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	Gloria Marshall Elementary	Superintendent	Dr. Rodney Watson	Principal	Mike Walker
District Number	101919	Campus Number	101919128	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.	
Principal Supervisor ** Only necessary if the DCSI is NOT the Principal supervisor.*	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.	Michelle Starr, 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.	Mike Walker, 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.	Domain 1: 90% Rationale: This would push us to an A in Domain one. We will aggressively track our white and African-American students based on the Federal Accountability data showing the gap. Domain 2B: 85% Rationale: This would push us to an A in Domain 2. We will aggressively track our white and African-American students based on the Federal Accountability data showing the gap. Domain 3: 85% Rationale: This would push us to an A in Domain 3. We will aggressively track our white and African-American students based on the Federal Accountability data showing
	What changes in student group and subject performance are included in these goals?	In order to met our federal goals for our student groups, we must increase our "meets" in reading by +5% (All), +16% (White), +25% (American Indian), +26% (Asian), +36% (Former SPED), +8% (continuously enrolled), and +1% (non-continuously enrolled). In math, we must increase our "meets" by +12% (All), +3% (African-American), +5% (Hispanic), +18% (White), +18% (American Indian), +32% (Asian), +4% (Two or More Races), +6% (Economically Disadvantaged), +5% (English Language Learners), +9% (SPED), +19% (Former SPED), +14% (Continuously Enrolled), +10% (Non-continuously Enrolled) Domain 2B: 85% Domain 3: 85% Reading All Students 6% increase, White--16% increase; Intense focus on all student groups for mathematics as we did not meet any of our targets--Goal of 60% meets in all areas
	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.	4 - Partial 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.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning 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	1.1	5.1	5.3
Rationale	Due to the new modality of instruction additional coaching and professional development will be needed for leadership team members in order to ensure that we meet the needs of all staff in terms of remote learning and in-person learning. In addition, it will help clarify roles for the two new members of our administration team.	We must monitor the formative assessments for mastery available at all grade levels in order to offer just-in-time support throughout the school year so that students will reach mastery consistently. This wil allow us to fill gaps throughout the year each week instead of after checkpoints and benchmarks.	We need more just-in-time data. We must correct student misconception and lack of understanding every day, not every two weeks or more. This wil allow us to fill gaps throughout the year each week instead of after checkpoints and benchmarks.
How will the campus build capacity in this area? Who will you partner with?	We will share these priorities through parent meetings and student council groups. We will build buy-in by getting stakeholder feedback and allowing stakeholders to update us throughout the year through surveys and informal conversations.	We will ensure teachers and staff receive professional development involving creating aligned exit tickets to ensure a good measure of daily student mastery. We will partner with the Relay Group.	We will ensure teachers receive DDAP training based on the administrative team turn-keying the training provided by Spring ISD.
Barriers to Address throughout this year	distractions based on day-to-day situations, team members losing focus on goal to improve, team holding each other accountable for long-range implementation of plan	campus administration not staying focused on monitoring this priority, parent pushback on too much assessing	administration being fearful of turning over process to team leaders, team leaders being resistant to taking over the process, team members not being accountable to the process

How will you communicate these priorities to your stakeholders? How will create buy-in?	We will share these priorities through parent meetings and student council groups. We will build buy-in by getting stakeholder feedback and allowing stakeholders to update us throughout the year through surveys and informal conversations.	We will share these priorities through parent meetings and student council groups. We will build buy-in by getting stakeholder feedback and allowing stakeholders to update us throughout the year through surveys and informal conversations.	We will share these priorities through parent meetings and student council groups. We will build buy-in by getting stakeholder feedback and allowing stakeholders to update us throughout the year through surveys and informal conversations.
Desired Annual Outcome	At the end of this year, administrators will be able to effectively lead instruction through DDAP, walk-throughs, and data analysis such that team leaders will be able to see those components modeled and be able to effectively implement them for their teams.	At the end of this year, teachers will be able to create lesson plans that have comprehensive components to ensure proper reteach and reassessment that will ensure student mastery.	At the end of this year, all staff will be able to conduct data analysis through the DDAP process to ensure what needs to be retaught and retested for student mastery.
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then Marshall will build the capacity needed to have the entire leadership team be proficient in DDAP, lesson planning, and data analysis.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will produce lesson plans that will allow all classrooms to reteach and retest in a manner that	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will exhibit data analysis that determines what reteach and retest needs to include based on all assessments.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (STAAR BOY)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	73%	19%	STAAR Interim	60%		STAAR Interim	70%		STAAR Release	80%		90%
		All	All	Reading	Meets	STAAR	39%	7%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		60%
		All	All	Reading	Masters	STAAR	19%	3%	STAAR Interim	10%		STAAR Interim	15%		STAAR Release	20%		30%
		All	All	Mathematics	Approaches	STAAR	72%	19%	STAAR Interim	60%		STAAR Interim	70%		STAAR Release	80%		90%
		All	All	Mathematics	Meets	STAAR	34%	3%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		60%
		All	All	Mathematics	Masters	STAAR	19%	2%	STAAR Interim	10%		STAAR Interim	15%		STAAR Release	20%		30%
		All	All	Science	Approaches	STAAR	76%	12%	STAAR Interim	60%		STAAR Interim	70%		STAAR Release	80%		90%
		All	All	Science	Meets	STAAR	47%	3%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		60%
		All	All	Science	Masters	STAAR	17%	0%	STAAR Interim	10%		STAAR Interim	15%		STAAR Release	20%		30%
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	n/a	n/a		n/a	n/a		n/a	n/a		n/a
		All	All	Writing	Approaches	STAAR	52%	19%	STAAR Interim	60%		STAAR Interim	70%		STAAR Release	80%		90%
		All	All	Writing	Meets	STAAR	21%	3%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		60%
		All	All	Writing	Masters	STAAR	2%	0%	STAAR Interim	10%		STAAR Interim	15%		STAAR Release	20%		30%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	White	Reading	Meets	STAAR	46%	4%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		90%
		All	White	Mathematics	Meets	STAAR	42%	8%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		60%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	African-American	Reading	Meets	STAAR	37%	6%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		30%
		All	African-American	Mathematics	Meets	STAAR	28%	6%	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		60%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	49%	not available	STAAR Interim	30%		STAAR Interim	40%		STAAR Release	50%		60%

CYCLE 1 90-DAY OUTCOMES (September - November)

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	1.1	5.1	5.3
Desired Annual Outcome	To increase leadership capacity in campus leadership team to ensure a smooth execution of all campus systems	To have staff be able to plan and assess learning that is effective for all students to ensure academic success for all students	To have staff be able to analyze data to determine how to reteach TEKS so students show grow
Desired 90-day Outcome	A-Team members are consistently executing teacher walk-throughs	Ensure the lesson plan includes an objective, open/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response	Ensure assessment calendars include windows for data analysis and campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data-informed decisions
Barriers to Address During this Cycle	streamlining content knowledge; making the calendar a priority in spite of other conditions	Teachers not buying in to routine testing; parents being concerned about too much testing; making time to reassess and monitor consistently	Individual teachers not being able to analyze the data; not setting up enough t
District Actions for this Cycle	We just need our time protected as much as possible so we can continue to have regular feedback cycles and data meetings.	We need assurance that the instructional and assessment resources are tightly aligned to STAAR.	We need training for staff on the accountability system and DDAP.
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then Marshall will build the capacity needed to have the entire leadership team be proficient in DDAP, lesson planning, and data analysis.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will produce lesson plans that will allow all classrooms to reteach and retest in a manner that student mastery will take place across all grade levels.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will exhibit data analysis that determines what reteach and retest needs to include based on all assessments.

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Clarify roles and responsibilities on administration team; hold leadership team accountable to regular teacher walk-throughs	1.1	9/1-10/20	template	Principal	roles delineated for administration team	10/30/2020		
Attend principal Region 4 training on ESF 1.1 to empower ILT members	1.1	10/13-10/13	online training; laptop	Principal	certificate	10/30/2020		
Create and implement exit ticket monitoring system; share the why with teachers and parents in 2 virtual sessions	5.1	9/10-11/20	Google Form	Principal, AP	completion of Google Form, agendas; videos for parent meetings	weekly		
Send article snippets to parents about how assessment ties to improved instruction and student achievement	5.1	11/12-11/20	Parent Newsletter (Smore)	Principal, SSS	completed parent newsletter			
Monitor lesson plans for alignment	5.1	9/10-10/30	lesson plan folder	Principal, AP, Coaches	lesson plan folder	weekly		
Train teachers on DDAP Protocol Implemented in PLCs	5.3	11/20/2020	PowerPoint, PLC time	Principal, AP, Coaches	Agendas, Sign-In Sheet	11/21/2020		
Create teacher action plans for reteach	5.3	9/21--every 3 weeks	template	Principal, AP, Coaches	Action Plans	every 3 weeks		

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?		

CYCLE 2 90-DAY OUTCOMES (December-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	1.1	5.1	5.3
Desired Annual Outcome	At the end of this year, administrators will be able to effectively lead instruction through DDAP, walk-throughs, and data analysis such that team leaders will be able to see those components modeled and be able to effectively implement them for their teams.	At the end of this year, teachers will be able to create lesson plans that have comprehensive components to ensure proper reteach and reassessment that will ensure student mastery.	At the end of this year, all staff will be able to conduct data analysis through the DDAP process to ensure what needs to be retaught and retested for student mastery.
Desired 90-day Outcome	Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings	Ensure the lesson is data-driven based on student data, including frequent checks for understanding	Identify the gap that determines key conceptual and procedural gaps between student work and exemplar, naming the specific student error and misunderstanding for virtual and face-to-face students
Barriers to Address During this Cycle	follow-through and monitoring of weekly calendars, time constraints based on day-to-day issues	collection of data from virtual students, teachers methods for checking for understanding from virtual students	time to ensure the deep analysis occurs, making sure the analysis includes actual student work virtually and in person, monitoring of exemplar creation
District Actions for this Cycle	We just need our time protected as much as possible so we can continue to have regular feedback cycles and data meetings.	We need assurance that the instructional and assessment resources are tightly aligned to STAAR.	We need training for staff on the accountability system and DDAP.

| District Commitment Theory of Action | If the district provides opportunities for ongoing support and coaching of the campus leader, then Marshall will build the capacity needed to have the entire leadership team be proficient in DDAP, lesson planning, and data analysis. | If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will produce lesson plans that will allow all classrooms to reteach and retest in a manner that student mastery will take place across all grade levels. | If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will exhibit data analysis that determines what reteach and retest needs to include based on all assessments. |

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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Monitor leadership team calendars to ensure focus on coaching feedback, PLCs, and DDAP	1.1	12/1-2/26	calendars	Principal, AP	calendar completion	weekly		
Collect agendas and minutes from coaching feedback, PLCs and DDAP	1.1	12/1-2/26	template	Principal, AP	agendas, minutes	every three weeks		
Monitor the student data tracking system to ensure mastery	5.1	12/1-2/26	data tracker	Principal	data tracker	every three weeks		
Monitor lesson plans for alignment and provide feedback to teachers to increase student understanding	5.1	12/1-2/26	lesson plan template	Principal, AP, coaches	coaching feedback	weekly		
Host a STAAR presentation for parents to demonstrate how all of the assessments lead up to success on the STAAR assessment	5.1	18-Feb	agenda, online meeting tools	Principal, AP, coaches, SSS	video, parent feedback	Feb. 25		

Monitor the implementation of DDAP protocols after each campus-based assessment	5.3	12/1-2/26	DDAP protocol chart	Principal	DDAP chart, Know Show, Reteach Groups (Approaching, Meets, Masters), Reteach testing data	every three weeks		
Utilize action plans to implement the reteach during small group instruction. Misconception analysis will be used for students needing to meet	5.3	12/1-2/26	action plan template	Principal, AP, coach	calendar, tutorial schedule	every three weeks		

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?		

CYCLE 3 90-DAY OUTCOMES (March-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 <u>during this cycle</u>.

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	1.1	5.1	5.3
Desired Annual Outcome	At the end of this year, administrators will be able to effectively lead instruction through DDAP, walk-throughs, and data analysis such that team leaders will be able to see those components modeled and be able to effectively implement them for their teams.	At the end of this year, teachers will be able to create lesson plans that have comprehensive components to ensure proper reteach and reassessment that will ensure student mastery.	At the end of this year, all staff will be able to conduct data analysis through the DDAP process to ensure what needs to be retaught and retested for student mastery.
Desired 90-day Outcome	Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings	Ensure lesson is executed in alignment with the actual lesson plan (TEKS-test-student task)	Teachers will consistently plan the reteach and the reassessment based on the student data
Barriers to Address During this Cycle	ensuring creation and monitoring the tool, empowering team to have the power to implement these responsibilities	scheduling and follow through with team leaders, ensuring consistency	shared understanding of what is required, fidelity in truly finding the misconception prior to creating reteach and retest plan, teachers knowing what to do when reteach does not work
District Actions for this Cycle	We just need our time protected as much as possible so we can continue to have regular feedback cycles and data meetings.	We need assurance that the instructional and assessment resources are tightly aligned to STAAR.	We need training for staff on the accountability system and DDAP.
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader, then Marshall will build the capacity needed to have the entire leadership team be proficient in DDAP, lesson planning, and data analysis.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will produce lesson plans that will allow all classrooms to reteach and retest in a manner that student mastery will take place across all grade levels.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then Marshall will exhibit data analysis that determines what reteach and retest needs to include based on all assessments.

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue to monitor leadership team calendars to ensure focus on coaching feedback, PLCs, and DDAP	1.1	3/1-5/28	calendars	Principal, AP	calendar completion	weekly		
Continue to collect agendas and minutes from coaching feedback, PLCs and DDAP including tracking tools	1.1	3/1-5/28	template	Principal, AP	agendas, minutes	every three weeks		
Continue to monitor the student data tracking system to ensure mastery	5.1	3/1-5/28	data tracker	Principal	data tracker	every three weeks		
Continue to monitor lesson plans for alignment with a focus on TEKS-test-student task and provide feedback to teachers to increase student understanding	5.1	3/1-5/28	lesson plan template	Principal, AP, coaches	coaching feedback	weekly		
Host a question and answer session online regarding STAAR administration	5.1	5/4/2020	online tool	Principal, AP, coaches, SSS	video, parent feedback	5/10/2020		
Continue to monitor the implementation of DDAP protocols after each campus-based assessment	5.3	3/1-5/28	DDAP protocol chart	Principal	DDAP chart, Know Show, Reteach Groups (Approaching, Meets, Masters), Reteach testing data	every three weeks		
Continue to utilize action plans to implement the reteach during small group instruction. Misconception analysis will be used for students needing to meet. approaches, meets, and/or masters	5.3	3/1-5/28	action plan template	Principal, AP, coach	calendar, tutorial schedule	every three weeks		

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?		

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	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			