

Campus Information

District Name	Fort Worth ISD	Campus Name	Sunrise McMillan Elementary	Superintendent	Dr. Kent Scribner	Principal	LaTres Cole
District Number	220905	Campus Number	000000169	District Coordinator of School Improvement (DCSI)	Hilda Caballero	ESC Support	Meredith Perry

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.	Hilda Caballero, September 20, 2019
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Hilda Caballero, September 20, 2019
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.	LaTres Cole, September 20, 2019
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 - 65 (55); Domain 2a - 70 (54); Domain 2b - 69; Domain 3 - 68
	What changes in student group and subject performance are included in these goals?	All domains were below standard showing a decrease from the previous year's data (Domain 1 - 57; Domain 2a - 75; Domain 2b - 60; Domain 3 - 66). Our goal is to target student growth to show a 13 - 20 point gain in each Domain.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

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.	3

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

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Our goal is to ensure that all teachers build positive relationships, have high expectations and teach at high levels for all students.	Our focus is to develop our teachers in lesson plan alignment, understanding the standards, and increase our knowledge on the various formative assessments in order to support student learning and achievement.	Our goal is to have meaningful data PLCs that supports the planning of TIER I and re-teach instruction, focus on unpacking high leverage TEKS, and incorporating relevant and rigorous activities into the lesson.
Desired Annual Outcome	Students performance will increase due to their ability to establish positive relationships, have a sense of belonging, make connections to the content, and be challenged during the instructional day.	Enhance teacher and leadership quality through ongoing PLCs, coaching, and feedback sessions to improve the planning aligned lessons for daily instructional practices with formative assessments.	The teachers will become more knowledgeable and confident in using the data to drive instruction and utilize the district's intervention resources and re-teach strategies that align with standards that need to be re-taught to improve student performance.
Barriers to Address During the Year	The Mission and Vision are not embedded in the daily practices to ensure that all students are engaged in challenging and rigorous activities. Many times our teachers want to ensure they are meeting the needs of the students, and thus teach at the students level, which is the lower level of Blooms Taxonomy.	Our teachers plan for formative assessments to check for understanding; however, they are inconsistent in their implementation of completing FAs throughout the lessons.	During grade level meetings teachers plan in isolation and there's limited vertical alignment, which contributes to learning gaps.

District Commitment Theory of Action: If the principal supervisor supports the principal and leadership team on creating a structure for PLCs and a system of tracking pertinent school data from district universal screeners, interim assessments, teacher, and benchmark assessments, and creates a system for analyzing student work, unpacking standards to write lesson plans and IPCs, and supports the principal with effective instruction look-fors to provide actionable feedback to teachers; then the campus will be data-driven to drive instructional planning, improve the quality of lesson plans and formative assessments implementation, and campus leaders will effectively engage in instructional leadership activities.

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic Spring of 2020

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Students performance will increase due to their ability to establish positive relationships, have a sense of belonging, make connections to the content, and be challenged during the instructional day.	Enhance teacher and leadership quality through ongoing PLCs, coaching, and feedback sessions to improve the planning aligned lessons for daily instructional practices with formative assessments	The teachers will become more knowledgeable and confident in using the data to drive instruction and utilize the district's intervention resources and re-teach strategies that align with standards that need to be re-taught to improve student performance.
Desired 90-day Outcome	A staff survey will be created to gather information on ways to brand our campus, internalize our vision, train teachers on restorative practices, and to communicate the expectations for learning at high levels.	Teachers will receive professional learning on various formative assessments to incorporate into their lessons. The expectation will be that teachers include 2-4 formative assessments in their lessons. The teacher will begin incorporating more than one formative assessment throughout the planning and implementation stages of the lesson.	Through PLCs, teachers will regularly analyze their data to plan for re-teach lessons from analyzing formative and interim assessments for differentiation and small group instruction.
Barriers to Address During this Cycle	Promptly utilizing the designated timeframe to begin the Restorative Circles. Ensuring the leadership team is consistent in their active participation of the professional learning for restorative practices to utilize throughout the year.	Time for redelivering the Formative Assessment Training to the new and returning staff members. Ensuring returning staff members utilize the learning from previous years and that the learned Formative Assessments are being implementing into the classroom instruction consistently. Teachers utilizing the CF and resources to plan for the implementation of formative assessments.	Teachers being knowledgeable on deveoping IPCs, unpacking standards to write objectives, understanding alignment, and differentiation.
District Actions for this Cycle	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate);	The district ensure access to high-quality common formative assessment resources aligned to state standards for all tested area and PK-2 grade math and reading; District policies and practices support effective instructional in schools; and 4. Tthe district has effective systems for identifying and supporting struggling learners.	For assessment that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; 3. District policies and practices support effective instruction in schools; and 4. The district has effective systems for identifying and supporting struggling learners.
District Commitments Theory of Action	If the principal supervisor supports the principal and leadership team on creating a structure for PLCs and a system of tracking pertinent school data from district universal screeners, interim assessments, teacher, and benchmark assessments, and creates a system for analyzing student work, unpacking standards to write lesson plans and IPCs, and supports the principal with effective instruction look-fors to provide actionable feedback to teachers; then the campus will be data-driven to drive instructional planning, improve the quality of lesson plans and formative assessments implementation, and campus leaders will effectively engage in instructional leadership activities.		

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
Provide all stakeholders with ongoing exposure to the motto, mission, and vision in communications during meetings and written correspondance	1	August - May 2020	Announcement protocol, agendas, MMV activities, newsletters, and school website	Principal, Asst. Principal, Secretary, Leadership team, Team leaders, and Librarian	Announcement protocol, Agenda template, Newsletters	Ongoing		
Incorporate daily Restorative Circles to help build relationship utilizing the Restorative Practice Protocols	1	August - May 2020	CIRCLE calendar, topics, RP cue cards, talking piece, guidelines	Teachers	PBS Handbook, Calendar with topics, pictures of CIRCLE, and guidelines	Ongoing		
Utilize the Equity and Excellence Department to provide PLCs over incorporating Restorative Practice strategies consistently when resolving conflict amongst the students and/or staff.	1	October 2nd	Powerpoint Presentation and handouts	Restorative Practice Specialist	Agendas, Powerpoint Presentations	October 2nd		
Participating in the All Pro Dads & Home Visit Programs to foster building postive relationships.	1	November 2019	All Pro Dad & Home Visit Program information	Dunbar Pyramid Administrators, All Pro Dad's/Home Visit staff	Brochures and nformational packets	Ongoing		

Utilize the district's content departments personnel to support the teachers in utilizing the Curriculum Framework to support our efforts on alignment and planning.	2	October 2019	Lesson plan/IPC, TEKS, and Curriculum	Content department specialist and campus coaches	Agendas, Coaches' calendar, and agendas	October 2019		
Utilize the instructional coaches to facilitate PLCs focused on deconstructing the TEKS and creating aligned IPCs and lesson plans that have high expectations for all students. We will utilize the IPC planning template provided by Leadership Department and DCSI to ensure we include the standards, and learning objectives along with the weekly lesson plans. Feedback is provided by the administrators weekly.	2	September 2019 - November 2019	Lead4ward, TEKS app, Curriculum, and IPC template	Administrators and Coaches	Agendas and samples	September 16th and 19th		
Utilize the leadership team and teacher leaders to facilitate and train on formative assessments in PLCs	2	October 2019	Snow and Vance Formative Assessment Protocols	Leadership Team and Teacher Leaders	Agenda, PowerPoint Presentation, and Student Work	October 2019		
Provide the new staff members (0-3 years) with support and a focus on formative assessment training and Data PLC protocol to ensure teachers come to PLCs prepared to plan from data for re-teaching SEs (DDI)	3	October 2019	Powerpoint Presentation, Data Analysis Sheet, Self Reflection Sheets, Agenda	Administrators	Agendas and samples	October 2019		
Teachers participate in hands-on data PLCs utilizing the assessment data, student work, and collaborative strategies.	3	October 2nd	Student data, Data Analysis sheet, intervention plan, and student work	Data Analyst, Administrators, and Coaches	Student data, Data Analysis sheet, intervention plan, and student work	Ongoing		
Coaches will mentor, coach, and plan with 8-10 teachers to ensure teachers develop high quality lessons with rigor with high expectations for students.	3	end of each six weeks	Student data, Data Analysis sheet, intervention plan, and student work. lesson plan template	Odle Law Owens	Student data, Data Analysis sheet, intervention plan, and student work	ongoing		
Create a HOUSE system to support a sense of belonging to promote positive behavior.	1	September 2019	Houses, Protocol and guideline, Tickets, and DOJO	Asst. Principal, Sponsors(Teachers), Staff, and Students	Point system and Discipline Data	ongoing		

Reflection and Planning for Next 90-Day Cycle

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

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Students performance will increase due to their ability to establish positive relationships, have a sense of belonging, make connections to the content, and be challenged during the instructional day.	Enhance teacher and leadership quality through ongoing PLCs, coaching, and feedback sessions to improve the planning of aligned lessons for daily instructional practices with formative assessments.	The teachers will become more knowledgeable and confident in using the data to drive instruction and utilize the district's intervention resources and re-teach strategies that align with standards that need to be re-taught to improve student performance.
Desired 90-day Outcome	MOY survey/data will indicate improvement in the campus climate and increased knowledge of the mission, vision, and goals.	The monitoring and adjustment dimension will increase from developing to proficient on the T-TESS walkthroughs/observations.(TTESS 2.5)	The progress monitoring system will indicate student growth in the retaught intervention lessons.
Barriers to Address During this Cycle	Creating and/or Compiling data from a campus/district middle of the year survey.	Establishing a system to analyze the lesson plan/IPC's to ensure implementation of various formative assessments.	Holding teachers accountable to the training from the Special Education department to ensure we identify students that need to be identified as potential 504 dyslexia students.
District Actions for this Cycle	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate);	The district ensure access to high-quality common formative assessment resources aligned to state standards for all tested area and PK-2 grade math and reading; District policies and practices support effective instruction in schools; and 4. Tthe district has effective systems for identifying and supporting struggling learners.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; 3. District policies and practices support effective instruction in schools; and 4. The district has effective systems for identifying and supporting struggling learners.
District Commitments Theory of Action	If the principal supervisor supports the principal and leadership team on creating a structure for PLCs and a system of tracking pertinent school data from district universal screeners, interim assessments, teacher, and benchmark assessments, and creates a system for analyzing student work, unpacking standards to write lesson plans and IPCs, and supports the principal with effective instruction look-fors to provide actionable feedback to teachers; then the campus will be data-driven to drive instructional planning, improve the quality of lesson plans and formative assessments implementation, and campus leaders will effectively engage in instructional leadership activities.		

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
Ongoing Leadership, SBDM Committee, CLT, and Team Leader meetings to address the needs of the campus and plan for further professional learning if needed based on our mission and vision	1	Monthly	Agendas	Leadership, SBDM Committee, CLT, and Team Leaders	Agenda and SBDM Minutes	Ongoing		
Analyze the end of the year (2018-2019) or beginning of the year (2019-2020) survey data to target concerning areas with a focus on survey items that address relationships with students.	1	approx January	Survey data	SBDM Committee	action plan	August 2019 - February 2020		
All Pro Dads staff overview and planning of the first Dad's event.	1	monthly	Programs and handouts	All Pro Dads, Principal, and Pyramid Leaders	Programs, handouts, and pictures	December 2019		
Participation in the Home Visit program were designated teachers conduct home visits to build relationships	1	monthly	Protocol information, Online tracking system,	Designated Teachers	Home Visit data	August 2019 - February		

Teachers will conduct MOY Mandatory parent conferences with the parents and students to review student data, goals, and progress.	1	January 2020	Sign in sheets, Data Binders, and Report Cards	Teachers	Flyer and Sign in Sheet	January 2020		
Provide a monthly campus formative assessment focus and facilitate ongoing PLCs targeting various formative assessments of student work.	2 3	August - May 2020	Weekly News and Snow and Vance Formative Assessment materials	Administrators and Coaches	Professional learning map of FAs, agendas, and student work samples	Ongoing		
Provide a designated time to analyze lesson plans/ IPCs during the leadership PLCs to provide feedback to teachers on alignment and formative assessments.	2 3	Weekly	Lesson Plans, IPC, agenda	Leadership team	IPCs feedback	Ongoing		
Monitor for daily objectives posted, student work, and instructional delivery for alignment and provide coaching to increase the capacity in planning and lesson delivery.	2 3	August - May 2020	Eduphoria feedback, coaching schedules, close feedback loop	coaches, administrators, DCSI	walk-through schedule written feedback to teachers in eduphoria	Ongoing		
Monitor discipline data to compare results to Restorative circles.	1	end of six weeks	cycle reports from ADQ	administrators, CIS, counselor,	comparison between cycle reports and consistency of morning circles	end of 3rd, and 4th six weeks		
Each six weeks students will participate in goal setting, character building HOUSE Meetings with celebrations.	1	December 2019 - May 2020	Houses, Protocol and guideline, Tickets, and DOJO	Asst. Principal, Sponsors(Teachers), Staff, and Students	Point system and Discipline Data	November 2019		

Reflection and Planning for Next 90-Day Cycle

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Students performance will increase due to their ability to establish positive relationships, have a sense of belonging, make connections to the content, and be challenged during the instructional day.	Enhance teacher and leadership quality through ongoing PLCs, coaching, and feedback sessions to improve the planning of aligned lessons for daily instructional practices with formative assessments	The teachers will become more knowledgeable and confident in using the data to drive instruction and utilize the district's intervention resources and re-teach strategies that align with standards that need to be re-taught to improve student performance.
Desired 90-day Outcome	There will be an increase in the number of structured parent/community volunteers and PTO members as measured by the VOLY system and PTO membership data.	Teachers will plan 2-4 formative assessments in their weekly lesson plans to implement during lessons to check for understanding, increase student engagement, and student talk.	Teachers will monitor and adjust their instruction based on the students responses and needs when they check for understanding with the use of formative assessments. Teachers will further plan re-teach lessons from IAs and group students as needed for re-teaching of skills and strategies. Teachers will utilize the results from exit tickets to plan for SGGR/SGGM for the following day from the formative assessment exit ticket. Teachers will provide accommodations and modifications as indicated in 504s and IEPs.
Barriers to Address During this Cycle	Some parents are unable to participate due to their working schedule.	Possible teacher resistance to planning additional formative assessments and grading of the FAs for quick turnaround re-teach. Teacher implementation of professional learning for student engagement.	Commitment and time to plan for re-teach or teacher knowledge on how to monitor and adjust for in the moment or adhering to small group to re-teach from the exit ticket results.
District Actions for this Cycle	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate); and The district ensures that campus buildings are well maintained, safe, and conducive to learning.	The district ensure access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2 grade math and reading in the CF.	District policies and practices support effective instruction in schools; and 4. The district has effective systems for identifying and supporting struggling learners.
District Commitments Theory of Action	If the principal supervisor supports the principal and leadership team on creating a structure for PLCs and a system of tracking pertinent school data from district universal screeners, interim assessments, teacher, and benchmark assessments, and creates a system for analyzing student work, unpacking standards to write lesson plans and IPCs, and supports the principal with effective instruction look-fors to provide actionable feedback to teachers; then the campus will be data-driven to drive instructional planning, improve the quality of lesson plans and formative assessments implementation, and campus leaders will effectively engage in instructional leadership activities.		

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
Host monthly coffee talk with parents and community members that are coordinated by the FCL, Parent Engagement, and Student Support Interventionist	1	August 2019 - May 2020	Breakfast snack, Parent Engagement resources	Family Communication Liaison, Parent Engagement, and Student Support Interventionist	Agenda, Flyers, VOLY, and Sign up sheets	Ongoing		
Utilized the Family Communication Liaison and Student Support Interventionist to establish a volunteer program with a schedule and structured duties.	1	August 2019 - May 2020	Questionnaire, VOLY System, Sign up sheet	Family Communication Liaison, Parent Engagement, and Student Support Interventionist	Action Plan	Ongoing		
Students will be self-directed at resolving conflict with peers.	1	August 2019 - May 2020	Restorative Practice Protocols and Guideline	Teachers and Students	Discipline data	Ongoing		
Provide a monthly campus formative assessment focus and facilitate ongoing PLCs targeting various formative assessments of student work.	2	August - May 2020	Weekly News and Snow and Vance Formative Assessment materials	Administrators and Coaches	Professional learning map of FAs, agendas, and student work samples	Ongoing		

Teachers will be proficient in developing lesson plans for alignment with formative assessments to check for understanding	2	March 2020 - May 2020	Curriculum Framework, Scope and Sequence, IPCs, Lesson plans, and Teacher instructional resources	Teachers, Administrators, and Coaches	Lesson plans, Progress monitoring, MOL tracker data	Ongoing		
The leadership team will monitor and support small group instruction to ensure the needs of the students are being met based on the daily data.	3	September 2019 - May 2020	Strive walkthrough system/coaching tool, Calendar, Progress Monitoring system	Leadership Team	Walkthrough/Coaching data	Ongoing		
Teachers will utilize their data to develop lesson plans for differentiation, small group instruction, and develop targeted student action plans for reteaching.	3	Mar 1 - May 31	Student Action Plan template progress monitoring templates STAAR format materials	teachers administrators coaches	lesson plans student action plans re-teach materials	weekly		
The students will participate in goal setting, character building HOUSE Meetings and celebrations will be held each six weeks.	1	December 2019 - May 2020	Houses, Protocol and guideline, Tickets, and DOJO	Asst. Principal, Sponsors(Teachers), Staff, and Students	Point system and Discipline Data	May 2020		
The teachers will participate in Data PLCs.	3	September 2019 - May 2020	Eduphoria Data	Data Analyst, Administrators, and Teachers	Data Analysis Sheets and Progress Monitoring Reflections	Ongoing		

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Students performance will increase due to their ability to establish positive relationships, have a sense of belonging, make connections to the content, and be challenged during the instructional day.	Enhance teacher and leadership quality through ongoing PLCs, coaching, and feedback sessions to improve the planning aligned lessons for daily instructional practices with formation assessments	The teachers will become more knowledgeable and confident in using the data to drive instruction by incorporating appropriate resources and strategies to improve student performance.

Did the campus achieve the desired outcome? Why or why not?			
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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	A staff survey will be created to gather information on ways to brand our campus, internalize our vision, train teachers on restorative practices, and to communicate the expectations for learning at high levels.	Teachers will receive professional learning on various formative assessments to incorporate into their lessons. The expectation will be that teachers include 2-4 formative assessments in their lessons. The teacher will begin incorporating more than one formative assessment throughout the planning and implementation stages of the lesson.	Through PLCs, teachers will regularly analyze their data to plan for re-teach lessons from analyzing formative and interim assessments for differentiation and small group instruction.
Rationale	Our goal is to ensure that all teachers build positive relationships, have high expectations and teach at high levels for all students.	Our focus is to develop our teachers in lesson plan alignment, understanding the standards, and increase our knowledge on the various formative assessments in order to support student learning and achievement.	Our goal is to have meaningful data PLCs that supports the planning of TIER I and re-teach instruction, focus on unpacking high leverage TEKS, and incorporating relevant and rigorous activities into the lesson.
How will you communicate these priorities to your stakeholders? How will you invest them?	Through the utilization of social media, newsletters, family events, parent meetings, parentlink RP CIRCLES, and staff PLCs	Through ongoing PLCs, walkthroughs, learning walks, and feedback.	Through ongoing implementation of our progress monitoring system, PLCs, walkthroughs, learning walks, and feedback
Desired 90-Day Outcome	Students performance will increase due to their ability to establish positive relationships, have a sense of belonging, make connections to the content, and be challenged during the instructional day.	Teachers will begin to plan and implement formative assessment multiple times throughout the lesson to ensure student engagement and appropriate lesson adjustment through ongoing checking for understanding each day.	The teachers will become more self directed in analyzing the students data and utilize the information to spiral SEs into the TIER I instruction and provide targeted small group instruction.
Who will help the campus build capacity in this area?	Administrators, Librarian/Webmaster, Communication department, Secretary, Campus Monitor, and Teacher Leaders	Administrators, Coaches, Specialists, and Content Departments	Administrators, Data Analyst, Coaches, and Content Departments
Barriers to Address	The Mission and Vision are not embedded in the daily practices to ensure that all students are engaged in challengin and rigorous activities. Many times our teachers want to ensure they are meeting the needs of the students, and thus teach at the students level, which is the lower level of Blooms Taxonomy.	Our teachers plan for formative assessments to check for understanding; however, they are inconsistent in their implementation of completing FAs throughout the lessons.	During grade level meetings teachers plan in isolation and there's limited vertical alignment, which contributes to learning gaps.
District Actions for this Cycle			
District Commitments Theory of Action	If the principal supervisor supports the principal and leadership team with creating a structure for PLCs and a system of tracking pertinent data from district universal screeners, IAs, teacher, and benchmark assessments, and creates a system for analyzing student work unpack standards to write lesson plans and IPCs, then the campus will be data-driven to drive instructional planning, improve the quality of lesson plans and formative assessments implementation, and campus leaders will effectively engage in instructional leadership activities.		

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
The Leadership team, Campus Leadership Team, Team Leaders, and SBDM Committee will conduct an EOY self reflection to add, delete, or modify systems.	1,2, & 3	May 2020 - June 2020	Agenda and Reflection Tool	Administrators	Reflection sheets	June 2020		
The PBS team will analyze the HOUSE system to add, delete, or modify procedures in order to strengthen the process.	1	May 2020	EOY Survey, Relection Tool	Administrators and PBS Team	Discipline Data, EOY Survey, and Reflections	June 2020		
The leadership team will create the 2020-2021 PLC Calendar for the upcoming school year.	2	May 2020	PLC Calendar	Leadership Team	Calendar Draft	June 2020		
The administrator will create the 2020-2021 master calendar.	2 & 3	June 2020	Excel Template	Administrators	Master Calendar Draft	June 2020		

The administrators will analyze the 2020 STAAR Data	2 & 3	June 2020 - August 2020	ADQ online system and STAAR data	Administrators	STAAR Data	August 2020		
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Reflection and Planning for Next 90-Day Cycle

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

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.