

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Spring ISD	Campus Name	Helen Major Elementary	Superintendent	Dr. Rodney Watson	Principal	Shamethia Dillard
District Number	101919	Campus Number	000000127	District Coordinator of School Improvement (DCSI)	Dawn Oliver	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?	N/A	ESC Support	Charlotte Nicklebur

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

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.	Dawn Oliver, October 30, 2020
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.	LaQuita Carter, October 30, 2020
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.	Shamethia Dillard, October 30, 2020

Board Approval Date

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: By June 2021, 70% of 3rd-5th grade students will achieve approaches, 40% will achieve Meets, and 15% will achieve Masters. Rationale: Major ES students achieved an accountability of a "B" in 2017-2018. Knowing that our teachers and scholars are capable of achieving higher standards, we will continue to strive for this goal. Achieving these goals will help us return to a "B."</p> <p>Domain 2B: By June 2021, Major Elementary will maintain 90% or higher of its 5th grade economically disadvantaged scholars, to accurately assess the progress of students when compared among similar campuses. Rationale: Over 90% of our scholars are economically disadvantaged. In 2018-2019, only 84% of our community indicated that they were economically disadvantaged. When the district transitioned to online free and reduced forms, our numbers indicated that our school community is in need of more assistance than initially indicated. This will effect the schools we will be compared to. Because 2B focuses on the progress of students Major Elementary will ensure that 100% of its 5th grade students show progress from their 3rd grade year in reading and math.</p> <p>Domain 3: By June 2021, Major Elementary will close the gaps between African American and Hispanic students at the Meets level. 32% of African Americans and 37% of Hispanic students will achieve Meets in reading. 31% of Meets; Science 23-38% Meets.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: All students will be the focus for domain 1. Our goal is to focus on a 5-10% gain in all subjects. In All subjects we will move from 26% Meets to 40% Meets; in reading 29-39% Meets; math 27-37% Meets, Writing 15-20% Meets; Science 23-38% Meets.</p> <p>Domain 2B: Major Elementary will focus on progressing 5th grade students in reading. African American students will need to move from 17% meets in 3rd grade, to 32% and Hispanic students will move from 32% in 3rd grade reading to 42% Meets. In math African American students will progress from 25% to 35% in Meets; and Hispanic students will progress from 32-42% Meets. (This will move us closer to state's goal and surpass district outcomes in 2019.</p> <p>Domain 3: Our 5th grade students will remain the target here. In reading African Americans will move from 28-32% and Hispanic students will move from 29-37%. In math, African American students will move from 25-31% and Hispanic students from 29-40%. Both groups did not progress in math, yet African American students achieved the progress measure in reading. We will target our Hispanic population in reading, as they missed their target by 5% as 3rd graders.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

Use information from your Reflective Prioritization Activity and ESF Diagnostic (if available) to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	Teachers are aware of curriculum sources but struggle to teach the level of challenge indicated in each TEK. Teachers must unpack the standard, understand how each standard is assessed, then pull resources from the district's curriculum to support the TEKS.	Teachers consistently develop objective-driven lesson plans, however there is a lack of alignment when selecting formative assessments, in order to reflect and determine when to respond appropriately to student misconceptions.	DDI conversations with teachers are in place to create action plans after major assessments are distributed. However, following up with teachers to ensure the plan of action was implemented effectively, yet the full cycle of the impact was not revealed due to COVID-19.
How will the campus build capacity in this area? Who will you partner with?	Teachers are aware of curriculum sources but struggle to teach the level of challenge indicated in each TEK. Teachers must unpack the standard, understand how each standard is assessed, then pull resources from the district's curriculum to support the TEKS. We will partner with engage2Learn to build capacity with our instructional leaders to support our teachers more effectively and to provide real-time feedback and effective practices.	The ILT will create components for teachers to consistently use to develop effective lesson plans. Due to COVID-19 and remote learning constraints, teachers will use district-created Exit Ticket banks that align with daily learning targets. Teachers will receive professional learning around selecting adequate questions in the pre-work that align to the standard, and unpacking the questions reflecting on expected strategies scholars should apply when answering the questions during classwork and on assessments, to show mastery of the content. Weekly discussions will be held around "knows and Shows" of upcoming concepts. We will partner with district personnel to access assessment banks.	According to our Teacher Focus Group outcomes, teachers indicated that they were unclear "why" the work they did was important. We will build capacity by determining where teachers are in the work. We will chunk the learning for them starting with the "why" is data important and "how" does data inform us of where students are. Then move on to the "what" can data tell us and how to support students to close gaps, through an effective action plan.
Barriers to Address throughout this year	Major Elementary has 15/36 new teachers or 42% new teachers on campus this school year. With COVID-19, teachers are absent more than ever before. To close the learning gap between new teachers (undergoing their internship year) We will build capacity by determining where teachers are in their individualized learning states and meet them where they are. ILT will model and chunk the learning for teachers, with opportunities for teachers to "at-bat" or practice their learning with guided support, as well as solo opportunities. We will partner with district personnel for guidance around curriculum resources. ILT members will engage in coaching workshops around data driven instruction, action coaching, student culture routines (for teachers in need), and lesson planning and alignment with engage2learn.	Due to COVID-19 constraints and learning is conducted remotely with students, teachers will need to find innovative ways to ensure 100% of students complete formative assessments daily. Procedures must be developed around students who may be reluctant to complete the assessments or take assessments seriously, for accurate and valid data reporting.	While new teachers will continue their learning and practices from the previous year, new teachers will have to be provided strategic feedback every step of the way. All teachers will endure an equal challenge of tracking student outcomes remotely, in order to close learning gaps.
How will you communicate these priorities to your stakeholders? How will create buy-in?	We will send calendar invites and a set PD calendar to honor planning time with teachers. Teachers will give input and share ideas when planning. The ILT will plan learning opportunities throughout the school year to dive into the curriculum slowly, deepen their understanding of concepts they are teaching, and giving teachers time to unpack standards, reflect on what students should do within the standards, the context the standard should be taught in, and the number of ways the standards have been assessed in the past. Teachers will have opportunities to clone questions, "at-bat" and develop lessons around concepts. The ILT will provide differentiated learning opportunities for teachers to unpack standards monthly, biweekly, or weekly with a content coach. This should support with teacher buy-in and engagement.	We will communicate these priorities to all stakeholders in our weekly teacher and parent news, community townhalls, and teacher collaboratives. Buy-in will be created through community and teacher surveys of support and virtual second cup of coffee with the principal. We will expand additional opportunities to communicate to stakeholders through our annual Meet the Teacher and Supply Drive, Virtual Open House, blackboard voice, text and email. Topics of discussion will revolve around assessment reviews and data conferences.	We will communicate all priorities to all stakeholders using weekly newsletters, placing the work in our daily norms and practices, and celebrating student success and gaps with parents through blackboard or other digital platforms. All stakeholders will be able to contribute what is working, not working, and give further suggestions through surveys. Also, teachers will continue to create exemplars. Teachers will be highlighted for excellent practices exhibited throughout the year.
Desired Annual Outcome	Our annual desired outcome is that teachers can effectively utilize the scope and sequence, units, and assessments that are aligned to the standards, structure logically sequenced lessons, by backwards planning, and selecting equitable activities and instructional activities that implemented with fidelity in all classrooms. We will quantify our outcomes by the percentage of teachers needing less feedback and produce effective lesson plans. Walkthroughs will indicate that 80% of teachers are Proficient in Domain 1 (Planning).	Our desired outcome is that there will be observable alignment between what the teacher is teaching and what students are assessed on. Our goal is to have teachers select assessments and learning activities that are aligned to the objective. Teachers will be able to look at upcoming assessments and identify gaps in their teaching. The data collected will inform the teacher of the level of effectiveness of their delivery and student mastery, so that immediate adjustments can be made. Do Now and Exit Ticket trackers will be used to determine the number of students meeting expectation.	Teachers will know how to unpack the standards and identify gaps in order to name student errors and misunderstandings. Because of teachers attention to the mastery of knowledge and skills, annual goals for subgroups and cumulative content areas will be achieved. Teachers will create effective DDAPs, after each major assessment with action plans that will result in positive outcomes.
District Commitment Theory of Action	If the district provides the campus with a standards aligned curriculum and scope and sequence, then teachers will be able to use the curriculum as a viable guide to ensuring that all instructional material is being covered at a decent pace.	If the district ensures access to high-quality formative assessment resources that are aligned to state standards, then teachers will have exemplars to questioning to use effectively for backwards planning.	If the district provides consistent reports within 48 hours of district-level assessments, then teachers can use the data to determine whether they are making progress towards their goals.

CYCLE 1 90-DAY OUTCOMES (August-December)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	Our annual desired outcome is that teachers can effectively utilize the scope and sequence, units, and assessments that are aligned to the standards, structure logically sequenced lessons, by backwards planning, and selecting equitable activities and instructional activities that implemented with fidelity in all classrooms. We will quantify our outcomes by the percentage of teachers needing less feedback and produce effective lesson plans. Walkthroughs will indicate that 80% of teachers are Proficient in Domain 1 (Planning).	Our desired outcome is that there will be observable alignment between what the teacher is teaching and what students are assessed on. The data collected should inform the teacher of the level of effectiveness of their lesson delivery and student mastery, so that immediate adjustments can be made.	Teachers will know how to unpack the standards and identify gaps in order to name student errors and misunderstandings. Because of teachers attention to the mastery of knowledge and skills, annual goals for subgroups and cumulative content areas will be achieved. Teachers will create effective DDAPs, after each major assessment with action plans that will result in positive outcomes.
Desired 90-day Outcome	By mid-December, 100% of teachers should be able to access the curriculum, pull resources and develop effective and aligned lesson plans.	By the end of Cycle 1 teachers will know how to use upcoming assessments for backwards planning and activity building.	By mid-December, teachers should have a strong tracking system developed for the data reviews, students, and a class tracker.
Barriers to Address During this Cycle	Most teachers are new to teaching or new to their grade level. Teachers will need consistent access to the scope and sequence, unit guides, and receive planning support for online and remote learners. Creating more than just an hour per week to walk teachers through their units and unpack the concepts will be a challenge, as teachers must engage in various PLCs (planning, learning, data, practice). With COVID-19, teachers may struggle with targeting prerequisites of each TEK, since scholars will arrive with academic gaps.	New teachers need more support in unpacking the verbs in the TEK and knowing how the verb should be taught and in what context. PLCs are spent longer on understanding the TEKS and not in planning the lesson cycle. Once we get teachers to understand this part, then we can look at assessment questions and model how and where to use cloned stems in the lesson. Due to COVID-19 constraints and learning is conducted remotely with students, teachers will need to find innovative ways to ensure 100% of students complete formative assessments daily. Procedures must be developed around students who may be reluctant to complete the assessments or take assessments seriously, for accurate and valid data reporting.	While returning teachers will continue their learning and doing from the previous year, new teachers will have to be provided strategic feedback every step of the way. All teachers will endure an equal challenge of tracking student outcomes remotely, in order to close learning gaps. New teachers will struggle with finding the balance with all initiatives and keeping up with their trackers. This barrier must be addressed so that teachers could use data points to drive instruction.
District Actions for this Cycle	C/I department provides scope and sequence, instructional calendar and question banks for planning and assessments. Teachers will receive training on how to access the district's curriculum to support all learners.	WFD has ongoing professional development aligned to teacher needs. Supports for teaching and learning are provided through exemplars.	Use of Spring Way systems and routines for capacity building and monitoring.
District Commitment Theory of Action	If the district provides the campus with a standards aligned curriculum and scope and sequence, then teachers will be able to use the curriculum as a viable guide to ensuring that all instructional material is being covered at a decent pace.	If the district ensures access to high-quality formative assessment resources that are aligned to state standards, then teachers will have exemplars to questioning to use effectively for backwards planning.	If the district provides consistent reports within 48 hours of district-level assessments, then teachers can use the data to determine whether they are making progress towards their goals.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will plan weekly with campus leaders to identify weekly learning targets, prerequisite skills, and unpack the TEKS PLC Planning-Unpacking the TEKS.	4.1	August 17-December 17th	Master Schedule and PLC honored time	JayToshia Guillory-, Campus Academic Specialist;	Accepted Virtual Calendared Invites/ Sign-in Sheets	Dec. 11th		
Teachers will bring and locate all available resources to use when planning (Scope and Sequence, Vertical Alignment Matrix, lead4ward, Unit guides, and curriculum resources and materials).	4.1	August 17-December 17th	Scope and Sequence, Unit guides, VAM, lead4ward documents, STAAR-released assessments, content TE, lesson plan template	Shamethia Dillard, Principal; Tyra Pruitt-Assistant Principal; JayToshia Guillory, Campus Academic Specialist;	Survey Results on comfortability of utilizing resources	Dec. 11th		
Teacher will form habits of using formative assessments as a measure to develop activities and minilessons when planning (Exit Tickets, progress checks, unit assessments, and checkpoints). They will walkthrough each question and identify the skill, the language used, and discuss activities needed to reach the level of rigor.	4.1	August 17-December 17th	Copies of all assessments for the week	Shamethia Dillard, Principal; Tyra Pruitt-Assistant Principal; JayToshia Guillory, Campus Academic Specialist; and Corey Cooper Sweat, Digital Learning Specialist	Lesson Plan Alignment	Dec. 11th		
Lesson plans will be reviewed weekly by the ILT and feedback will be provided through Google.	5.1	August 17-December 17th	Google folder and lesson plan template	Shamethia Dillard, Principal; Tyra Pruitt-Assistant Principal JayToshia Guillory, Campus Academic Specialist;	Lesson Plan Feedback	Dec. 11th		
Teachers will meet biweekly with the ILT to At-Bat upcoming lessons or components of effective planning, through learning and practice PLCs. The focus here is "What does this STAAR-level question sound like during instruction?"	5.1	August 17-December 17th	TEKS-aligned released questions (ILT will need to be prepared with scaffolds for teachers)	Shamethia Dillard, Principal; JayToshia Guillory, Campus Academic Specialist; and Corey Cooper Sweat, Digital Learning Specialist	Teacher Survey will be collected each Cycle from the DLC on planning	Dec. 11th		
Teachers and the ILT will engage in a DDI conference after each campus-based assessment window for Checkpoints 1-3.	5.3	August 17-December 17th	DDI template and calendar invites	Shamethia Dillard, Principal; Tyra Pruitt-Assistant Principal; JayToshia Guillory, Campus Academic Specialist; and Corey Cooper Sweat, Digital Learning Specialist	DDAPs from teachers	Dec. 11th		
Cumulative data will be analyzed for approaches, meets, and masters for all content areas, as well as all subgroups.	5.3	August 17-December 17th	Campus Data Trackers	The ILT (Dillard, Pruitt, Guillory) and CLT (ESL Teacher, SPED Chair	Campus data trackers and student data tab growth	Dec. 11th		
Teachers will begin tracking district created Exit Tickets. Trackers will be turned in by the end of each week to the ILT.	5.3	August 17-December 17th	Exit Ticket Tracker template	All teachers and ILT	Exit ticket trackers	Dec. 11th		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 2 90-DAY OUTCOMES (January-February)

Essential Action: Pre-populates from the 'Foundations' tab.
 Desired Annual Outcome: Pre-populates from the 'Foundations' tab.
 For each Prioritized Focus Area, please complete the following sections:
 Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.
 Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.
 District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	Our annual desired outcome is that teachers can effectively utilize the scope and sequence, units, and assessments that are aligned to the standards, structure logically sequenced lessons, by backwards planning, and selecting equitable activities and instructional activities that implemented with fidelity in all classrooms. We will quantify our outcomes by the percentage of teachers needing less feedback and produce effective lesson plans. Walkthroughs will indicate that 80% of teachers are Proficient in Domain 1 (Planning).	Our desired outcome is that there will be observable alignment between what the teacher is teaching and what students are assessed on. Our goal is to have teachers select assessments and learning activities that are aligned to the objective. Teachers will be able to look at upcoming assessments and identify gaps in their teaching. The data collected will inform the teacher of the level of effectiveness of their delivery and student mastery, so that immediate adjustments can be made. Do Now and Exit Ticket trackers will be used to determine the number of students meeting expectation.	Teachers will know how to unpack the standards and identify gaps in order to name student errors and misunderstandings. Because of teachers attention to the mastery of knowledge and skills, annual goals for subgroups and cumulative content areas will be achieved. Teachers will create effective DDAPs, after each major assessment with action plans that will result in positive outcomes.
Desired 90-day Outcome	By February, teachers should be able to plan aligned lessons, on their own, with goals, activities, appropriate time for lesson opening and closures. The focus here will be on effective integration of technology, digital resources, and lesson flow.	Teachers should be able to clone formative assessments and use All-in Learning to track student mastery of tier 1 instruction. Teachers should also be able to use assessments to backwards plan, on their own and use former data to create Do Nows.	Teachers should be able to speak to each student's ability and progress and how they are closing the gap for students they serve.
Barriers to Address During this Cycle	Teachers are challenged with differentiating their lessons for remote and in-person scholars, as well various instructional levels. The ILT is currently seeking PDs and support to close teacher and leader gaps and to ensure that digital resources utilized are effective, and not just another resource to use. Accountability will be the challenge for the ILT to ensure all teachers are utilizing the resources with fidelity.	Teachers may struggle with cloning their own assessments and using "All-in-Learning" as an effective tool. Teachers will need to learn how to quickly review misconceptions in the moment and celebrate success of students. The ILT will need to find time to train teachers, after school, to ensure understanding of effective practices.	The greatest challenge during this time will be time. We must give teachers time to unpack their data. Subs are not consistently available, therefore the time we need with teachers for effective data conferences will impact their grade-level peers as class ratios may increase.
District Actions for this Cycle	The curriculum department could provide additional training on scope and sequence, instructional materials as a follow-up training to ensure teachers are reaching the depth of the TEKS and utilizing all resources provided.	The district could provide a training on how to use the assessment bank added in Schoology and how to use All-in-Learning to its highest leverage. The district could also conduct a follow-up learning series on ways to check for understanding and using the ubd design for effective planning.	Support is needed with analyzing data and reporting it quickly back to the campus, in order for teachers to determine whether they are on track. The district could find subs for one day for teachers to truly engage and prep for students they serve through data analysis and conferencing.
District Commitment Theory of Action	If the district provides the campus with a standards aligned curriculum and scope and sequence, then teachers will be able to use the curriculum as a viable guide to ensuring that all instructional material is being covered at a decent pace.	If the district ensures access to high-quality formative assessment resources that are aligned to state standards, then teachers will have exemplars to questioning to use effectively for backwards planning.	If the district provides consistent reports within 48 hours of district-level assessments, then teachers can use the data to determine whether they are making progress towards their goals.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will engage in 1:1 data chats with the leadership team and present their data for Domains 1 and 3, their progress towards achieving the annual goals and next steps.	5.3	Jan. 4-Feb. 18th	Campus Assessment Trackers (ILT data dig, Student Trackers)	Teachers and ILT	(Video library) Video of presentations and feedback conferences will be essential.	By February 10th		
In order to be prepared and ready to support teachers, leaders will need to unpack teachers' data to prepare for the mid year data presentation by content, approaches, meets, masters, and demographic groups.	5.3	Jan. 4-Feb. 18th	Campus Trackers, Data Dig Template	Teachers and ILT	Notes from Data Presentation	By February 10th		
The ILT will conduct walkthroughs and assess the effective use of "All-in-Learning" hardware and how teachers are using Do Now data results to drive instruction. Individualized professional learning, coaching, and modeling will be made available to students based on their level of need.	5.1	Jan. 4-Feb. 18th	Clickers from All-in-Learning, Reports, Look-fors document for the ILT	ILT (Dillard, Pruitt, Guillory, and Cooper-Sweat)	Walkthrough Outcomes Document	February 10th		
Accountability reports will be used to ensure that teachers are engaging students digitally on concepts that need reteaching and through individualized platforms (Education Galaxy and Edmentum). The DLC will continue to coach teachers around the effective use of these resources to close gaps and when to incorporate these in the lesson flow.	4.1	Jan. 4-Feb. 18th	Education Galaxy and Edmentum Reports	ILT (Dillard, Pruitt, Guillory, and Cooper-Sweat)	Education Galaxy and Edmentum Progress Reports	February 10th		
Lesson plan feedback and presentation of upcoming lessons will continue. A rubric will be created to determine whether teachers were aligned and targeted the concept at the right level of rigor.	4.1	Jan. 4-Feb. 18th	Planning Presentation Rubric	ILT (Dillard, Pruitt, Guillory, and Cooper-Sweat)	Cycle 2 Teacher Needs Survey and Rubric	February 10th		
Domain 1 and 3 Data will be analyzed for assessments administered within Cycle 2. DDAPS and data conferences will take place as it did in Cycle 1.	5.1	Jan. 4-Feb. 18th	Campus Data Results and Tracking Templates	ILT (Dillard, Pruitt, Guillory, and Cooper-Sweat) and CLT (SPED Chair and ESL Coordinator)	Campus Data Results	February 10th		
During the Day Tutoring (Provided through the 21st Century CCLC Program) will begin at the end of Cycle 2 and lead into cycle 3. Tutors will focus on number fluency, problem solving, and reading comprehension through Guided Reading. We will plan to carry-over this action step.	5.1 and 5.3	Jan. 4-Feb. 18th	Tutorial plans, student data, and Guided Reading Training and Targeted Areas for Tutors	DLC-Cooper-Sweat	Guided Reading walkthroughs, tutor progress trackers	February 10th		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, 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 Action Steps **New Action Steps**

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

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CYCLE 3 90-DAY OUTCOMES (February-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	Our annual desired outcome is that teachers can effectively utilize the scope and sequence, units, and assessments that are aligned to the standards, structure logically sequenced lessons, by backwards planning, and selecting equitable activities and instructional activities that implemented with fidelity in all classrooms. We will quantify our outcomes by the percentage of teachers needing less feedback and produce effective lesson plans. Walkthroughs will indicate that 80% of teachers are Proficient in Domain 1 (Planning).	Our desired outcome is that there will be observable alignment between what the teacher is teaching and what students are assessed on. Our goal is to have teachers select assessments and learning activities that are aligned to the objective. Teachers will be able to look at upcoming assessments and identify gaps in their teaching. The data collected will inform the teacher of the level of effectiveness of their delivery and student mastery, so that immediate adjustments can be made. Do Now and Exit Ticket trackers will be used to determine the number of students meeting expectation.	Teachers will know how to unpack the standards and identify gaps in order to name student errors and misunderstandings. Because of teachers attention to the mastery of knowledge and skills, annual goals for subgroups and cumulative content areas will be achieved. Teachers will create effective DDAPs, after each major assessment with action plans that will result in positive outcomes.
Desired 90-day Outcome	We should see 80% or more of teachers scoring Proficient in Planning and the impact on student outcomes.	Teachers will effectively plan highly engaged lessons that are aligned and rigorous for students. Teachers will be able to	Teachers will now be able to use data to drive instruction with fidelity, engagement in the classroom increases and data driven lessons are observed. Our campus goals will be achieved (70% Approaches, 40% Meets, and 15% Masters).
Barriers to Address During this Cycle	Teachers must be consistent with planning throughout the year and leaders must not allow other initiatives to get in the way of consistent feedback, as other district and campus initiatives and events spike around this season.	Around this season teachers feel burnt out. The campus will need to find innovative ways to coach teachers around "mind-set" and consistency in utilizing best practices. During this season there is also a lot of movement, as our campus has a high mobility rate. Consistency is key to break through this barrier.	Teachers may get discouraged if students are not meeting the expected outcomes. On the other hand, teachers who may have positive outcomes may become relaxed and unfocused. The ILT will need to ensure that the target continues to move and expectations are consistent throughout the school year.

District Actions for this Cycle	We are seeking continued support from the district with purposeful planning as we enter into the STAAR season. We will need more guidance on TEA's blueprint and reviewing concepts in an effective way.	Teachers will need support from the district on how to look at all of their assessments to highlight unmastered vs. mastered TEKS, as well as guidance on how to reteach, review, and reassess as needed.	Ongoing feedback and support with targeted subgroups during this cycle will be beneficial. Feedback and support on how to achieve campus goals will be needed.
District Commitment Theory of Action	If the district provides the campus with a standards aligned curriculum and scope and sequence, then teachers will be able to use the curriculum as a viable guide to ensuring that all instructional material is being covered at a decent pace.	If the district ensures access to high-quality formative assessment resources that are aligned to state standards, then teachers will have exemplars to questioning to use effectively for backwards planning.	If the district provides consistent reports within 48 hours of district-level assessments, then teachers can use the data to determine whether they are making progress towards their goals.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will continue to receive lesson plan feedback from the ILT, weekly. Rigor and Alignment will be the focus.	4.1	February 19-May 20	Lesson Plan submission and feedback	ILT and Teachers	MOY Conference % of Proficient Teachers and Lesson Plan Feedback documents.	14-May-20		
Walkthroughs, coaching and modeling will increase during this season to monitor levels of consistency and support as needed. Teachers will be tiered based on their needs and Goal 3's will be created.	5.1	February 19-May 20	Walkthrough and coaching document	ILT	Walkthrough feedback documents/ tracker	14-May-20		

Counselors will prep teachers before this season on how to handle the pressures of state assessments and what to expect post Spring Break. Parents will be encouraged to attend Parent Universities on how to reduce anxiety for their scholars.	5.1	February 19-May 20	Availability and Wellness Checks	Campus Counselors	Wellness survey	14-May-20		
During the Day Tutoring will begin at the end of Cycle 2 and lead into cycle 3. Tutors will focus on number fluency, problem solving, and reading comprehension through Guided Reading and MAP assessment deficits.	5.3	February 19-May 20	Data reports (MAP, Edmentum, Running Records, and problem solving tools)	J. Guillory (Campus Academic Specialist)	Data reports from norm-referenced tests and tutor trackers	14-May-20		
The ILT will continue to analyze and monitor data points and progress for Domains 1 and 3.	5.3	February 19-May 20	Data reports from Interim assessments, CBAs, and benchmarks, Teacher DDAPS	ILT and Teachers	Campus data tracker	14-May-20		
Data conferences will continue with teachers. 5th grade teachers will engage in progress chats with students, based on 3rd grade STAAR data.	5.3	February 19-May 20	Data reports from Interim assessments, CBAs, and benchmarks, Teacher DDAPS	ILT and Teachers	DDAPS	14-May-20		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, 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 Action Steps	New Action Steps

<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>		
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END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			