments, track results, and use data to inform instruction. Formative assessment data will be submitted weekly. Classroom teachers will conduct goal-setting and data tracking with each student. Students will be able to view their progress on data tracking charts.

Barriers to Address During the Year	Limited opportunity for discussion of instructional materials and adjustments for struggling learners; Limited time designated for discussion centered on selection of instructional materials; Available instructional materials at level of rigor needed for success on STAAR	Transitioning to more detailed lesson planning; Viewing lesson planning as a useful instructional plan to assist in achieving a clearly defined curricular goal; Administrators designating time to provide timely feedback	Limited opportunity for discussion centered on student errors, misconceptions, effective instructional strategies, and plans for reteaching impacts our ability to inform instruction based on data analysis.
District Commitment Theory of Action:			
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Planning PLC meetings will include an agenda designed to guide teachers through discussion of data analysis, instructional materials, and reteach plans. Classroom observations will include a more targeted focus on the use of instructional materials at the appropriate level of rigor for STAAR and the accommodated/modified use of those materials to support students with disabilities.	Administrators and instructional coaches will attend weekly Planning PLC meetings and provide timely feedback in the planning process. Administrators will ensure detailed lesson plans are submitted by teachers weekly. Classroom teachers will be required to submit weekly, detailed lesson plans following a template that includes an objective, instructional activities and materials, higher order thinking questions, and formative assessments.	Administrators and instructional coaches will attend monthly vertical team meetings. Vertical team meetings will include an agenda designed to guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans. Classroom teachers will conduct weekly formative assessments, track results, and use data to inform instruction. Formative assessment data will be submitted weekly. Classroom teachers will conduct goal-setting and data tracking with each student. Students will be able to view their progress on data tracking charts.
Desired 90-day Outcome	Develop Planning PLC meeting agenda; Administrators and instructional coaches dialogue with teachers regarding selection of instructional material at the appropriate level of STAAR rigor; Establish common focus for administrative team when conducting observations regarding instructional materials and accommodated/modified use of those materials for students with disabilities; Administrators provide feedback to teachers regarding selection and implementation of instructional materials and accommodations/modifications of materials for students with disabilities.	Establish calendar of weekly Planning PLC meetings; Assign administrators and instructional coaches to attend each grade level / subject area Planning PLC; Administrators will attend Planning PLCs and provide feedback; Establish and communicate lesson plan expectations; Administrators will ensure lesson plans are submitted weekly.	Establish calendar of monthly vertical team meetings; Develop vertical team meeting agenda; Administrators and instructional coaches will attend vertical team meetings and provide feedback; Communicate with teachers the expectations for conducting weekly STAAR-formatted formative assessments and tracking and submitting results; Administrators ensure during Planning PLC meetings that formative assessment results (including the state's STAAR math interim results in November) are used to inform instruction; Communicate expectations for goal-setting and data to be tracked per student; Establish data tracking forms; Create visible data tracking display.
Barriers to Address During this Cycle	Accessing/creating materials at the appropriate level of rigor for STAAR.	Transitioning to a specific, detailed lesson plan template.	Ensuring that all components of Planning PLC and vertical team agendas are discussed and plans for moving instruction forward are established within allocated 50 minute session; Time commitment for data tracking
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
Establish calendar of weekly Planning PLC and monthly vertical team meetings		24-Jul-19	Calendar; Master Schedule; Instructional Coaches' Schedules	McNeill	School Meeting Calendar	13-Aug-19	Met	
Assign administrators and instructional coaches to attend Planning PLC and vertical team meetings		13-Aug-19	School Meeting Calendar; PLC Schedule; Instructional Coaches' Schedules	McNeill; Cohea	PLC Schedule	24-Aug-19	Met	
Develop Planning PLC and vertical team meeting agendas		20-Aug-19	Effective Schools Framework; Notes from Collaborative Planning Sessions w/ other Principals	McNeill, Cohea	Planning PLC Agenda; Vertical Team Meeting Agenda	16-Sep-19	Met	
Provide administrative feedback on selection/implementation of instructional materials, accommodated/modified use of materials, planning, and using data to inform instruction		26-Aug-19	Assessment data and planning documents: Lead4ward - TEKS Snapshot, Frequency Distribution, Academic Vocabulary; STAAR question stems; HOT question stems	McNeill, Cohea	Planning PLC and Vertical Team Minutes	On-going	On Track	Administrators will continue providing feedback in Cycle 2 and 3.
Establish and communicate lesson plan expectations		21-Aug-19	Effective Schools Framework	McNeill, Cohea	Lesson Plan Template; Teacher Lesson Plans	4-Sep-19	Met	
Check weekly submission of lesson plans		19-Aug-19	Eduphoria - Forethought	McNeill, Cohea	Teacher Lesson Plan Tracker	On-going	On Track	Administrators will continue checking weekly submission of lesson plans in Cycle 2 and 3.

<p>Communicate expectations for conducting weekly STAAR-formatted assessments and tracking and submitting results</p>		<p>29-Aug-19</p>	<p>Example templates shared from Assistant Superintendent and Instructional Coach</p>	<p>McNeill, Cohea</p>	<p>Weekly assessment trackers used by teachers</p>	<p>On-going</p>	<p>On Track</p>	<p>Administrators will continue to ensure that weekly STAAR-formatted assessments are administered and results are tracked in a shared Google document. Administrators will ensure that teachers are reviewing data to inform reteaching required during Cycle 2 and 3.</p>
<p>Communicate expectations for goal-setting and data to be tracked per student</p>		<p>22-Jul-19</p>	<p>Effective Schools Framework; Notes from Summer Leadership Meeting; Notes from On Point Training</p>	<p>McNeill, Cohea</p>	<p>Student data tracking charts</p>	<p>On-going</p>	<p>On Track</p>	<p>Administrators will ensure that teachers are conducting goal-setting meetings with their students and that students are tracking their progress during Cycle 2 and 3.</p>

Reflection and Planning for Next 90-Day Cycle

<p>Did you achieve your desired 90-day outcome? Why or why not?</p>	<p>The 90-day outcome for Cycle 1 was achieved due to our diligence in either establishing procedures for on-going activities or completing the activities within the established timeline outlined in our Targeted Improvement Plan.</p>
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Six of eight (75%) of student performance goals were achieved in Cycle 1. Performance goals not achieved were in 3rd and 5th grade reading. We began the school year with 53% of 3rd grade students not reading on grade level as measured by DRA. In 5th grade, students achieved 67.69% Approaches and 26.15% Meets on the previous year's Reading STAAR. Third grade students are receiving additional support by a retired teacher reading tutor, designated for 3rd grade, who uses the Leveled Literacy Intervention kit, and by campus interventionists utilizing an accelerated reading curriculum designed by the Region 4 Service Center. Fifth grade students are also receiving assistance from a retired teacher reading tutor, and though the Cycle 1 goal was not achieved, students made improvement from last years' Reading STAAR results by 71.01% scoring Approaches and 28.99% scoring Meets (only 1% lower than the Cycle 1 goal for Meets).</p>

	Carryover Milestones	New Milestones
<p>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?</p>	<p>The following Milestones will carry over into Cycle 2 and 3. A) Provide administrative feedback on selection/implementation of instructional materials, accommodated/modified use of materials, planning, and using data to inform instruction; B) Check weekly submission of lesson plans; C) Communicate expectations for conducting weekly STAAR-formatted assessments and tracking and submitting results; and D) Communicate expectations for goal-setting and data to be tracked per student</p>	<p>Continue providing reading supports for 3rd and 5th grade students in order to increase student progress in Reading and achieve our Cycle 2 Meets goal.</p>

Cycle 2 90-Day Outcomes (December-February)								
		Prioritized Focus Area #1	Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action		4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
Desired Annual Outcome		Planning PLC meetings will include an agenda designed to guide teachers through discussion of data analysis, instructional materials, and reteach plans. Classroom observations will include a more targeted focus on the use of instructional materials at the appropriate level of rigor for STAAR and the accommodated/modified use of those materials to support students with disabilities.	Administrators and instructional coaches will attend weekly Planning PLC meetings and provide timely feedback in the planning process. Administrators will ensure detailed lesson plans are submitted by teachers weekly. Classroom teachers will be required to submit weekly, detailed lesson plans following a template that includes an objective, instructional activities and materials, higher order thinking questions, and formative assessments.			Administrators and instructional coaches will attend monthly vertical team meetings. Vertical team meetings will include an agenda designed to guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans. Classroom teachers will conduct weekly formative assessments, track results, and use data to inform instruction. Formative assessment data will be submitted weekly. Classroom teachers will conduct goal-setting and data tracking with each student. Students will be able to view their progress on data tracking charts.		
Desired 90-day Outcome		Planning PLCs will continue meeting weekly and minutes will indicate selection of instructional materials based on students' needs as determined through on-going assessments as well as specific plans for reteaching; Administrators will continue to provide observation feedback regarding the selection and implementation of instructional materials at the appropriate level of rigor for STAAR and accommodated/modified to support students with disabilities.	Administrators and instructional coaches will continue attending Planning PLC meetings and providing timely feedback in the planning process. Administrators will ensure lesson plans submitted reflect instructional activities and materials that address students' needs as determined by on-going assessments.			Vertical teams will continue meeting monthly and minutes will indicate discussion of student misconceptions, effective teaching strategies, reteaching and instructional adjustments to support struggling learners based on analysis of student data (including the state's STAAR math and reading interim assessment data in February). Student goal-setting and data tracking will be well underway with students able to visibly monitor their own progress on data tracking charts.		
Barriers to Address During this Cycle		Full utilization of all available instructional materials to address students' needs and campus goals.	Maintaining quality of meaningful planning conversations and purposeful lesson planning.			1) Data analysis will determine whether there are targeted skills that would benefit from subject area vertical discussion or if it will be necessary to conduct separate data analysis sessions specific to the grade level. 2) Maintaining regularity of data-tracking with students.		
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

Weekly Planning PLC meeting minutes will indicate selection of instructional materials based on student data and plans for reteaching.		26-Aug-19	Planning PLC Meeting Agenda	McNeill, Cohea, 3rd - 5th Grade Teachers	Planning PLC Minutes	on-going		
Administrators will provide observation feedback regarding selection and implementation of instructional materials.		23-Sep-19	Eduphoria - STRIVE: T-TESS Walkthrough Forms	McNeill, Cohea	Walkthrough Observation Data	on-going		
Administrators and instructional coaches will attend weekly Planning PLC and monthly vertical team meetings to provide feedback.		26-Aug-19	School Meeting Calendar; PLC Schedule; Planning PLC Agenda; Vertical Team Meeting Agenda	McNeill, Cohea, Instructional Coaches	Planning PLC Minutes; Vertical Team Minutes	on-going		
Administrators will ensure lesson plans submitted reflect instructional materials and activities that address students' needs.		23-Sep-19	Eduphoria - Forethought: Teacher Lesson Plans	McNeill, Cohea	Teacher Lesson Plans	on-going		
Vertical team meeting minutes will indicate discussion of misconceptions, effective teaching strategies, reteaching plans, and instructional adjustments based on data.		2-Oct-19	Vertical Team Meeting Agenda	McNeill, Cohea, 3rd - 5th Grade Teachers	Vertical Team Minutes	on-going		
Student goal setting and data tracking will occur, at minimum, twice per month.		23-Sep-19	Student Data Tracking Forms	3rd - 5th Grade Teachers	Student Data Tracking Forms	on-going		

Reflection and Planning for Next 90-Day Cycle

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Planning PLC meetings will include an agenda designed to guide teachers through discussion of data analysis, instructional materials, and reteach plans. Classroom observations will include a more targeted focus on the use of instructional materials at the appropriate level of rigor for STAAR and the accommodated/modified use of those materials to support students with disabilities.	Administrators and instructional coaches will attend weekly Planning PLC meetings and provide timely feedback in the planning process. Administrators will ensure detailed lesson plans are submitted by teachers weekly. Classroom teachers will be required to submit weekly, detailed lesson plans following a template that includes an objective, instructional activities and materials, higher order thinking questions, and formative assessments.	Administrators and instructional coaches will attend monthly vertical team meetings. Vertical team meetings will include an agenda designed to guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans. Classroom teachers will conduct weekly formative assessments, track results, and use data to inform instruction. Formative assessment data will be submitted weekly. Classroom teachers will conduct goal-setting and data tracking with each student. Students will be able to view their progress on data tracking charts.
Desired 90-day Outcome	Planning PLCs will continue meeting weekly and minutes will indicate attention to selection of instructional materials for whole group, small group, and individual student review for the upcoming STAAR guided by data analysis of on-going assessments and the released STAAR assessment results.	Administrators and instructional coaches will continue attending Planning PLC meetings and providing timely feedback on STAAR review plans. Administrators will ensure lesson plans submitted reflect STAAR review instructional materials and activities that address students' needs as determined by on-going assessments and the released STAAR assessment results.	Vertical teams will continue to meet and minutes will indicate a focus on STAAR review instructional strategies for skills identified through data analysis. Teachers will meet with students to discuss STAAR release results and set goals for STAAR.
Barriers to Address During this Cycle	Full utilization of all available instructional materials to address students' needs and campus goals.	Maintain intentional focus of planning for whole group, small group, and individual student review to prepare for STAAR.	Designating support needed to provide teachers with time to have meaningful goal setting conversations with their students.
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
Weekly Planning PLC meeting minutes will indicate selection of instructional materials for STAAR review based on student data.		2-Mar	Planning PLC Agenda	McNeill, Cohea, 3rd - 5th Grade Teachers	Planning PLC Minutes	8-May-20		

Administrators and instructional coaches will continue attending weekly Planning PLC and monthly vertical team meetings to provide feedback.		26-Aug-19	School Meeting Calendar; PLC Schedule; Planning PLC Agenda; Vertical Team Meeting Agenda	McNeill, Cohea, Instructional Coaches	Planning PLC Minutes; Vertical Team Minutes	8-May-20		
Administrators will ensure lesson plans submitted reflect STAAR review instructional materials that address student needs based on assessment data.		2-Mar-20	Eduphoria - Forethought: Teacher Lesson Plans	McNeill, Cohea	Teacher Lesson Plans	8-May-20		
Monthly vertical team meeting minutes will indicate discussion of instructional strategies for STAAR review.		5-Feb-20	Vertical Team Meeting Agenda	McNeill, Cohea, 3rd - 5th Grade Teachers	Vertical Team Minutes	24-Apr-20		
Teachers will discuss progress and year-end goals with students.		20-Mar-20	Student Data Tracking Forms	3rd - 5th Grade Teachers	Student Data Tracking Forms	1-May-20		
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		Carryover Milestones	New Milestones
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Planning PLC meetings will include an agenda designed to guide teachers through discussion of data analysis, instructional materials, and reteach plans. Classroom observations will include a more	Administrators and instructional coaches will attend weekly Planning PLC meetings and provide timely feedback in the planning process. Administrators will ensure detailed lesson plans are submitted by teachers weekly. Classroom	Administrators and instructional coaches will attend monthly vertical team meetings. Vertical team meetings will include an agenda designed to guide teachers through discussion of data analysis, student misconceptions, effective
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
 The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Develop Planning PLC meeting agenda; Administrators and instructional coaches dialogue with teachers regarding selection of instructional material at the appropriate level of STAAR rigor; Establish common focus for administrative team when conducting observations regarding instructional materials and accommodated/modified use of those materials for students with disabilities; Administrators provide feedback to teachers regarding selection and implementation of instructional materials and accommodations/modifications of materials for students with disabilities.	Establish calendar of weekly Planning PLC meetings; Assign administrators and instructional coaches to attend each grade level / subject area Planning PLC; Administrators will attend Planning PLCs and provide feedback; Establish and communicate lesson plan expectations; Administrators will ensure lesson plans are submitted weekly.	Establish calendar of monthly vertical team meetings; Develop vertical team meeting agenda; Administrators and instructional coaches will attend vertical team meetings and provide feedback; Communicate with teachers the expectations for conducting weekly STAAR-formatted formative assessments and tracking and submitting results; Administrators ensure during Planning PLC meetings that formative assessment results (including the state's STAAR math interim results in November) are used to inform instruction; Communicate expectations for goal-setting and data to be tracked per student; Establish data tracking forms; Create visible data tracking display.
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

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.