International American Education Federation, Inc., d/b/a International Leadership of Texas

November 20, 2019 Regular Meeting

Date and Time
Wednesday November 20, 2019 at 6:15 PM CST

Location
1820 N. Glenville Drive, Suite 100, Richardson, TX 75081

Meeting Notice & Mission Statement
In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects the Board of Directors of International Leadership of Texas (the "Board"), and the Board will convene a Regular Open Meeting of the Board of Directors of International Leadership of Texas on the date and time and location set forth herein. It is the intent of the Board to have a quorum physically present at the above address. Board members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address. The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1820 N. Glenville Dr., #100, Richardson, TX 75081, as well as online at www.ILTexas.org. The items on this Agenda may be taken in any order. The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

/s/ Finn Simmensen, For ILTexas' Board

Agenda

	Purpose	Presenter	Time
I. Opening Items			**6:15 PM**
A. Record Attendance and Guests			
B. Call the Meeting to Order			
C. Approve Minutes of October 16, 2019 Regular Meeting	Approve Minutes		
Approve minutes for October 16, 2019 Regular Meeting on October 16, 2019			
D. APPROVE MINUTES OF OCTOBER 18, 2019 SPECIAL MEETING	Approve Minutes		
Approve minutes for October 18, 2019 Special Board Meeting on October 18, 2019			

II. Public Speakers **6:15 PM**

A. Guests who spoke, if any	FYI	

III. Report and Information Items **6:15 PM**

A. CHIEF ACADEMIC OFFICER REPORT	FYI	Dr. Laura Carrasco-Navarrete
B. CHIEF ADMINISTRATIVE OFFICER REPORT	FYI	Jerry McCreight
C. SCHOOL LEADERSHIP REPORT	FYI	Dr. Thomas Seaberry
D. SUPERINTENDENT-CEO REPORT	FYI	Eddie Conger

IV. Board Action Items on the Consent Agenda **6:15 PM**

A. CONSENT AGENDA FOR VOTE — Vote — Eddie Conger

INCLUDED IN THE CONSENT AGENDA:
Consent Item B: Consider/Act on expenditure items individually exceeding $100,000.
Consent Item C: Consider/Act on merit pay for teachers based on student growth results.
Consent Item D: Consider/Act on compensation increase for teachers, librarians, counselors and nurses, who have served ILTexas for at least five years.
Consent Item E: Consider/Act to amend Employee Handbook re manner of recording employee absences.
Consent Item F: Consider/Act to amend Personnel Policy and Employee Handbook re bereavement leave.
The vote on this Consent Agenda item applies to all of the items listed immediately below, beginning with item B, except any item as to which a separate vote is recorded hereinbelow or as to which remarks are recorded here removing that item from the Consent Agenda.

B. CONSIDER/ACT ON EXPENDITURE ITEMS EXCEEDING $100,000 — Vote — James Dworkin

Discuss/take possible action to approve expenditure items which individually exceed $100,000:

1. P.O. for direct mail of flyers, $255,752.00.
2. Addenda (two diagnosticians) to MSA with Soliant Health, Inc., incremental $3,968.00, cumulative $109,000.00.
3. Supper Cleaning Addendum to Custodial Contract with PBS of Texas, LLC, incremental $209,425.00.

C. CONSIDER/ACT ON MERIT PAY TO TEACHERS FOR STUDENT GROWTH RESULTS — Vote — Eddie Conger

Discuss/Act to approve merit pay, total $300,000.00, to teachers in recognition of student growth results achieved during the 2018-2019 School Year.

D. CONSIDER/ACT TO INCREASE COMPENSATION FOR TEACHERS, LIBRARIANS, COUNSELORS AND NURSES — Vote — Eddie Conger

Discuss/Take action to approve increased compensation for teachers, librarians, counselors and nurses who have served ILTexas for at least five years.

E. CONSIDER/ACT TO AMEND EMPLOYEE HANDBOOK TO CLARIFY MANNER OF RECORDING EMPLOYEE ABSENCES — Vote — Jerry McCreight

Discuss/Act to amend the ILTexas Employee Handbook to state that "[a]ll employees are required to submit leave requests through Skyward Employee Access and, where applicable, through Aesop, for all days missed."

F. CONSIDER/ACT TO AMEND POLICY AND EMPLOYEE HANDBOOK PROVISIONS FOR BEREAVEMENT LEAVE — Vote — Jerry McCreight

Discuss/take action to amend Policy Group 4, Personnel, Sec. 4.13.4. Bereavement Leave, to read, *inter alia,* "No more than 3 paid bereavement leave days will be used for this purpose in any one school year unless otherwise approved by the Superintendent or designee," and correspondingly to amend the 2019-2020 ILTexas Employee Handbook at page 52, Section 6.9, Bereavement Leave.

V. Board Action Items for Separate Consideration — 6:15 PM

A. CONSIDER/ACT ON OCTOBER, 2019 FINANCIAL REPORT — Vote — James Dworkin

Discuss/Act to approve the Financial Report for the month of October, 2019.

B. CONSIDER/ACT ON APPROVAL OF TARGETED IMPROVEMENT PLANS FOR MULTIPLE ILTEXAS CAMPUSES — Vote — Dr. Laura Carrasco-Navarrete

Discuss/Act to approve Targeted Improvement Plans for those ILTexas Campuses whose TIP/CIP must be Board Approved:

- Orem Elementary School and Middle School
- East Fort Worth Elementary School and Middle School
- Arlington Elementary School
- North Richland Hills Elementary School
- Lancaster Elementary School and Middle School
- Windmill Lakes-Orem High School
- Windmill Lakes Elementary School and Middle School
- Saginaw Elementary School
- College Station Elementary School and Middle School

VI. Executive Session — 6:15 PM

A. AUTHORIZATION — FYI

Closed Session for Any and All Reasons Permissible by Texas Law, including, but not limited to, Texas Government Code Sections 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084, pertaining to any item listed on this agenda, as permitted by applicable law.

VII. Action Items After Executive Session

VIII. Closing Items — 6:15 PM

A. Adjourn Meeting — Vote

Cover Sheet

Approve Minutes of October 16, 2019 Regular Meeting

Section:	I. Opening Items
Item:	C. Approve Minutes of October 16, 2019 Regular Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for October 16, 2019 Regular Meeting on October 16, 2019

DRAFT

International American Education Federation, Inc., d/b/a International Leadership of Texas

Minutes

October 16, 2019 Regular Meeting

Date and Time
Wednesday October 16, 2019 at 6:15 PM

Location
1820 N. Glenville Drive, Suite 100, Richardson, TX 75081

Meeting Notice & Mission Statement
In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects the Board of Directors of International Leadership of Texas (the "Board"), and the Board will convene a Regular Open Meeting of the Board of Directors of International Leadership of Texas on the date and time and location set forth herein. It is the intent of the Board to have a quorum physically present at the above address. Board members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address. The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1820 N. Glenville Dr., #100, Richardson, TX 75081, as well as online at www.ILTexas.org. The items on this Agenda may be taken in any order. The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

/s/ Finn Simmensen, For ILTexas' Board

Directors Present
Dr. Lynne Beach, Major General James Williams, PETER GUDMUNDSSON, Soner Tarim (remote), Tracy Cox

Directors Absent

None

Directors Arrived Late
PETER GUDMUNDSSON

Guests Present
Finn Simmensen

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order
Major General James Williams called a meeting of the board of directors of International American Education Federation, Inc., d/b/a International Leadership of Texas to order on Wednesday Oct 16, 2019 @ 6:15 PM at 1820 N. Glenville Drive, Suite 100, Richardson, TX 75081.

C. Approve Minutes of September 18, 2019 Regular Meeting
Tracy Cox made a motion to approve minutes from the September 18, 2019 Regular Meeting on 09-18-19.
Dr. Lynne Beach seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Report and Information Items

A. CHIEF ACADEMIC OFFICER REPORT
Dr. Veronica Csorvasi reported on the Bilingual/ESL Program Effectiveness Review.

PETER GUDMUNDSSON arrived late.

B. CHIEF ADMINISTRATIVE OFFICER REPORT
Chief Administrative Officer Jerry McCreight reported to the Board.

C. SCHOOL LEADERSHIP REPORT
Deputy Superintendent for School Leadership Dr. Thomas Seaberry reported to the Board.

D. SUPERINTENDENT-CEO REPORT
Superintendent-CEO Edward Conger reported to the Board.

III. Board Action Items on the Consent Agenda

A. CONSENT AGENDA FOR VOTE
CFO Ronald Kuehler briefed the Board on the NWEA MAP assessment contract and on the TexPool Resolution.

PETER GUDMUNDSSON made a motion to approve the Consent Agenda in its entirety.
Tracy Cox seconded the motion.
The board **VOTED** unanimously to approve the motion.

Dr. Soner Tarim's audiovisual connection was interrupted; Dr. Tarim did not vote on the Consent Agenda. The vote was 4-0 in favor.

B. CONSIDER/ACT ON EXPENDITURE ITEMS EXCEEDING $100,000

C. CONSIDER/ACT ON AMENDED TEXPOOL RESOLUTION LISTING AUTHORIZED SIGNATORIES

IV. Board Action Items for Separate Consideration

A. CONSIDER/ACT ON SEPTEMBER, 2019 FINANCIAL REPORT

CFO Ronald Kuehler reported to the Board.

Tracy Cox made a motion to approve the Report.
PETER GUDMUNDSSON seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. CONSIDER/ACT ON APPROVAL OF LANCASTER-DESOTO HS CONSTRUCTION-REMODEL PROJECT

Dr. Alan Seay briefed the Board on progress and proposals in the remodeling of the premises occupied by ILTexas Lancaster DeSoto High School.

Tracy Cox made a motion to approve the proposed construction remodeling project and to authorize the Superintendent to execute the project.
Dr. Lynne Beach seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. CONSIDER/ACT ON POLICY AMENDMENT ADDING SECTION ON REIMBURSEMENT FOR STATE DAYS ON RETIREMENT

This item was postponed. No action was taken.

D. CONSIDER/ACT ON APPROVAL OF TARGETED IMPROVEMENT PLANS FOR MULTIPLE ILTEXAS CAMPUSES

This item was postponed. No action was taken.

V. Executive Session

A. AUTHORIZATION

The Board retired to Executive Session at 7:08 p.m.
The Board returned to Open Session at 7:44 p.m., having made no decision and taken no vote in Executive Session.

VI. Closing Items

A. Adjourn Meeting

Dr. Lynne Beach made a motion to adjourn the meeting.
PETER GUDMUNDSSON seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:47 PM.

Respectfully Submitted,
Finn Simmensen

Cover Sheet

APPROVE MINUTES OF OCTOBER 18, 2019 SPECIAL MEETING

Section:	I. Opening Items
Item:	D. APPROVE MINUTES OF OCTOBER 18, 2019 SPECIAL MEETING
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for October 18, 2019 Special Board Meeting on October 18, 2019

DRAFT

International American Education Federation, Inc., d/b/a International Leadership of Texas

Minutes

October 18, 2019 Special Board Meeting

Date and Time
Friday October 18, 2019 at 1:00 PM

Location
1100 East Campbell Road, Suite 220, Richardson, TX 75081

Meeting Notice & Mission Statement
In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects the Board of Directors of International Leadership of Texas (the "Board"), and the Board will convene a Regular Open Meeting of the Board of Directors of International Leadership of Texas on the date and time and location set forth herein. It is the intent of the Board to have a quorum physically present at the above address. Board members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address. The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1100 East Campbell Road, Suite 220, Richardson, TX 75081, as well as online at www.ILTexas.org. The items on this Agenda may be taken in any order. The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

/s/ Finn Simmensen, For ILTexas' Board

Directors Present
Dr. Lynne Beach, Major General James Williams, Tracy Cox

Directors Absent
PETER GUDMUNDSSON, Soner Tarim

Guests Present
Aaron Thorson, Eddie Conger, Finn Simmensen, James Dworkin, Randy Schaefer, Rodney Cooksy, Thomas Seaberry

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I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order
Major General James Williams called a meeting of the board of directors of International American Education Federation, Inc., d/b/a International Leadership of Texas to order on Friday Oct 18, 2019 @ 1:00 PM at 1100 East Campbell Road, Suite 220, Richardson, TX 75081.

II. Report and Information Items

A. SUPERINTENDENT-CEO REPORT
The Board immediately proceeded to Action Items.

III. Board Action Items for Separate Consideration

A. CONSIDER/ACT ON 2018-2019 AUDIT
CFO Ronald Kuehler reported to the Board.
Mr. Kuehler introduced Ms. Amy Michie, CPA, Partner, Sutton Frost Cary.
Ms. Michie reported detail and fielded questions with reference to the firm's unmodified opinion.

Tracy Cox made a motion to accept the Audit Report.
Dr. Lynne Beach seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. CONSIDER/ACT ON BUDGET AMENDMENT FOR 2019-2020
No action was taken as to this item.

IV. Executive Session

A. AUTHORIZATION
No Executive Session was held.

V. Closing Items

A. Adjourn Meeting
Dr. Lynne Beach made a motion to adjourn the meeting.
Tracy Cox seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:40 PM.

Respectfully Submitted,
Finn Simmensen

Cover Sheet

CHIEF ACADEMIC OFFICER REPORT

Section:	III. Report and Information Items
Item:	A. CHIEF ACADEMIC OFFICER REPORT
Purpose:	FYI
Submitted by:	
Related Material:	CAO Report, November 2019, revised.pdf

INTERNATIONAL LEADERSHIP
OTHERS BEFORE SELF
OF TEXAS

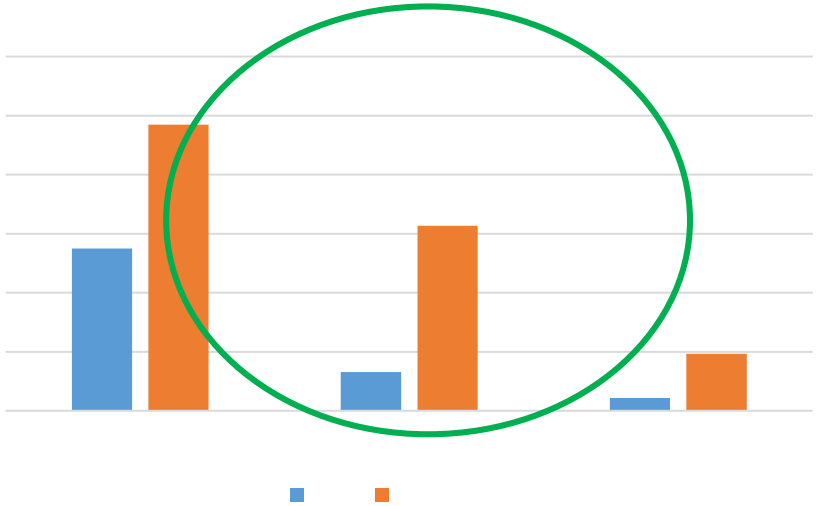
Applications:
AGPHS: 66 students (322 applications) - 76%
Garland HS: 69 students (301 applications) - 46%
KSKS - 53 students (156 applications) - 50%
KWP - 15 students (31 applications) - 30%

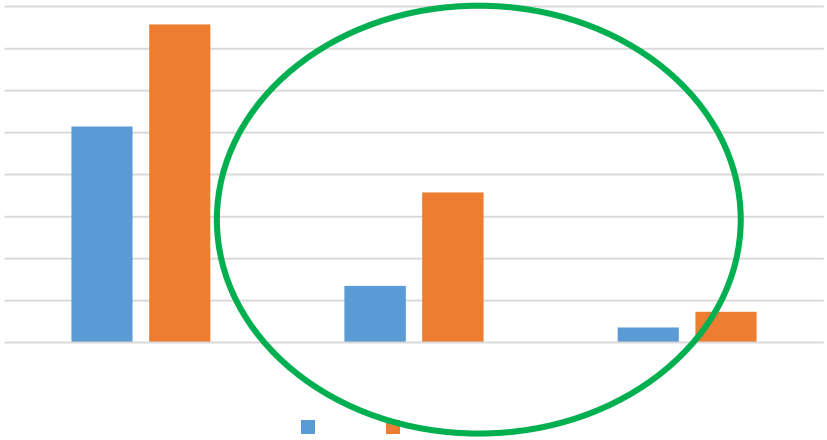
FAFSA/TASFA
AGPHS: 80 (92%)
GHS: 85 (57%)
KSHS: 83 (77%)
KWP: 20 (40%)

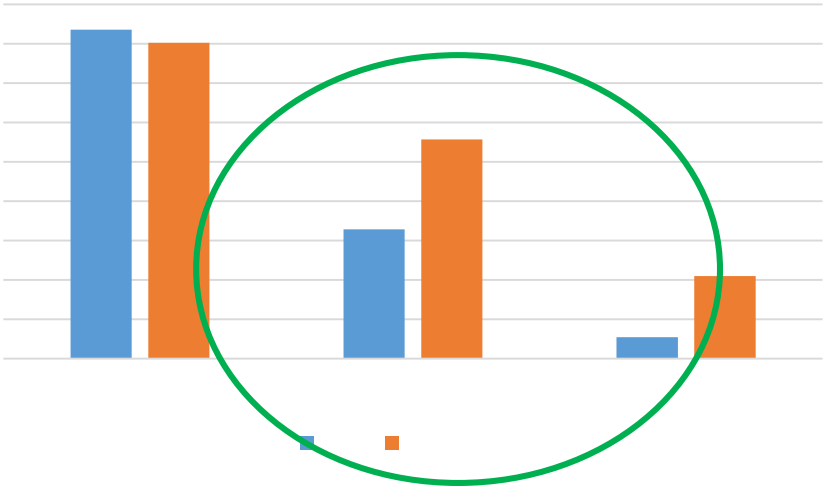
Preliminary Class of 2019 College Enrollment from NSC:
AGPHS: 71%
GHS: 70%
KSHS: 73%

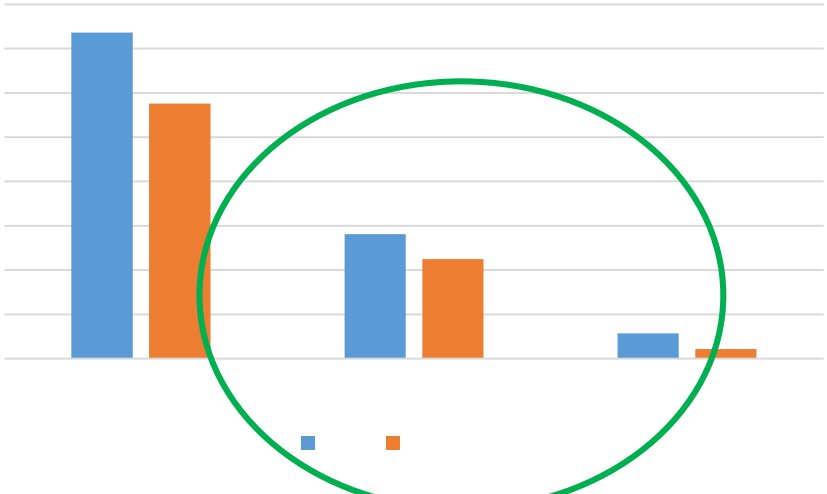
汉字和数字乘法口诀

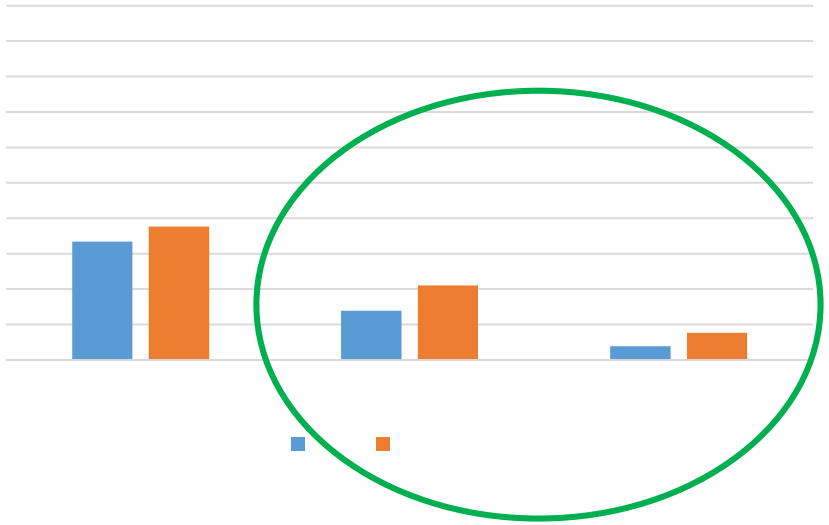
一一得一								
1×1=1								
一二得二	二二得四							
1×2=2	2×2=4							
一三得三	二三得六	三三得九						
1×3=3	2×3=6	3×3=9						
一四得四	二四得八	三四十二	四四十六					
1×4=4	2×4=8	3×4=12	4×4=16					
一五得五	二五一十	三五十五	四五二十	五五二十五				
1×5=5	2×5=10	3×5=15	4×5=20	5×5=25				
一六得六	二六十二	三六十八	四六二十四	五六三十	六六三十六			
1×6=6	2×6=12	3×6=18	4×6=24	5×6=30	6×6=36			
一七得七	二七十四	三七二十一	四七二十八	五七三十五	六七四十二	七七四十九		
1×7=7	2×7=14	3×7=21	4×7=28	5×7=35	6×7=42	7×7=49		
一八得八	二八十六	三八二十四	四八三十二	五八四十	六八四十八	七八五十六	八八六十四	
1×8=8	2×8=16	3×8=24	4×8=32	5×8=40	6×8=48	7×8=56	8×8=64	
一九得九	二九十八	三九二十七	四九三十六	五九四十五	六九五十四	七九六十三	八九七十二	九九八十一
1×9=9	2×9=18	3×9=27	4×9=36	5×9=45	6×9=54	7×9=63	8×9=72	9×9=81

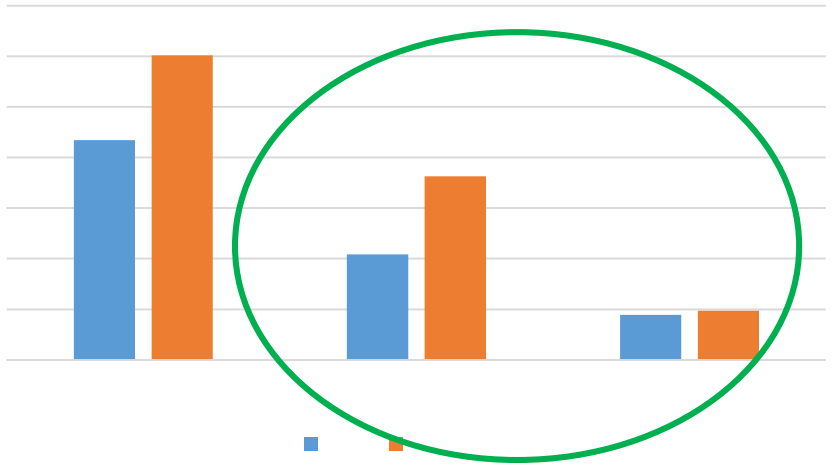


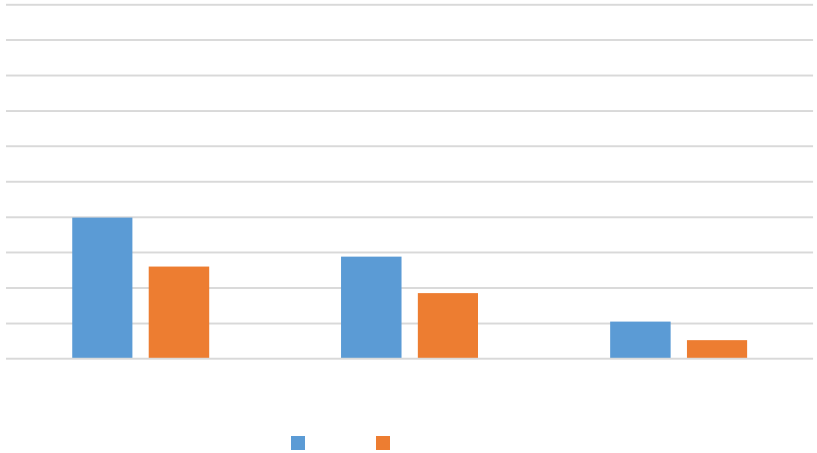


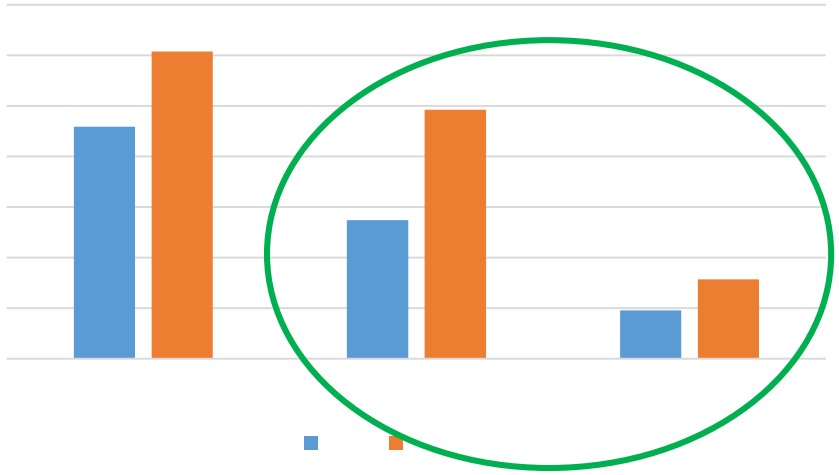




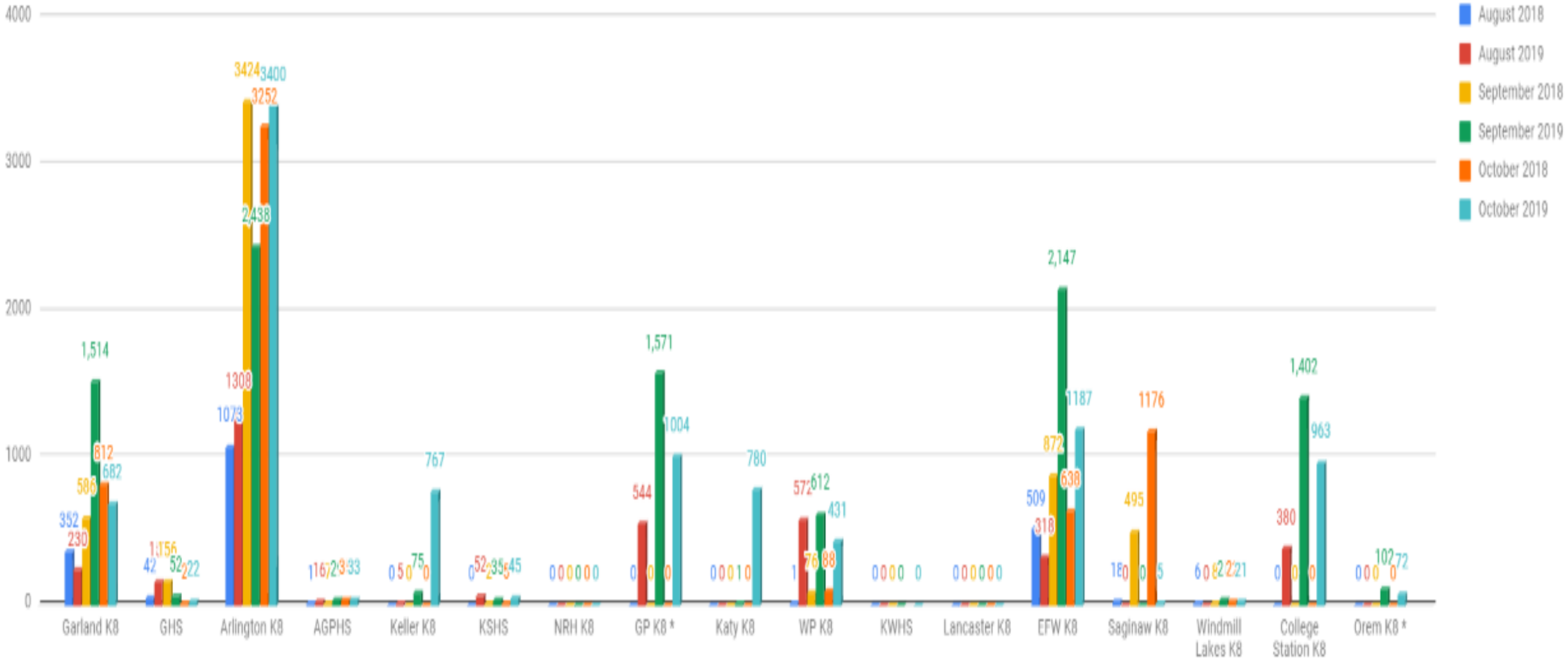








Checkouts Over Time



Cover Sheet

CHIEF ADMINISTRATIVE OFFICER REPORT

Section:	III. Report and Information Items
Item:	B. CHIEF ADMINISTRATIVE OFFICER REPORT
Purpose:	FYI
Submitted by:	
Related Material:	Authorized Board Notification 11.20.19.pdf Authorized Board Report 11.20.19.pdf

INTERNATIONAL LEADERSHIP OF TEXAS

Faculty and Support Staff New Hires
Subsequent to October 17, 2019
For Board Notification on November 20, 2019

NEW HIRES FOR THE 2019-2020 SCHOOL YEAR			
Position	**Assignment**	**Building**	**Start Date**
PARA - CAMPUS	INSTRUCTIONAL AIDE	GARLAND HIGH	10/17/2019
COUNSELOR	COUNSELOR	GARLAND ELEMENTARY	10/21/2019
TEACHER	HIGH	LANCASTER HIGH	10/23/2019
PARA - CAMPUS	INSTRUCTIONAL AIDE	EAST FW ELEMENTARY	10/23/2019
PROF - CAMPUS ADMIN	PRINCIPAL	EAST FW ELEMENTARY	10/23/2019
TEACHER	HIGH	KELLER HIGH	10/25/2019
TEACHER	HIGH	KELLER HIGH	10/25/2019
AUX - FOOD SERVICE	FOOD SERVICE CASHIER	LANCASTER ELEMENTARY	10/28/2019
TEACHER	ELEMENTARY	OREM ELEMENTARY	10/28/2019
TEACHER	MIDDLE	WINDMILL LAKES MIDDLE	10/28/2019
PARA - CAMPUS	INSTRUCTIONAL AIDE	WINDMILL LAKES ELEMENTARY	10/28/2019
PARA - CAMPUS	CAMPUS TECHNICIAN	OREM ELEMENTARY	10/28/2019
TEACHER	MIDDLE	OREM MIDDLE	10/28/2019
TEACHER	ELEMENTARY	ARLINGTON ELEMENTARY	10/29/2019
PARA - CAMPUS	INSTRUCTIONAL AIDE	KELLER ELEMENTARY	10/29/2019
PARA - CAMPUS	RECEPTIONIST	WEST PARK ELEMENTARY	10/31/2019
PROF - DISTRICT	Facilitator	HEADQUARTERS	11/04/2019
PROF - DISTRICT	EXECUTIVE DIRECTOR	HEADQUARTERS	11/04/2019
TEACHER	ELEMENTARY	EAST FW ELEMENTARY	11/04/2019
TEACHER	ELEMENTARY	OREM ELEMENTARY	11/05/2019
PROF - DISTRICT	DIRECTOR	HEADQUARTERS	11/11/2019
PARA - CAMPUS	BUDGET CLERK	WEST PARK ELEMENTARY	11/11/2019
PROF - CAMPUS	INSTRUCTIONAL COACH	WINDMILL LAKES HIGH	11/12/2019
PARA - CAMPUS	INSTRUCTIONAL AIDE	SAGINAW ELEMENTARY	11/12/2019
PARA - CAMPUS	INSTRUCTIONAL AIDE	WINDMILL LAKES ELEMENTARY	11/13/2019
PROF - CAMPUS	INSTRUCTIONAL COACH	OREM ELEMENTARY	11/15/2019
TEACHER	HIGH	ARLINGTON HIGH	11/18/2019
PROF - DISTRICT	EXECUTIVE DIRECTOR	HEADQUARTERS	12/02/2019

Total employees hired subsequent to 10/17/2019: 28
Total Employee Count for 19/20 SY: 1995.67

All employees are contingent upon Fingerprint and HR Clearance.

INTERNATIONAL LEADERSHIP OF TEXAS

Authorized Position Report
November 20, 2019

2019 - 2020 SCHOOL YEAR

Position	# Positions	Positions Filled	Available FTE	Pending	Unfilled
AUX - FOOD SERVICE	14.67	13.67	1		1
AUX - MAINTENANCE	32.00	31.00	1		1
AUX - TRANSPORTATION	20.50	19.50	1		1
COUNSELOR	48.00	46.00	2	1	1
LIBRARIAN/MEDIA	16.00	16.00	-		-
NURSE	16.00	15.00	1	1	-
PARA - CAMPUS	349.50	337.50	12	4	8
PARA - DISTRICT	50.50	49.50	1		1
PROF - CAMPUS	46.50	38.00	9		9
PROF - CAMPUS ADMIN	67.00	66.00	1		1
PROF - DISTRICT	123.00	119.00	4		4
SLP	13.00	10.00	3		3
SUPERINTENDENT	1.00	1.00	-		-
TEACHER	1,257.50	1,233.50	24	4	20
Total	**2,055.17**	**1,995.67**	**60**	**10**	**50**

Cover Sheet

CONSIDER/ACT ON EXPENDITURE ITEMS EXCEEDING $100,000

Section:	IV. Board Action Items on the Consent Agenda
Item:	B. CONSIDER/ACT ON EXPENDITURE ITEMS EXCEEDING $100,000
Purpose:	Vote
Submitted by:	
Related Material:	Combined items over 100k.pdf

IMPORTANT NOTICE - For important holiday scheduling updates, click here.

Important Notice

Call Us: 888-385-8522

(/default.aspx)

Quote

500 Staples Drive
Framingham, MA 01702
888-385-8522

Order Details

Every Door Direct Mail® **$70,058.88**

- 218,934 pieces
- 8.5" x 11" EDDM® Postcard
- Map Name: IL of Texas Dallas 11_19
- Stock: Minimum 7pt C2S (USPS Compliant)
- Ink: 4/4 - Full Color Both Sides
- Bleed: Bleed
- Fold: No Fold
- Includes $35,467.31 Postage
- Drop 1 (12/2/2019 - 12/7/2019) - 218,934 pcs

Custom Design: I will upload my files later.

Job Comments

Please provide the Store Number and any additional comments about the order.

Comments

Order Summary

Subtotal	$70,058.88
Coupon NP1094670 applied	($10,946.70)
Total	**$59,112.18**

Does not include Sales Tax.

Next Steps: If you have any questions, contact our help line at 888-385-8522

Store Number

Please provide the Store Number (required).

Store Number

Staples Customer Rewards Number

Please provide your Staples Customer Rewards Number if you have one (optional).

Customer Rewards Number

Call Us: 888-385-8522

(/default.aspx)

Quote

500 Staples Drive
Framingham, MA 01702
888-385-8522

Order Details

Every Door Direct Mail® **$113,731.84**

- 355,412 pieces
- 8.5" x 11" EDDM® Postcard
- Map Name: ILTexas Houston
- Stock: Minimum 7pt C2S (USPS Compliant)
- Ink: 4/4 - Full Color Both Sides
- Bleed: Bleed
- Fold: No Fold
- Includes $57,576.74 Postage
- Drop 1 (11/25/2019 - 11/30/2019) - 355,412 pcs

Custom Design: I will upload my files later.

Job Comments

Please provide the Store Number and any additional comments about the order.

Comments

Order Summary

Subtotal	$113,731.84
Coupon NP1777060 applied	($17,770.60)
Total	**$95,961.24**

Does not include Sales Tax.

Next Steps: If you have any questions, contact our help line at 888-385-8522

Store Number

Please provide the Store Number (required).

Store Number

Staples Customer Rewards Number

Please provide your Staples Customer Rewards Number if you have one (optional).

Customer Rewards Number

IMPORTANT NOTICE - For important holiday scheduling updates, click here.

Call Us: 888-385-8522

(/default.aspx)

Quote

500 Staples Drive
Framingham, MA 01702
888-385-8522

Order Details

Every Door Direct Mail® **$119,322.88**

- 372,884 pieces
- 8.5" x 11" EDDM® Postcard
- Map Name: ILof Texas Tarrant Nov 8 2019
- Stock: Minimum 7pt C2S (USPS Compliant)
- Ink: 4/4 - Full Color Both Sides
- Bleed: Bleed
- Fold: No Fold
- Includes $60,407.21 Postage
- Drop 1 (12/2/2019 - 12/7/2019) - 372,884 pcs

Custom Design: I will upload my files later.

Job Comments

Please provide the Store Number and any additional comments about the order.

Comments

Order Summary

Subtotal	$119,322.88
Coupon NP1864420 applied	($18,644.20)
Total	**$100,678.68**

Does not include Sales Tax.

Next Steps: If you have any questions, contact our help line at 888-385-8522

Store Number

Please provide the Store Number (required).

Store Number

Staples Customer Rewards Number

Please provide your Staples Customer Rewards Number if you have one (optional).

Customer Rewards Number

DocuSign Envelope ID: ECF748C4-F26B-476E-ADF5-069FF8C68966

Soliant Health

CLIENT ASSIGNMENT CONFIRMATION

This Client Assignment Confirmation is entered into on the date first signed below and supplements the Client Services Agreement between Soliant Health, Inc and their Client, **International Leadership of Texas**

The Soliant Consultant named below has been placed with Client and Client will pay Soliant Health for hours worked by Consultant according to the terms outlined below:

ASSIGNMENT DETAILS

Consultant: Sue Roche Position: Diagnostician

Assignment Start Date: 10/28/2019 Assignment End Date: 05/21/2020

Bill Rate per Hour: $ 62.00 Minimum Hours: 20

Miscellaneous: Not to exceed 20 hours a week

Teaching Certification: Teaching certification **is** **is not** required for this position.

DESIGNATED APPROVERS

District Personnel designated by Client to approve Timesheets. *If not applicable, respond with N/A.*

Name	Title	Phone	Email Address

WORK SITE LOCATIONS

District Schools to which Consultant will be assigned: *Client to complete. If not applicable, respond with N/A.*

School 1:

Location:

School 2:

Location:

Please note: Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.

Client agrees that it will not directly or indirectly, personally or through another agent or agency, contract with or employ Consultant for a period of one year after the latest date of introduction, referral, or completion of the assignment.

Client Signature

JAMES DWORKIN
Client Printed Name

Chief Financial Officer
Client Title

DocuSigned by:
Maggie Chambers
Soliant Health, Inc. Signature
10/22/2019

Maggie Chambers
Soliant Health, Inc. Printed Name

Account Executive
Soliant Health, Inc. Title

Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless Soliant is notified of changes by Client within forty- eight (48) hours of client's receipt of this Client Assignment Confirmation. If no changes are needed, a signature response is not required.

Powered by BoardOnTrack

DocuSign Envelope ID: BA4D9200-5F44-42EC-9538-E0E5DF532FD4

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ASSIGNMENT DETAILS

Consultant: Gail Mays Position: Diagnostician

Assignment Start Date: 10/01/2019 Assignment End Date: 05/21/2020

Bill Rate per Hour: $ 62.00 Minimum Hours: 32

Miscellaneous: Per School Schedule, Maximum of 32 hours

Teaching Certification: Teaching certification **is** **is not** required for this position.

DESIGNATED APPROVERS

District Personnel designated by Client to approve Timesheets. *If not applicable, respond with N/A.*

Name	Title	Phone	Email Address

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Client Signature

JAMES DUORKIN
Client Printed Name

CFO
Client Title

DocuSigned by:
Maggie Chambers
Soliant Health, Inc. Signature

11/5/2019

Maggie Chambers
Soliant Health, Inc. Printed Name

Account Executive
Soliant Health, Inc. Title

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PBS of TEXAS, LLC
3456 Alemeda #448
Fort Worth, TX 76126
Phone: (817) 235-3008
ksmithpbs@yahoo.com

PROPOSAL

Custodial Contract Addendum

DATE	10/22/2019
CUSTOMER ID	ILT

SUBMIT TO

International Leadership of Texas
Contract Addendum - Attn: Frank Crabil
1601 Summit Ave
Plano, Texas 75074

DESCRIPTION	TAXED	AMOUNT
ILT Cleaning for After School Supper Program		
Consumables Cost *($200 monthly per 10 Campus)*		
$2000 monthly X 7 months = $14,000.00 year		$14,000.00
Restroom/Common Area Cleaning *($1000 monthly per 10 Campus)*		
$10,000 monthly X 7 months = $70,000.00 year		$70,000.00
Classroom Cleaning *(detail, furniture move, carpet clean)*		
DFW Schools 75,257.00 year (7 months)		$75,257.00
Houston Schools 50,168.00 year (7 months)		$50,168.00

Subtotal	$209,425.00
Taxable	-
Tax rate	0.000%
Tax due	-
Other	-
YEARLY TOTAL	**$209,425.00**

OTHER COMMENTS

Quote includes PBS furnishing all labor, supervision & equipment
PBS will provide consumables: tissue, towels, handsoap, etc.
This Addendum is with reference to the Service Agreement that became fully executed on June 4, 2018.

Kurt Smith - PBS of Texas KWSmith

ILT Signature_____ Date _____

Cover Sheet

CONSIDER/ACT ON MERIT PAY TO TEACHERS FOR STUDENT GROWTH RESULTS

Section:	IV. Board Action Items on the Consent Agenda
Item:	C. CONSIDER/ACT ON MERIT PAY TO TEACHERS FOR STUDENT GROWTH RESULTS
Purpose:	Vote
Submitted by:	
Related Material:	Merit Pay To Teachers For Student Growth Results.pdf

CONSIDER/ACT ON MERIT PAY TO TEACHERS FOR STUDENT GROWTH RESULTS

Purpose:

- To be eligible to apply for Teacher Incentive Allotment (TIA) funds in spring 2020, schools must have paid teachers during the 2019-2020 school year based on their performance in the 2018-2019 school year.

Methodology:

- Two STAAR indicators: Reading/Language Arts and Mathematics
- Our metric combined Expected Student Growth (students who made one year of progress) and Accelerated Student Growth (students made more than one year of progress)
- For each indicator we combined the expected and accelerated percentages and ranked the teachers by grade and subject in quintiles 1, 2, and 3. Note: teachers were disqualified for the incentive pay if they had less than 50% of their students make at least one year's worth of progress.

Quintiles	Qualifying People	Per Person	Total Pay
1	43	$2,100.00	$ 90,300.00
2	37	$1,400.00	$ 51,800.00
3	20	$ 700.00	$ 14,000.00
	100		$156,100.00

Cover Sheet

CONSIDER/ACT TO INCREASE COMPENSATION FOR TEACHERS, LIBRARIANS, COUNSELORS AND NURSES

Section: IV. Board Action Items on the Consent Agenda
Item: D. CONSIDER/ACT TO INCREASE COMPENSATION FOR TEACHERS, LIBRARIANS, COUNSELORS AND NURSES
Purpose: Vote
Submitted by:
Related Material: Differentiated Pay.pdf

CONSIDER/ACT TO INCREASE COMPENSATION FOR CLASSROOM TEACHERS

Purpose:

- Reward classroom teachers with more than five years of experience additional “differentiated” pay in accordance with HB3

Projected Impact:

- Estimated 388 classroom teachers impacted
- Propose $300 increase in pay for 19-20 school year
- Total estimated increase for district is $116,400 for 19-20 school year

Cover Sheet

CONSIDER/ACT TO AMEND EMPLOYEE HANDBOOK TO CLARIFY MANNER OF RECORDING EMPLOYEE ABSENCES

Section: IV. Board Action Items on the Consent Agenda

Item: E. CONSIDER/ACT TO AMEND EMPLOYEE HANDBOOK TO CLARIFY MANNER OF RECORDING EMPLOYEE ABSENCES

Purpose: Vote

Submitted by:

Related Material:

2019-2020 ILTexas Employee Handbook -- rev 2019 08 21 -- AESOP amended.pdf
2019-2020 ILTexas Employee Handbook -- rev 2019 08 21 -- AESOP.pdf

full duty after the initial approved time, he or she may request a continuation of RTW Modified Duty not to exceed a total of 90 calendar days in a Modified Duty capacity.

An employee requesting an extension of Modified Duty, beyond the originally approved amount of time in the RTW with Modified Duty offer letter, must submit documentation to the department of Human Resources from his or her Physician. This document should include what limitations continue to exist, and the probable duration of those limitations.

If an employee is unable to return to work at full duty after 90 calendar days, he or she may request a continuation of Modified Duty not to exceed a total of 180 calendar days in a Modified Duty capacity. Approval beyond 90 calendar days will be based upon the assessment of the employee's ability to return to full duty within the immediate future. An employee requesting an extension beyond 90 calendar days must submit updated information from his or her physician.

An employee who is unable to return to his or her regularly assigned duties at the end of the RTW Modified Duty agreement may elect to terminate his or her employment with ILTexas Provided that employee has exhausted any entitlements under the FMLA, an employee who is unable to return to work at the end of the RTW Modified Duty agreement may be terminated in accordance with the Extended Leave and Absence Control section of this Handbook.

An employee who believes that his or her condition is a qualifying disability and that he or she is a qualified individual with a disability under the ADA may request and pursue accommodations under the ADA.

PART 6: EMPLOYEE ATTENDANCE AND LEAVE

ILTexas offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call the Human Resources Department for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with ILTexas.

6.1 Attendance

Employees shall be available full-time during their regular work hours, as defined by their letter of agreement. Any scheduling changes must be discussed with and approved by the employee's immediate supervisor and/or the Principal.

Absence

Employees are responsible for notifying their immediate supervisor and/or the Principal of late arrivals, early departures, and absences. When the need for being absent from or late to work is known in advance, the employee must give notice as far in advance as possible. All employees are required to submit leave requests through Skyward Employee Access and, where applicable, through Aesop, for all days missed. The True Time System is an electronic timekeeping system only. *[proposed language]*

Excessive Absenteeism or Tardiness

Excessive absenteeism, tardiness, and leaving work prior to the designated time constitute grounds for any of the following disciplinary action:

- Disciplinary probation.

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Cover Sheet

CONSIDER/ACT TO AMEND POLICY AND EMPLOYEE HANDBOOK PROVISIONS FOR BEREAVEMENT LEAVE

Section: IV. Board Action Items on the Consent Agenda

Item: F. CONSIDER/ACT TO AMEND POLICY AND EMPLOYEE HANDBOOK PROVISIONS FOR BEREAVEMENT LEAVE

Purpose: Vote

Submitted by:

Related Material: Bereavement page from PG4 AMENDED.pdf
Bereavement page from PG4.pdf
Breavement pages 2019-20 Ee HB amended.pdf
Breavement pages 2019-20 Ee HB.pdf

The daily rate of a substitute shall be deducted from an employee's daily pay during a period of extended sick leave, even if a substitute is not used. The Superintendent shall adopt procedures to implement and control Extended Sick Leave benefits.

Sec. 4.13.3. EMERGENCY LEAVE

Employees may be granted up to 5 days of emergency leave without loss of pay or accumulated Local Leave for destruction of their home or domicile due to flood, fire, or storm, other natural disasters or force majeure. Such leave is subject to the approval of the Superintendent or designee. Any further leave granted will result in a deduction of accumulated Local Leave, a deduction of the daily rate of pay, or unpaid leave, unless otherwise provided by **ILTexas**.

Sec. 4.13.4. BEREAVEMENT LEAVE

ILTexas employees may be absent, without loss of pay, in the event of the death of one of the following relatives of the employee or his or her spouse: husband, wife, child (including a biological, adopted, stepchild, a child for whom the employee stands in loco parentis, or foster child), father, mother, brother, sister, grandfather, grandmother, grandchildren, or any person who may be residing in the employee's household at the time of illness or death. No more than 3 paid bereavement leave days will be used for this purpose in any one school year unless otherwise approved by the Superintendent or designee. *[proposed language]*

Sec. 4.13.5. RELIGIOUS OBSERVANCES

An employee requesting to attend a religious observance on a regularly scheduled school day may use Personal Leave. In the event that all Personal Leave has been used, deductions from the employee's salary shall be made on the basis of the employee's daily rate of pay.

Sec. 4.13.6. JURY DUTY AND OTHER COURT APPEARANCES

ILTexas will pay a non-exempt employee his or her normal daily compensation for each regularly scheduled workday on which the employee serves in any phase of jury service. Any employee selected for jury duty must notify his or her supervisor within 48 hours of the court's notice. The employee must also present documentation of jury service to his or her supervisor.

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding. Absences for court appearances related to an employee's personal business must be taken as local leave or leave without pay (if no local leave is available). Employees may be required to submit documentation of their need for leave for court appearances.

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SLHA Schulman, Lopez, Hoffer & Adelstein, LLP
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his or her rights hereunder. If any employee believes that he or she has been subjected to discrimination in violation of this provision, the employee should immediately contact Human Resources.

Temporary (Two-Week) Military Leave

In addition to the rights and benefits provided to employees taking Extended Military Leave, eligible employees who must be absent from their job for a period of not more than ten working days each year in order to participate in temporary military duty are entitled to as many as ten days' unpaid military leave. All benefits will continue during an employee's temporary military leave.

All Other (Extended) Military Leave

Employees directed to participate in extended military duties in the U. S. Armed Forces that exceed ten working days will be placed on an unpaid military leave of absence status for a period of as long as five years, except as otherwise required by USERRA, and the employee will be entitled to the rights and benefits described in this Handbook and in accordance with ILTexas' policies and procedures.

To request a temporary or extended military leave of absence the employee should, unless prevented from doing so by military necessity, notify Human Resources and complete and submit the appropriate form. An employee on temporary or extended military leave may elect, at his or her option, to use paid leave (vacation, sick or personal) available; the remainder of military leave will be unpaid.

6.9 Bereavement Leave

Full-time and part-time employees are eligible for bereavement leave.

ILTexas employees may be absent, without loss of pay, in the event of the death of one of the following relatives of the employee or his or her spouse: husband, wife, child (including a biological, adopted, stepchild, a child for whom the employee stands in loco parentis, or foster child), father, mother, brother, sister, grandfather, grandmother, grandchildren, or any person who may be residing in the employee's household at the time of illness or death. No more than 3 paid bereavement leave days will be used for this purpose in any one school year unless otherwise approved by the Superintendent or designee. *[proposed language]*

If an employee experiences a death in the family, he or she should inform the Principal or Supervisor as soon as possible. Supporting documentation may be required.

6.10 Jury Duty

ILTexas may not discharge, threaten to discharge, intimidate, coerce, reduce the salary, or otherwise penalize or discriminate against an employee because of the employee's compliance with a summons to appear as a juror or a grand juror. A leave of absence for jury or grand jury duty will be granted to any employee will be compensated at his or her regular daily or hourly rate for each day of absence due to jury or grand jury duty, up to a total of three days of paid absence per school year. Employees must present documentation of the service and may keep any compensation they receive. A summons to appear is not proper documentation of the service. If an employee is released early, he or she must return to work. Consideration will be given on a case-by-case basis for travel time.

6.11 Other Court Appearances

Employees will be paid while on leave to comply with a valid subpoena related to employment with ILTexas. Employees may be required to submit documentation of their need for leave for court appearances

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[current language]

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Cover Sheet

CONSIDER/ACT ON OCTOBER, 2019 FINANCIAL REPORT

Section:	V. Board Action Items for Separate Consideration
Item:	A. CONSIDER/ACT ON OCTOBER, 2019 FINANCIAL REPORT
Purpose:	Vote
Submitted by:	
Related Material:	CFO Report -- items combined.pdf

ILTexas Board Report

Chief Financial Officer	October 31, 2019

Overall Status: G On Track

State of Financials and Key Ratios

Key Ratios / Indicators	Results	Status	Notes
YTD Change in Net Assets	$ 2,868,146	G	
Projected 6/30/20 Days Cash On Hand	68.4	G	Preferred benchmark 20-60 days for FIRST and 45 days for Bond
Administrative Ratio (function 21+41/11+12+13+31	6.3%	G	FIRST threshold 14%
Current Enrollment (As of end of Month)	19,349	G	Budgeted $19,350
Current Ratio (current asset/current liabilities)	5.1	G	1.00
Debt Service Coverage Ratio (net income before int. pmt. and dep / Int. and principal pmt.)	1.38	G	1.10x

Special Notations and Projections

Agenda Topics / Decisions to be Made

- **Financial Reports**

  Financial Reports for ILTexas: Financial Dashboard, Income Statement, Cash Flow projections and Balance Sheet

- **Financial Updates:**

- **Other Financial Related Reports:**

Activities in Progress or Accomplished

- Filed audit with TEA
- Implementing audit recommendations
  - Monthly reconciliations of balance sheet
  - Increased automation
- Researching system options for improved data analytics

G On Track Y Of Concern R At Risk C Complete

INTERNATIONAL LEADERSHIP OF TEXAS

REVENUES & EXPENDITURES MONTHLY REPORT

		Budget All Funds	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	YTD TOTAL	%age of Budget
REVENUE										
5700	Local	3,028,770	69,997	539,563	490,891	504,039	-	-	1,604,490	53%
5800	State	186,846,220	15,411,602	15,411,602	16,006,742	15,946,211	-	-	62,776,156	34%
5900	Federal	16,879,403	12,979	4,714	2,409,329	2,020,575	-	-	4,447,597	26%
		206,754,393	15,494,578	15,955,879	18,906,962	18,470,825	-	-	68,828,243	33%
EXPENSE										
11	Instructional	93,239,222	6,267,815	6,935,361	8,791,779	8,369,354	-	-	30,364,310	33%
12	Library and Media	1,014,102	65,383	66,308	71,724	103,012	-	-	306,429	30%
13	Curriculum development	8,045,759	410,790	532,657	550,345	689,223	-	-	2,183,015	27%
21	Instructional Leadership	1,586,892	90,635	108,264	113,539	119,491	-	-	431,928	27%
23	School Leadership	9,665,680	719,975	757,617	844,347	805,346	-	-	3,127,284	32%
31	Guidance & Counseling	5,521,886	311,472	321,339	381,740	610,657	-	-	1,625,208	29%
32	Social services	138,981	97	5,776	7,667	12,973	-	-	26,514	19%
33	Health Services	1,783,625	106,324	110,996	128,474	137,959	-	-	483,753	27%
34	Student Transportation	1,719,724	58,494	70,235	120,121	125,966	-	-	374,816	22%
35	Food Services	8,388,928	23,678	38,022	552,377	1,009,125	-	-	1,623,202	19%
36	Extra Curricular Activities	1,911,756	80,776	237,417	108,661	156,477	-	-	583,331	31%
41	General Administration	5,371,111	402,931	398,571	446,064	643,426	-	-	1,890,992	35%
51	Facilities Maintenance	24,874,420	1,832,526	2,169,666	3,218,537	2,744,165	-	-	9,964,894	40%
52	Security and Monitoring	2,119,431	-	15,854	176,566	247,249	-	-	439,669	21%
53	Technology / Data Systems	6,287,083	279,261	489,823	645,782	411,570	-	-	1,826,435	29%
61	Community Services	1,244,021	29,014	27,740	60,094	67,383	-	-	184,231	15%
71	Debt Service	31,789,635	2,627,513	2,617,288	2,666,520	2,612,766	-	-	10,524,086	33%
	Total	204,702,256	13,306,685	14,902,934	18,884,336	18,866,142	-	-	65,960,098	32%
	Change in Net Assets	**2,052,137**	**2,187,893**	**1,052,945**	**22,625**	**(395,318)**	**-**	**-**	**2,868,146**	140%
6100	Payroll	118,143,151	7,738,945	8,841,251	9,693,777	9,901,141	-	-	36,175,114	31%
6200	Contr. Services	28,429,695	1,192,616	1,687,859	3,562,741	3,583,067	-	-	10,026,282	35%
6300	Supplies	7,972,338	238,755	290,640	1,550,810	1,150,728	-	-	3,230,933	41%
6400	Oth. Operating	18,417,436	1,508,857	1,465,896	1,410,489	1,618,440	-	-	6,003,682	33%
6500	Debt Service	31,739,635	2,627,513	2,617,288	2,666,520	2,612,766	-	-	10,524,086	33%
6600	Capital Outlay	-	-	-	-	-	-	-	-	
		204,702,256	13,306,685	14,902,934	18,884,336	18,866,142	-	-	65,960,098	32%

**Internally prepared Financials, subject to change.

STATEMENT OF FINANCIAL POSITION

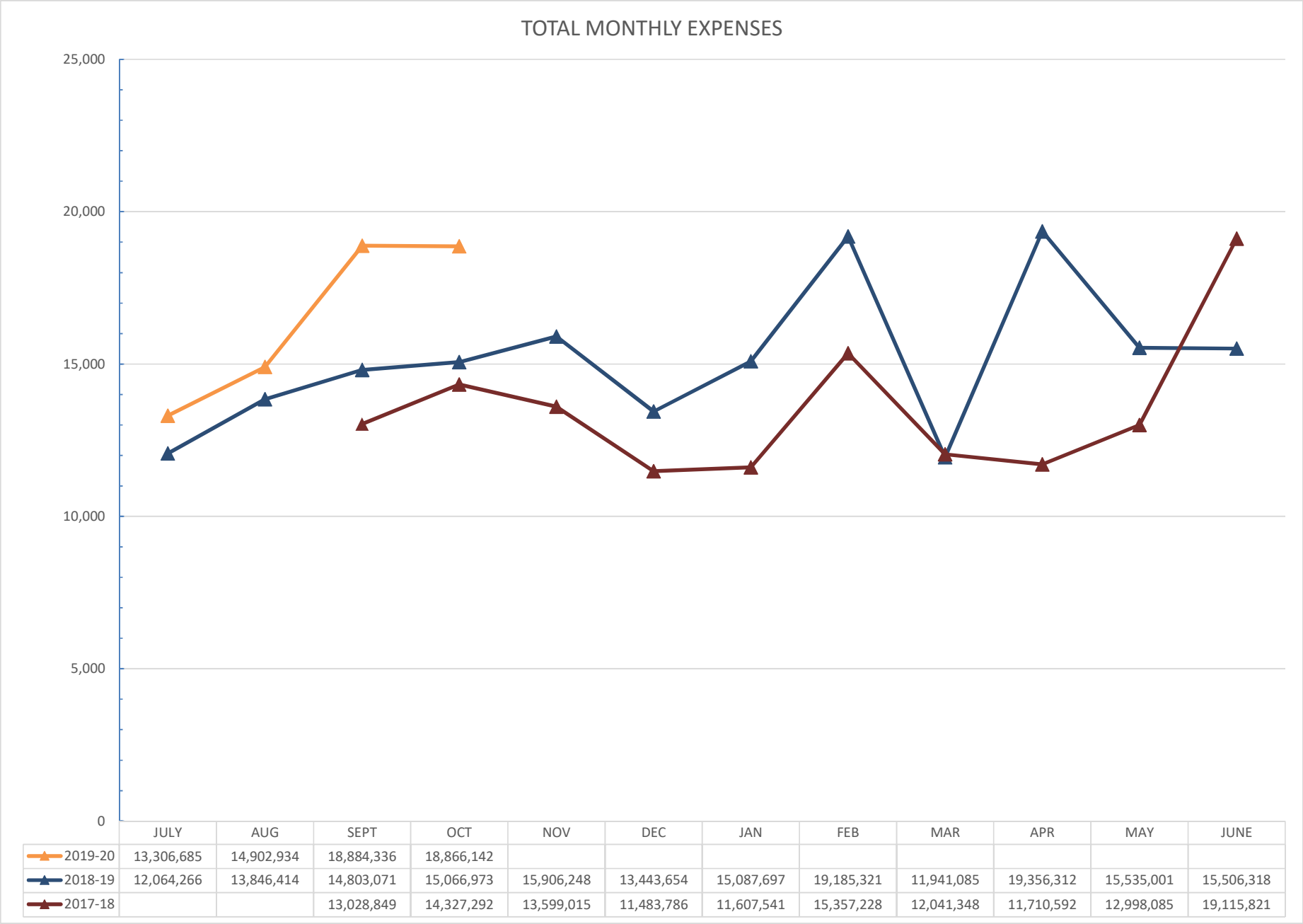
ASSETS	SEE AUDIT JUNE 30, 2019	SEPTEMBER 30, 2019	OCTOBER 31, 2019
CURRENT ASSETS			
Cash and cash equivalents	$ 72,976,316	$ 78,031,392	$ 112,659,429
Due from STATE and FEDERAL programs	27,537,972	2,799,990	2,872,966
Other Receivables		1,080,832	1,080,768
Deferred Expense	116,779	1,329,908	1,219,925
Other Current Assets	240,525	597,755	47,755
Total Current Assets	100,871,592	83,839,877	117,880,843
PROPERTY AND EQUIPMENT			
Land	38,839,724	38,839,724	38,839,724
Buildings	429,710,102	428,658,506	429,710,102
Furniture and equipment	2,402,628	16,581,524	17,953,698
Vehicles	17,954,051	3,138,030	3,135,160
Less accumulated depreciation	(39,954,910)	(41,994,884)	(45,286,084)
Total Property and Equipment	448,951,595	445,222,900	444,352,600
Total Assets	$ 549,823,187	$ 529,062,777	$ 562,233,443
LIABILITIES			
CURRENT LIABILITIES			
Accounts Payable	$ 2,321,445	$ 11,904	$ 2,998,888
Due to student groups	795,660	843,918	881,907
Deferred revenue_Non earned FSP funds	376,755	264,770	13,025,542
Accrued wages payable	11,558,436	10,041,417	12,680,082
Payroll deductions and withholdings	1,131,278	117,469	98,228
Current portion of long-term debt	18,984,172	5,246,978	5,246,978
Total Current Liabilities	35,167,746	16,526,456	34,931,625
LONG-TERM LIABILITIES			
Finance(Buildings) Lease Liability	1,094,792	-	-
Long-term debt	511,438,704	506,894,267	522,960,969
Total Long-Term Liabilities	512,533,496	506,894,267	522,960,969
Total Liabilities	$ 547,701,242	$ 523,420,723	$ 557,892,594
NET ASSETS			
Unrestricted(Beg. 7-1-19 balance)	$ 2,121,945	$ 2,378,590	$ 2,378,590
Current Year Change in Net Asset (Revenue/Expenses)	-	3,263,463	1,962,258
Total Net Assets	2,121,945	5,642,054	4,340,848
Total Liabilities and Net Assets	$ 549,823,187	$ 529,062,777	$ 562,233,443

*****Internally Prepared Financial Statements**

International Leadership of Texas
Cash Flow Projection

	SEE AUDIT Beg. Bal. (6/30/19)	July '19	August '19	September '19	October '19	November '19	December '19	January '20	February '20	March ' 20	April '20	May '20	June '20
Cash Balance	19,664,796	19,221,009	18,085,843	42,392,593	55,172,565	58,248,567	51,155,110	44,159,004	37,155,757	30,342,212	29,620,502	24,372,018	
Inflows													
Local		69,997	539,563	490,891	504,039	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000
State		11,661,349	12,722,204	41,808,194	28,706,983	17,795,944	7,626,485	7,723,836	7,716,695	7,906,397	13,998,232	9,471,457	13,672,066
Federal		1,048,215	206,801	588,560	2,020,575	1,250,000	1,250,000	1,250,000	1,250,000	1,250,000	1,250,000	1,250,000	1,250,000
Other Sources		-	-								-		
Short-term Loan		-	-										
Total inflows		12,779,560	13,468,568	42,887,645	31,231,597	19,295,944	9,126,485	9,223,836	9,216,695	9,406,397	15,498,232	10,971,457	15,172,066
Outflows													
Payroll		7,738,945	8,841,251	9,693,777	9,901,141	9,350,000	9,350,000	9,350,000	9,350,000	9,350,000	9,350,000	9,350,000	9,350,000
Contr. Srvcs		1,192,616	1,687,859	3,562,741	3,583,067	2,300,000	2,300,000	2,300,000	2,300,000	2,300,000	2,300,000	2,300,000	2,300,000
Supplies		238,755	290,640	1,550,810	1,150,728	241,018	241,018	241,018	241,018	241,018	241,018	241,018	241,018
Oth. Oper.		358,857	315,896	260,489	358,924	358,924	358,924	358,924	358,924	358,924	358,924	358,924	358,924
Debt Service		2,627,513	2,617,288	2,666,520	2,612,766	3,125,000	3,125,000	3,125,000	3,125,000	3,125,000	3,125,000	3,125,000	3,125,000
Capital Outlay		-	-	-	-	-	-	-	-	-	-	-	-
Short-term loan		-	-	-									
Non-Expense(Principal)		1,066,662	850,800	846,559	845,000	845,000	845,000	845,000	845,000	845,000	845,000	845,000	845,000
Total outflows		13,223,348	14,603,734	18,580,895	18,451,626	16,219,942	16,219,942	16,219,942	16,219,942	16,219,942	16,219,942	16,219,942	16,219,942
Month End Balance		19,221,009	18,085,843	42,392,593	55,172,565	58,248,567	51,155,110	44,159,004	37,155,757	30,342,212	29,620,502	24,372,018	23,324,142

**Internally Prepared projection



	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2019-20	13,306,685	14,902,934	18,884,336	18,866,142								
2018-19	12,064,266	13,846,414	14,803,071	15,066,973	15,906,248	13,443,654	15,087,697	19,185,321	11,941,085	19,356,312	15,535,001	15,506,318
2017-18			13,028,849	14,327,292	13,599,015	11,483,786	11,607,541	15,357,228	12,041,348	11,710,592	12,998,085	19,115,821

Cover Sheet

CONSIDER/ACT ON APPROVAL OF TARGETED IMPROVEMENT PLANS FOR MULTIPLE ILTEXAS CAMPUSES

Section: V. Board Action Items for Separate Consideration
Item: B. CONSIDER/ACT ON APPROVAL OF TARGETED IMPROVEMENT PLANS FOR MULTIPLE ILTEXAS CAMPUSES
Purpose: Vote
Submitted by:
Related Material: TSeaberry TIP Plan Nov 2019 with TIPs.pdf

School Improvement

Nov 20, 2019

Overview of the 2019 Accountability System

The overall design of the accountability system evaluates performance according to three domains:

1. **Student Achievement** evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

2. **School Progress** measures district and campus outcomes in two areas: the number of students who grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

3. **Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the *Every Student Succeeds Act*.

TEA Accountability Manual

Who is Rated?

Districts and campuses with students enrolled in the fall of the 2018–19 school year are assigned a state accountability rating.

1. **Districts:** Beginning the first year, districts report fall enrollment; school districts and charter schools are rated based on the aggregate results of students in their campuses.

2. **Campuses:** Beginning the first year, campuses report fall enrollment; campuses and open-enrollment charter schools are rated based on the performance of their students.

TEA Accountability Manual

State Rating Labels

Districts and Campuses receive an overall rating, as well as a rating for each domain.

The 2019 rating labels for districts and campuses are as follows:

A, B, C, or D: Assigned for overall performance and for performance in each domain to districts and campuses that meet the performance target for the letter grade.

F: Assigned for overall performance and for performance in each domain to districts and campuses that do not meet the performance target to earn at least a D.

TEA Accountability Manual

Federal Designations for Support

Comprehensive Support and Improvement: Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Targeted Support and Improvement: Designation for campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement.

Additional Targeted Support Identification: Any campus that is not identified for comprehensive or targeted support and improvement is identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify that campus type for comprehensive support and improvement.

TEA Accountability Manual

Targeted Improvement Plans (TIPs)

PURPOSE:

- Select District Coordinators of School Improvement (DCSI) as points-of-contact
- DCSIs engage stakeholders and are encouraged to discuss plan development at the campus' annual meeting on performance objectives
- DCSIs are provided a needs assessment process to use (data reflection and self-assessment)
- DCSIs are encouraged to use the TIP template, but may use a template of their choice or relevant elements of their campus improvement plan
- DCSIs must seek LEA approval of the plan

TEA Accountability Manual

TIPs

- Campus-based Intervention Plan
  - Led by DCSI (through the collaboration of stakeholders)
  - Follows Effective Schools Framework: ESF
  - Supported by local service center (ESC: 10, 11, and 4)

Dallas Area Campus Plans for Board Approval

For Board Approval:
Lancaster Elementary School - “D” overall and Second Year Comprehensive Progressing

Lancaster Middle School - “D” in a Domain and Second Year Comprehensive Progressing

Targeted Improvement Plan Prioritized Focus Areas:

(1) 2.1 Hire, retain highly qualified staff

(2) 5.1 Objective-driven lesson plans with formative assessments (weekly).

(3) 5.3 Data-Driven Instruction

Lancaster Elementary School

Targeted Improvement Plan

2019-2020

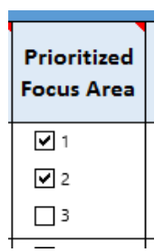
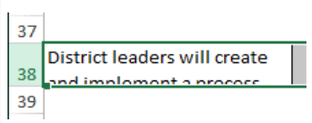
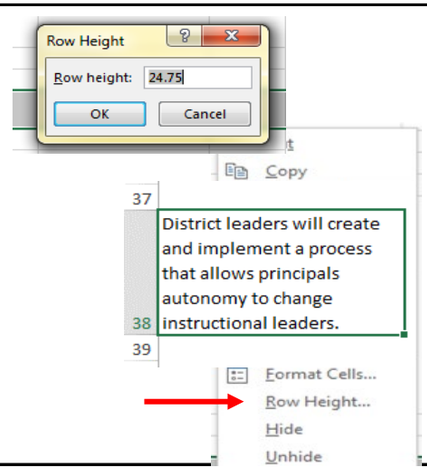
Campus Targeted Improvement Plan

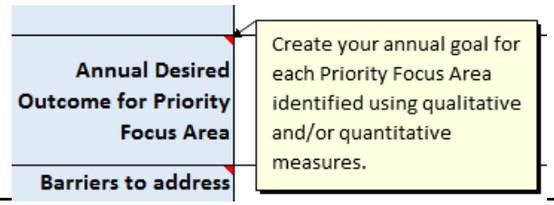
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information							
District Name	International Leadership of Texas	**Campus Name**	Lancaster K-8	**Superintendent**	Eddie Conger	**Principal**	Senta Wilson
District Number	057-548	**Campus Number**	Elem: 019	**District Coordinator of School Improvement (DCSI)**	Anthony Palagonia	**ESC Support**	Ben Dickerson

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.	**Anthony Palagonia, 9/5/2019**
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.	**Anthony Palagonia, 9/5/2019**
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.	**Senta Wilson, 9/5/2019**
Board Approval Date		

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 60%; Domain 2: 70%; Domain 3: 70%
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	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.	**4**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	We noticed last year that some of our teachers were not placed in areas of strength and have adjusted our teacher placement to reflect those strengths this year. We are working on the recruitment and retention of highly qualified educators by providing more levels of support.	We've realized that while we put a lesson plan template in place, we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Teachers are not including their formative assessments in the planning process; they are creating them after planning. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems and provide timely feedback on all components of a highly effective lesson plan.	We recognized last year that we needed to develop stronger data practices on our campus. We've become a part of a DDI training program for this year and already have some structures around DDI up and running including Know/Show charts and exemplars. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus. Utilization of All in Learning reports/progress trackers will ensure immediate data for use in DDI.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Barriers to Address During the Year	Not responding to RYG forms. Hiring teachers quickly, when they may not be strong in that area. Not realizing it's a problem. Quality of candidates is low.	Utilizing district LPs too much. Teachers complete Lesson Plans for compliance reasons and don't actually use it to inform their classroom instruction. Assessments are not planned ahead of time. Fixed-mindset when it comes to resources (using textbooks versus engaging strategies). We have teachers who want to just be given what to do. Lack of connections to how the lesson and the plan interacts.	Teachers don't understand what to do with the data once collected; how to determine the root cause as to why they didn't learn the concept. Not seeing the value behind the data. Seen as an additional task. Not inspecting what we expect. No true data meetings. Follow-through on data and reteach did not happen.

District Commitment Theory of Action:	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			

Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	**Capacity Builder**		

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Math	Other	5% growth		Other			Benchmark			STAAR	46	
3	Reading	Other	5% growth		Other			Benchmark			STAAR	44	
4	Math	Other	5% growth		Other			Benchmark			STAAR	46	
4	Reading	Other	5% growth		Other			Benchmark			STAAR	44	
4	Writing	District Interim	5% growth		District Interim			Benchmark			STAAR	30	
5	Math	Other	5% growth		Other			Benchmark			STAAR	46	
5	Reading	Other	5% growth		Other			Benchmark			STAAR	44	
5	Science	Other	5% growth		Other			Benchmark			STAAR	40	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Desired 90-day Outcome	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Barriers to Address During this Cycle	Teachers not responding to the red, yellow, green form. Hiring teachers quickly when they may not be strong in an area. Teacher inability to recognized gaps that prohibit us to have gains. Quality of candidates is low.	Over utilizing district lesson plans. Teachers utilize lesson plans for compliance only instead of informing their classroom instruction.	Teachers don't know what to do with the data once it is collected and how to determine root cause. Teachers don't see the value behind the data. Failure to inspect what we expect. Follow-through on data and reteach.
District Actions for this Cycle	Human Resources department will provide highly qualified, certified candidates to select from for high needs areas.	Area Instructional Coaches support CILT in accessing weekly assessments in advance and identifying which standards are prioritized in weekly assessments to support PLC planning.	Area Instructional Coaches ensure that weekly assessments are formatted and aligned like STAAR with clear instructions so that students know to show all their work on the assessment itself.
District Commitments Theory of Action	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.		

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 professional development in Balanced Literacy instruction in Reading and Writing and collaboratively develop lesson plans utilizing components of the model during PLC.	☐ 1 ☑ 2 ☐ 3	September - November	Office Supplies, books for book studies, snacks for meetings	Anna Sevcik (ELAR/SS IC)	1) Sign-in sheets / Agendas 2) Increases in student achievement data (Istation, Balanced Literacy)	November 29, 2019		
Provide professional development with an in-depth understanding of the reading and writing standards during PLC.	☐ 1 ☑ 2 ☐ 3	September - November	Office Supplies, books for book studies, snacks for meetings	Anna Sevcik (ELAR/SS IC)	1) Sign-in sheets / Agendas 2) Increases in student achievement data (Istation, Balanced Literacy, MAP)	November 29, 2019		
Assist teachers during coaching and feedback sessions with developing research based strategies and mini-lessons for each genre for effective delivery of instruction to maximize the rigor of each lesson .	☐ 1 ☑ 2 ☐ 3	September - November	Research based survey questions, books for book studies on building culture and climate.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets / Agendas 2) Increases in student achievement data (DOLs, ECAs)	November 29, 2019		
Conduct walk throughs to observe implementation of student management procedures obtained during professional development sessions	☐ 1 ☑ 2 ☐ 3	September - November	Effective observation tools aligned to Leverage Leadership 2.0	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Observation data 2) Increases in student achievement data (DOLs, ECAs, student discipline)	November 29, 2019		

Cycle 1 (Sept-Nov)

Conduct PLC with collaboration on teaching practices/lesson planning during data analysis with student exemplars.	☐ 1 ☑ 2 ☐ 1 ☑ 3 ☐ 2	September - November	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC) and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data (DOLs ,MAP, Istation, weekly assessments, ECAs)	November 29, 2019		
Continue to provide professional development on data analysis protocols including pre-work expectations (unpacking Ses, collection of student work, and Know/Show Charts) and in-depth understanding of the standards and best practices to ensure aligned instruction and maximized learning during PLC.	☑ 3	September - November	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data (DOLs and weekly assessments)	November 29, 2019		
Conduct data analysis meetings to analyze skills to be re-taught based on common assessments and DOL's (Demonstration of Learning).	☐ 1 ☐ 2 ☑ 3	September - November	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC), Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP)	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data (DOL, ECAs, MAP)	November 29, 2019		
Provide data tracking forms, materials, resources, and snacks during tutorials and Saturday School for remediaton for targeting students in need to increase academic achievement.	☐ 1 ☐ 2 ☑ 3	September - November	Office Supplies, books for book studies, snacks and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) Increases in student achievement data (student portfolios, DOL, Saturday assessments, MAP)	November 29, 2019		
Review student data from DOL's and common assessments to analyze learning gaps and create reteach lessons.	☐ 1 ☑ 2	September - November	Office Supplies, materials, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data (DOLs and Common Assesements)	November 29, 2019		
Provide 1-2 day induction training to new staff who come in after beginning of the year professional development.	☑ 3	September - November	Office Supplies, PD	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data (DOLs, ECAs)	November 29, 2019		
Hire an instructional aide to assist in the effective implementation of Restoratie Behavioral Practices and effectiely implement school-wie systems obtained during professional development. Hire an instructional coach to assist with developing teachers professional practices.	☑ 1 ☐ 2 ☐ 3	September - November	Office Supplies, substitutes	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Sign-in sheets/ Agendas 2) Presentations 3) Observation Data 4) Decrease in student discipline referrals 5) Increase in student achievement (DOLs, ECAs, MAP)	November 29, 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 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Desired 90-day Outcome	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Barriers to Address During this Cycle	Teachers not responding to the red, yellow, green form. Hiring teachers quickly when they may not be strong in an area. Teacher inability to recognized gaps that prohibit us to have gains. Quality of candidates is low.	Over utilizing district lesson plans. Teachers utilize lesson plans for compliance only instead of informing their classroom instruction.	Teachers don't know what to do with the data once it is collected and how to determine root cause. Teachers don't see the value behind the data. Failure to inspect what we expect. Follow-through on data and reteach.
District Actions for this Cycle	Human Resources department will provide highly qualified, certified candidates to select from for high needs areas.	Area Instructional Coaches support CILT in accessing weekly assessments in advance and identifying which standards are prioritized in weekly assessments to support PLC planning.	Area Instructional Coaches ensure that weekly assessments are formatted and aligned like STAAR with clear instructions so that students know to show all their work on the assessment itself.
District Commitments Theory of Action	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.		

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
Develop a universal interview protocol.	☑ 1 ☐ 2 ☐ 3	December - February	Research based interview bank	Angel McKoy (3-5 AP)	1) Interview Protocol Document 2) Quality Candidates - Obervation Data 3) Student			
Facilitate Monthly Mentor Mentee PD Sessions for new teachers.	☑ 1 ☑ 2 ☐ 3	December - February	Office Supplies, books for book studies, snacks for meetings	Brooke McGilvery (K-2 AP)	1) Sign-in sheets / Agendas 2) Increases in student achievement data (DOLs and ECAs)			
Provide Surveys to staff, students, and parents to determine the level of effectiveness related to student management and social/emotional learning	☑ 1 ☐ 2 ☐ 3	December - February	Research based survey questions, books for book studies on building culture and climate.	Melinda Miller (Counselor)	1)Survey data 2) Increases in student achievement data (student discipline data / restorative practices			
Continue to conduct walk throughs to observe implementation of student management procedures obtained during professional development sessions	☑ 1 ☑ 2 ☐ 3	December - February	Effective observation tools aligned to Leverage Leadership 2.0	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Observation data 2) Increases in student achievement data (DOLs, ECAs, student discipline)			
Conduct PLC with collaboration on teaching practices/lesson planning during data analysis with student exemplars.	☑ 1 ☑ 2 ☐ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC) and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student			

Cycle 2 (Dec-Feb)

Continue to provide professional development on data analysis protocols including pre-work expectations (unpacking Ses, collection of student work, and Know/Show Charts) and in-depth understanding of the standards and best practices to ensure aligned	☐ 1 ☑ 2 ☐ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data (DOLs			
Continue to conduct data analysis meetings to analyze skills to be re-taught based on common assessments and DOL's (Demonstration of Learning).	☐ 1 ☐ 2 ☑ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC), Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP)	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student			
Continue to provide data tracking forms, materials, resources, and snacks during tutorials and Saturday School for remediaton for targeting students in need to increase academic achievement.	☐ 1 ☐ 2 ☑ 3	December - February	Office Supplies, books for book studies, snacks and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data (student portfolios, DOL, Saturday			
Continue to review student data from DOL's and common assessments to analyze learning gaps and create reteach lessons.	☐ 1 ☐ 2 ☑ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data (DOLs and Common Assesements)			
	☑ 1 ☐ 2 ☐ 3							

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	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Desired 90-day Outcome	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Barriers to Address During this Cycle	Teachers not responding to the red, yellow, green form. Hiring teachers quickly when they may not be strong in an area. Teacher inability to recognized gaps that prohibit us to have gains. Quality of candidates is low.	Over utilizing district lesson plans. Teachers utilize lesson plans for compliance only instead of informing their classroom instruction.	Teachers don't know what to do with the data once it is collected and how to determine root cause. Teachers don't see the value behind the data. Failure to inspect what we expect. Follow-through on data and reteach.
District Actions for this Cycle	Human Resources department will provide highly qualified, certified candidates to select from for high needs areas.	Area Instructional Coaches support CILT in accessing weekly assessments in advance and identifying which standards are prioritized in weekly assessments to support PLC planning.	Area Instructional Coaches ensure that weekly assessments are formatted and aligned like STAAR with clear instructions so that students know to show all their work on the assessment itself.
District Commitments Theory of Action	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.		

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
Utilize a universal interview protocol.	☑ 1 ☐ 2 ☐ 3	March - May	Research based interview bank	Angel McKoy (3-5 AP)	1) Interview Protocol Document 2) Quality Candidates - Obervation Data 3) Student Achievement Data (Istation,	May 29, 2019		
Continue to facilitate Monthly Mentor Mentee PD Sessions for new teachers.	☑ 1 ☐ 2 ☐ 3	March - May	Office Supplies, books for book studies, snacks for meetings	Brooke McGilvery (K-2 AP)	1) Sign-in sheets / Agendas 2) Increases in student achievement data (DOLs and ECAs)	May 29, 2019		
Provide Surveys to staff, students, and parents to determine the level of effectiveness related to student management and social/emotional learning	☑ 1 ☑ 2 ☐ 3	March - May	Research based survey questions, books for book studies on building culture and climate.	Melinda Miller (Counselor)	1)Survey data 2) Increases in student achievement data (student discipline data / restorative practices data)	May 29, 2019		
Continue to conduct walk throughs to observe implementation of student management procedures obtained during professional development sessions	☑ 1 ☐ 2 ☐ 3	March - May	Effective observation tools aligned to Leverage Leadership 2.0	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Observation data 2) Increases in student achievement data (DOLs, ECAs, student discipline)	May 29, 2019		

Cycle 3 (Mar-May)

Continue to conduct PLC with collaboration on teaching practices/lesson planning during data analysis with student exemplars.	☐ 1 ☐ 2 ☐ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC) and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data (DOLs	May 29, 2019		
Continue to provide professional development on data analysis protocols including pre-work expectations (unpacking Ses, collection of student work, and Know/Show Charts) and in-depth understanding of the standards and best practices to ensure aligned instruction and maximized learning during PLC.	☐ 1 ☑ 2 ☑ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data (DOLs and weekly assessments)	May 29, 2019		
Continue to conduct data analysis meetings to analyze skills to be re-taught based on common assessments and DOL's (Demonstration of Learning).	☐ 1 ☐ 2 ☑ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC), Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP)	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data (DOL, ECAs, MAP)	May 29, 2019		
Continue to provide data tracking forms, materials, resources, and snacks during tutorials and Saturday School for remediaton for targeting students in need to increase academic achievement.	☐ 1 ☐ 2 ☑ 3	March - May	Office Supplies, snacks, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data (student portfolios, DOL, Saturday assessments, MAP)	May 29, 2019		
Continue to review student data from DOL's and common assessments to analyze learning gaps and create reteach lessons.	☐ 1 ☑ 2 ☑ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data (DOLs and Common Assesements)	May 29, 2019		
	☐ 1 ☐ 2 ☐ 3							

Reflection and Planning for Next 90-Day Cycle

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

END OF YEAR REFLECTION

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			

Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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 Corner Notes

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.

Lancaster Middle School

Targeted Improvement Plan

2019-2020

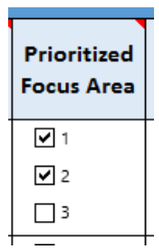
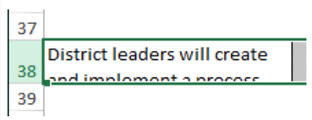
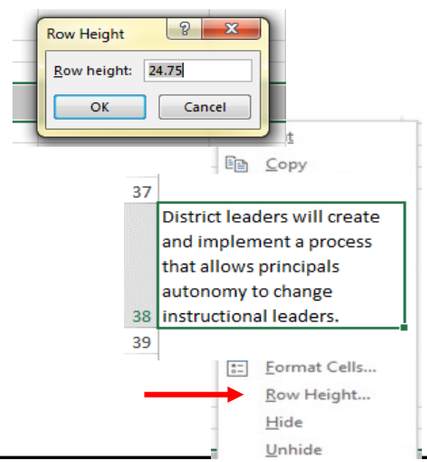
Campus Targeted Improvement Plan

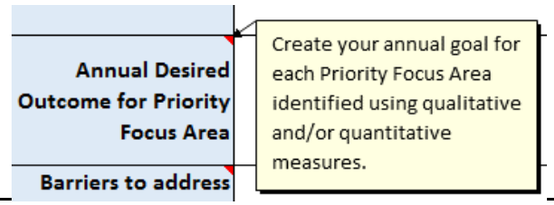
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information

District Name	International Leadership of Texas	**Campus Name**	Lancaster K-8	**Superintendent**	Eddie Conger	**Principal**	Senta Wilson
District Number	057-548	**Campus Number**	Elem: 020	**District Coordinator of School Improvement (DCSI)**	Anthony Palagonia	**ESC Support**	Ben Dickerson

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.	**Anthony Palagonia, 9/5/2019**
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.	**Anthony Palagonia, 9/5/2019**
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.	**Senta Wilson, 9/5/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 60%; Domain 2: 80%; Domain 3: 80%
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	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.	**4**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	We noticed last year that some of our teachers were not placed in areas of strength and have adjusted our teacher placement to reflect those strengths this year. We are working on the recruitment and retention of highly qualified educators by providing more levels of support.	We've realized that while we put a lesson plan template in place, we haven't provided teachers enough structures and supports to ensure that they are planning effectively. Teachers are not including their formative assessments in the planning process; they are creating them after planning. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems and provide timely feedback on all components of a highly effective lesson plan.	We recognized last year that we needed to develop stronger data practices on our campus. We've become a part of a DDI training program for this year and already have some structures around DDI up and running including Know/Show charts and exemplars. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus. Utilization of All in Learning reports/progress trackers will ensure immediate data for use in DDI.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Barriers to Address During the Year	Not responding to RYG forms. Hiring teachers quickly, when they may not be strong in that area. Not realizing it's a problem. Quality of candidates is low.	Utilizing district LPs too much. Teachers complete Lesson Plans for compliance reasons and don't actually use it to inform their classroom instruction. Assessments are not planned ahead of time. Fixed-mindset when it comes to resources (using textbooks versus engaging strategies). We have teachers who want to just be given what to do. Lack of connections to how the lesson and the plan interacts.	Teachers don't understand what to do with the data once collected; how to determine the root cause as to why they didn't learn the concept. Not seeing the value behind the data. Seen as an additional task. Not inspecting what we expect. No true data meetings. Follow-through on data and reteach did not happen.

District Commitment Theory of Action:	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			

Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	**Capacity Builder**		

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Math	Other	5% growth		Other			Benchmark			STAAR	46	
6	Reading	Other	5% growth		Other			Benchmark			STAAR	44	
7	Math	Other	5% growth		Other			Benchmark			STAAR	46	
7	Reading	Other	5% growth		Other			Benchmark			STAAR	44	
7	Writing	District Interim	5% growth		District Interim			Benchmark			STAAR	40	
8	Math	Other	5% growth		Other			Benchmark			STAAR	46	
8	Reading	Other	5% growth		Other			Benchmark			STAAR	44	
8	Science	Other	5% growth		Other			Benchmark			STAAR	40	
8	Social Studies	District Interim	5% growth		District Interim			Benchmark			STAAR	30	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Desired 90-day Outcome	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Barriers to Address During this Cycle	Teachers not responding to the red, yellow, green form. Hiring teachers quickly when they may not be strong in an area. Teacher inability to recognized gaps that prohibit us to have gains. Quality of candidates is low.	Over utilizing district lesson plans. Teachers utilize lesson plans for compliance only instead of informing their classroom instruction.	Teachers don't know what to do with the data once it is collected and how to determine root cause. Teachers don't see the value behind the data. Failure to inspect what we expect. Follow-through on data and reteach.
District Actions for this Cycle	Human Resources department will provide highly qualified, certified candidates to select from for high needs areas.	Area Instructional Coaches support CILT in accessing weekly assessments in advance and identifying which standards are prioritized in weekly assessments to support PLC planning.	Area Instructional Coaches ensure that weekly assessments are formatted and aligned like STAAR with clear instructions so that students know to show all their work on the assessment itself.
District Commitments Theory of Action	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.		

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 professional development in Balanced Literacy instruction in Reading and Writing and collaboratively develop lesson plans utilizing components of the model during PLC.	☐ 1 ☑ 2 ☐ 3	September - November	Office Supplies, books for book studies, snacks for meetings	Anna Sevcik (ELAR/SS IC)	1) Sign-in sheets / Agendas 2) Increases in student achievement data	November 29, 2019		
Provide professional development with an in-depth understanding of the reading and writing standards during PLC.	☐ 1 ☑ 2 ☐ 3	September - November	Office Supplies, books for book studies, snacks for meetings	Anna Sevcik (ELAR/SS IC)	1) Sign-in sheets / Agendas 2) Increases in student achievement data	November 29, 2019		
Assist teachers during coaching and feedback sessions with developing research based strategies and mini-lessons for each genre for effective delivery of instruction to maximize the rigor of each lesson .	☐ 1 ☑ 2 ☐ 3	September - November	Research based survey questions, books for book studies on building culture and climate.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets / Agendas 2) Increases in student achievement data	November 29, 2019		
Conduct walk throughs to observe implementation of student management procedures obtained during professional development sessions	☐ 1 ☑ 2 ☐ 3	September - November	Effective observation tools aligned to Leverage Leadership 2.0	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Observation data 2) Increases in student achievement data	November 29, 2019		

Conduct PLC with collaboration on teaching practices/lesson planning during data analysis with student exemplars.	☐ 1 ☑ 2 ☐ 3	September - November	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC) and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data	November 29, 2019		
Continue to provide professional development on data analysis protocols including pre-work expectations (unpacking Ses, collection of student work, and Know/Show Charts) and in-depth understanding of the standards and best practices to ensure aligned instruction and maximized learning during PLC.	☐ 2 ☑ 3	September - November	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data	November 29, 2019		
Conduct data analysis meetings to analyze skills to be re-taught based on common assessments and DOL's (Demonstration of Learning).	☐ 1 ☐ 2 ☑ 3	September - November	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC), Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP)	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student	November 29, 2019		
Provide data tracking forms, materials, resources, and snacks during tutorials and Saturday School for remediaton for targeting students in need to increase academic achievement.	☐ 1 ☐ 2 ☑ 3	September - November	Office Supplies, books for book studies, snacks and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student	November 29, 2019		
Review student data from DOL's and common assessments to analyze learning gaps and create reteach lessons.	☐ 1 ☑ 2	September - November	Office Supplies, materials, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data	November 29, 2019		
Provide 1-2 day induction training to new staff who come in after beginning of the year professional development.	☑ 3	September - November	Office Supplies, PD	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data	November 29, 2019		
Hire an instructional aide to assist in the effective implementation of Restoratie Behavioral Practices and effectiely implement school-wie systems obtained during professional development. Hire an instructional coach to assist with developing teachers professional practices.	☑ 1 ☐ 2 ☐ 3	September - November	Office Supplies, substitutes	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Sign-in sheets/ Agendas 2) Presentations 3) Observation Data 4) Decrease in student discipline referrals 5) Increase in student achievement	November 29, 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 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Desired 90-day Outcome	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Barriers to Address During this Cycle	Teachers not responding to the red, yellow, green form. Hiring teachers quickly when they may not be strong in an area. Teacher inability to recognized gaps that prohibit us to have gains. Quality of candidates is low.	Over utilizing district lesson plans. Teachers utilize lesson plans for compliance only instead of informing their classroom instruction.	Teachers don't know what to do with the data once it is collected and how to determine root cause. Teachers don't see the value behind the data. Failure to inspect what we expect. Follow-through on data and reteach.
District Actions for this Cycle	Human Resources department will provide highly qualified, certified candidates to select from for high needs areas.	Area Instructional Coaches support CILT in accessing weekly assessments in advance and identifying which standards are prioritized in weekly assessments to support PLC planning.	Area Instructional Coaches ensure that weekly assessments are formatted and aligned like STAAR with clear instructions so that students know to show all their work on the assessment itself.
District Commitments Theory of Action	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.		

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
Develop a universal interview protocol.	☑ 1 ☐ 2 ☐ 3	December - February	Research based interview bank	Angel McKoy (3-5 AP)	Interview Protocol Document			
Facilitate Monthly Mentor Mentee PD Sessions for new teachers.	☑ 1 ☑ 2 ☐ 3	December - February	Office Supplies, books for book studies, snacks for meetings	Brooke McGilvery (K-2 AP)	1) Sign-in sheets / Agendas 2) Increases in student achievement data			
Provide Surveys to staff, students, and parents to determine the level of effectiveness related to student management and social/emotional learning	☑ 1 ☐ 2 ☐ 3	December - February	Research based survey questions, books for book studies on building culture and climate.	Melinda Miller (Counselor)	1)Survey data 2) Increases in student achievement data			
Continue to conduct walk throughs to observe implementation of student management procedures obtained during professional development sessions	☑ 1 ☑ 2 ☐ 3	December - February	Effective observation tools aligned to Leverage Leadership 2.0	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Observation data 2) Increases in student achievement data			
Conduct PLC with collaboration on teaching practices/lesson planning during data analysis with student exemplars.	☑ 1 ☑ 2 ☐ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC) and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student			

Continue to provide professional development on data analysis protocols including pre-work expectations (unpacking Ses, collection of student work, and Know/Show Charts) and in-depth understanding of the standards and best practices to ensure aligned instruction and maximized learning during PLC.	☐ 1 ☑ 2 ☐ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data			
Continue to conduct data analysis meetings to analyze skills to be re-taught based on common assessments and DOL's (Demonstration of Learning).	☐ 1 ☐ 2 ☑ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC), Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP)	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student			
Continue to provide data tracking forms, materials, resources, and snacks during tutorials and Saturday School for remediaton for targeting students in need to increase academic achievement.	☐ 1 ☐ 2 ☑ 3	December - February	Office Supplies, books for book studies, snacks and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data			
Continue to review student data from DOL's and common assessments to analyze learning gaps and create reteach lessons.	☐ 1 ☐ 2 ☑ 3	December - February	Office Supplies, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data			
	☑ 1 ☐ 2 ☐ 3							

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	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Desired 90-day Outcome	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Barriers to Address During this Cycle	Teachers not responding to the red, yellow, green form. Hiring teachers quickly when they may not be strong in an area. Teacher inability to recognized gaps that prohibit us to have gains. Quality of candidates is low.	Over utilizing district lesson plans. Teachers utilize lesson plans for compliance only instead of informing their classroom instruction.	Teachers don't know what to do with the data once it is collected and how to determine root cause. Teachers don't see the value behind the data. Failure to inspect what we expect. Follow-through on data and reteach.
District Actions for this Cycle	Human Resources department will provide highly qualified, certified candidates to select from for high needs areas.	Area Instructional Coaches support CILT in accessing weekly assessments in advance and identifying which standards are prioritized in weekly assessments to support PLC planning.	Area Instructional Coaches ensure that weekly assessments are formatted and aligned like STAAR with clear instructions so that students know to show all their work on the assessment itself.
District Commitments Theory of Action	If headquarters provides ongoing coaching to CILT on the implementation of DDI, lesson planning, and quality common assessments aligned to STAAR, then the campus will be able to establish strong data-driven instruction practices. If headquarters provides quality candidates, then the campus will have high retention rates and be fully staffed by July 2020 for the 2020/2021 school year.		

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
Utilize a universal interview protocol.	☑ 1 ☐ 2 ☐ 3	March - May	Research based interview bank	Angel McKoy (3-5 AP)	Interview Protocol Document	May 29, 2019		
Continue to facilitate Monthly Mentor Mentee PD Sessions for new teachers.	☑ 1 ☐ 2 ☐ 3	March - May	Office Supplies, books for book studies, snacks for meetings	Brooke McGilvery (K-2 AP)	1) Sign-in sheets / Agendas 2) Increases in student achievement data	May 29, 2019		
Provide Surveys to staff, students, and parents to determine the level of effectiveness related to student management and social/emotional learning	☑ 1 ☑ 2 ☐ 3	March - May	Research based survey questions, books for book studies on building culture and climate.	Melinda Miller (Counselor)	1)Survey data 2) Increases in student achievement data	May 29, 2019		
Continue to conduct walk throughs to observe implementation of student management procedures obtained during professional development sessions	☑ 1 ☐ 2 ☐ 3	March - May	Effective observation tools aligned to Leverage Leadership 2.0	Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP), Senta Wilson (Principal)	1) Observation data 2) Increases in student achievement data	May 29, 2019		
Continue to conduct PLC with collaboration on teaching practices/lesson planning during data analysis with student exemplars.	☐ 1 ☐ 2 ☐ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC) and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student	May 29, 2019		

Continue to provide professional development on data analysis protocols including pre-work expectations (unpacking Ses, collection of student work, and Know/Show Charts) and in-depth understanding of the standards and best practices to ensure aligned instruction and maximized learning during PLC.	☐ 1 ☑ 2 ☑ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC),	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student achievement data	May 29, 2019		
Continue to conduct data analysis meetings to analyze skills to be re-taught based on common assessments and DOL's (Demonstration of Learning).	☐ 1 ☐ 2 ☑ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Anna Sevcik (ELAR/SS IC)and Dr. Smith (Math/Sci IC), Brooke McGilvery (K-2 AP), Angel McKoy (3-5 AP)	1) Sign-in sheets/ Agendas 2) TOT presentations 3) Observation Data 4) Increases in student	May 29, 2019		
Continue to provide data tracking forms, materials, resources, and snacks during tutorials and Saturday School for remediaton for targeting students in need to increase academic achievement.	☐ 1 ☐ 2 ☑ 3	March - May	Office Supplies, snacks, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data	May 29, 2019		
Continue to review student data from DOL's and common assessments to analyze learning gaps and create reteach lessons.	☐ 1 ☑ 2 ☑ 3	March - May	Office Supplies, books for book studies, and PD opportunities.	Teachers (K-5)	1) Sign-in sheets/ Agendas 2) Increases in student achievement data	May 29, 2019		
	☐ 1 ☐ 2 ☐ 3							

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	0	0	0
Desired Annual Outcome	We will retain eighty percent of staff this year and be fully staff by the beginning of July. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on campus	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	Data meetings will have occurred weekly for DOLs and every 6 weeks for district ECAs. Student data trackers will show growth from beginning to end of year.
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	We will be fully staffed by the end of November. We will have teachers placed based on their areas of strength and utilize teacher leaders to mentor others on camps.	Daily lesson plans will be complete with alignment to TEKS at the appropriate level of rigor along with Know/Show charts and Exemplars for each weeks' lessons.	1) During our weekly data meetings we will unpack standards and create exemplars. 2) Identify the Gap 3) Plan the reteach 4) Practice the reteach 5) Follow Through
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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 Corner Notes

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.

Tarrant Area Campus Plans for Board Approval

East Ft. Worth (ES and MS Comprehensive)
Arlington Elementary, North Richland Hills Elementary
1st Year "D" Overall and Additional Targeted Support

Saginaw Elementary
"D" in a Domain and Additional Targeted Support (2nd Year)

Targeted Improvement Plan Prioritized Focus Areas:

(1) 4.1 Curriculum and Instruction aligned to TEKS with year long scope & sequence

(2) 5.1 Objective-driven lesson plans with formative assessments (weekly).

(3) 5.3 Data-Driven Instruction

Arlington Elementary School

Targeted Improvement Plan

2019-2020

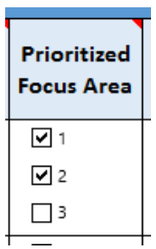
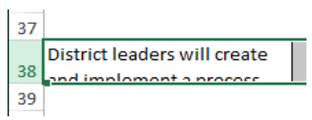
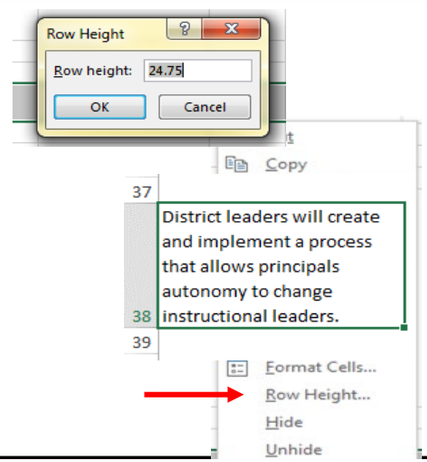
Campus Targeted Improvement Plan

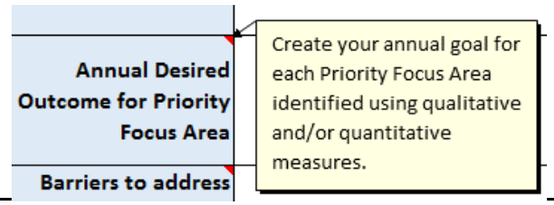
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
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Campus Information

District Name	International Leadership of Texas	**Campus Name**	Arlington Elementary	**Superintendent**	Eddie Conger	**Principal**	Dr. Dionel Waters
District Number	057848	**Campus Number**	000000004	**District Coordinator of School Improvement (DCSI)**	Tiffany Harrod	**ESC Support**	N/A

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.	**Tiffany Harrod, 9/24/19**
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.	**Rodney Cooksy, 9/24/19**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Dionel Waters, 9/24/19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 74, Domain 2A: 70, 2B: 79; Domain 3: 60.
	What changes in student group and subject performance are included in these goals?	Goal for STAAR Passing Performance: 80 (Approaches), 40 (Meets), and 20 (Masters)
	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.	**5**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**5**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	By ensuring that our curriculum and assessments are TEK aligned, we are improving tier 1 instruction and student achievement.	Having formative assessments in place prior to lesson planning allows for teachers to backwards plan in order to ensure students are presented with the necessary instruction prior to the end of the six weeks.	Instructional decisions need to be based on student performances and consistently measured to evaluate student growth and to ensure purposeful instruction.
Desired Annual Outcome	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.
Barriers to Address During the Year	New ELAR standards, inexperienced teachers, teacher absences, limited number of resources that are TEK aligned and rigorously appropriate	District made formative assessments are sometimes created too late in the cycle for teachers to purposefully plan for instruction. At times there are errors or misalignment with the formative assessments which causes the data to be unrealiable.	The time needed to work effectively with new teachers to show them how to use data when making instructional decisions and then how to revisit the data to determine next steps.
District Commitment Theory of Action:	**DISTRICT NEEDS TO COMPLETE THIS SECTION!!**		

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Math	MAP		14%	MAP	25%							
3rd	Reading	MAP		10%	MAP	20%							
4th	Math	MAP		18%	MAP	25%							
4th	Reading	MAP		17%	MAP	25%							
5th	Math	MAP		25%	MAP	35%							
5th	Reading	MAP		23%	MAP	35%							
3rd	Math	Benchmark	20%		Benchmark	30%							
3rd	Reading	Benchmark			Benchmark	30%							
4th	Math	Benchmark	15%		Benchmark	25%							
4th	Reading	Benchmark			Benchmark	35%							
4th	Writing	Benchmark			Benchmark	30%							
5th	Math	Benchmark	30%		Benchmark	40%							
5th	Reading	Benchmark			Benchmark	45%							
5th	Science	Benchmark			Benchmark	30%							

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.
Desired 90-day Outcome	To have internal assessments that align to the TEKS and STAAR aligned questions for each content area to better assist with progress monitoring.	Teachers having daily formative assessments that will drive their instruction for the next lesson based off questions that are STAAR aligned.	Lesson plans and classroom instruction reflect instructional decisions that are based off data.
Barriers to Address During this Cycle	The possibility of teachers and students feeling as if we are overtesting.	Teachers knowing how to find questions that are STAAR aligned and being prepared to provide	Time needed to train teachers on the process of making data-driven decisions.
District Actions for this Cycle	To ensure that ECAs are aligned to the standards taught for that cycle and that questions are rigorously similar to STAAR and ECAs are provided prior to the start of the six weeks cycle.	District and County Instructional Coaches working with Campus Instructional Coaches and Teachers to support them in learning how to create formative assessments that are STAAR aligned.	District or County providing PD in the area of data-driven decision making in order to inform instruction.
District Commitments Theory of Action	DISTRICT NEEDS TO COMPLETE THIS SECTION!!		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Weekly classroom observations and feedback to teachers by campus administrators.	☐ 1 ☑ 2 ☑ 3	Ongoing	Eduphoria/Strive	Principal & Assistant Principals	Walkthrough documentation forms	9/20/2019	Significant Progress	Continue with process
Instructional demonstrations feedback by administrators and campus instructional coaches to teachers to assist with lesson planning.	☑ 1 ☑ 2 ☑ 3	Ongoing	N/A	Principal, Assistant Principal, and CICs	Feedback given to teachers via "Praise" & "Wonderings" and improved lesson plans	11/4/2019		
Creation of instructional pacing calendars with identified dates for reteaching and reassessing.	☑ 1 ☑ 2 ☑ 3	Ongoing	Instructional Calendars	Campus Instructional Coaches	Instructional Calendars posted in classrooms and followed accordingly	11/4/2019		
Weekly formative assessments that are STAAR aligned in order to track student progress and make data driven decisions.	☑ 1 ☐ 2 ☑ 3	Ongoing	ECAs, STAAR aligned questions,	Campus Instructional Coaches	Teachers will have weekly formative assessments that are STAAR aligned	11/4/2019		
Small group reading and math pull-outs during physical fitness class for identified students.	☐ 1 ☐ 2 ☑ 3	Ongoing	Computers	Interventionist	Interventionist will work with small group students during pull-outs	11/4/2019		
Enrichment and remediation period at the end of the day to provide support for students in identified areas.	☐ 1 ☐ 2 ☑ 3	Ongoing	Lesson plans for enrichment and remediation period	Campus Instructional Coaches	Teachers will have lesson plans for enrichment and remediation period	11/4/2019		

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	DISTRICT NEEDS TO COMPLETE THIS SECTION!!		

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
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	DISTRICT NEEDS TO COMPLETE THIS SECTION!!		

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
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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	0	0	0
Desired Annual Outcome	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.	Student growth in reading and mathematics, improved instruction, increase in number of students performing at the Meets and Masters levels.
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	To have internal assessments that align to the TEKS and STAAR aligned questions for each content area to better assist with progress monitoring	Teachers having daily formative assessments that will drive their instruction for the next lesson based off questions that are STAAR aligned.	Lesson plans and classroom instruction reflect instructional decisions that are based off data.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	0		

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
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

Cycle 4 (Jun-Aug)

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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 Corner Notes

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.

North Richland Hills Elementary School

Targeted Improvement Plan

2019-2020

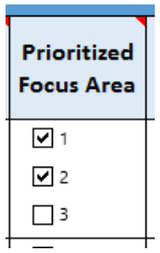
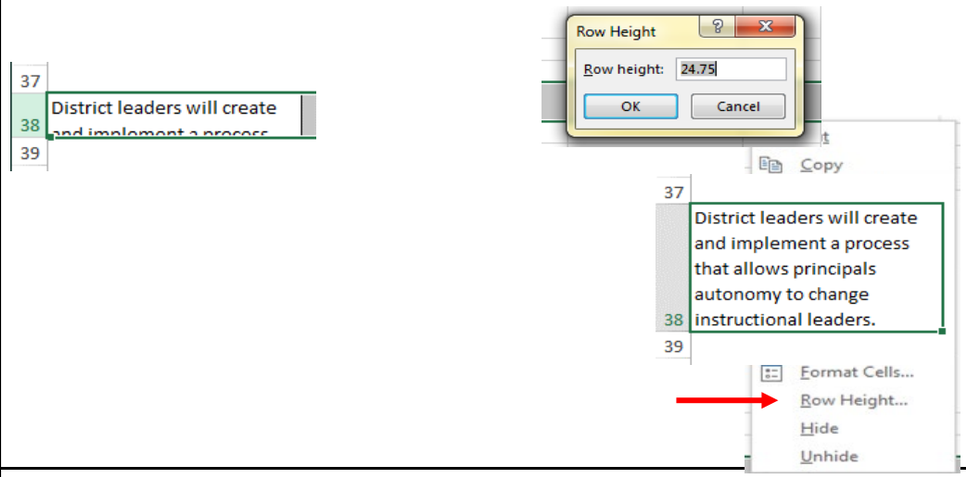
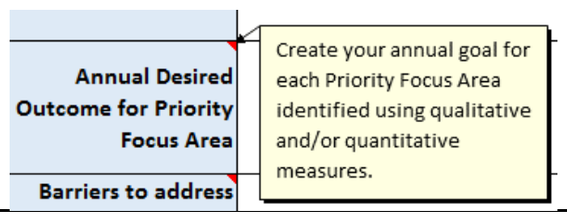
Campus Targeted Improvement Plan

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

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

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

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

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	
Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	

Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Foundations

Campus Information

District Name	International Leadership of Texas	**Campus Name**	North Richland Hills	**Superintendent**	Mr E Conger	**Principal**	Gerard Doyle
District Number	057848	**Campus Number**	057848012	**District Coordinator of School Improvement (DCSI)**	Mr R Cooksy	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal Supervisor *(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.	**R Cooksy 09/26/2019**
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.	**G Doyle 09/26/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 70, Domain 2: 80, Domain 3: 70
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be in both reading and Math. We want to see a 10 percentage point increase in accelerated growth in each STAR subject and grade level.
	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.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
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.	**2**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale	Lesson plans with authentic assessments start the cycle.	Have had PLCs, but they didn't focus on data analysis or effective responses (reteach) from the data analysis; no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.	Align the 3 priorities to the C and I and assessment cycle
Desired Annual Outcome	Teachers develop engaging and authentic lessons and assessments	PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.	The learning and assessment cycle is focussed on the essential Teks.
Barriers to Address During the Year	Many inexperienced teachers	ILTs ability to roll out DDI to teachers (both from an effective PD and teacher buy in standpoint); time management for ILT to ensure leader prep is done and high quality	The learning cycle of our teachers.
District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, 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	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	All teachers can write and deliver engaging appropriate lessons and assessments based on the 5 E model.	Decisions on student instruction are made through systematically collected data, analysed to develop a picture of patterns and causation, leading to action in planning and execution of classroom instruction.	All teachers will understand the year long scope and sequence and understand how to plan for high leveraged readiness and supporting standards.
Barriers to Address During the Year	Teachers attitude toward investing time in developing high quality lesson plans and assessments.	We have a large number of new teachers to grades and content area's. We will build capacity of new teachers.	Build teacher capacity in content mastery and targetting high leveraged Teks.
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	**Capacity Builder**
Lesson Planning	IC to train and model, with AP and Principal observation for improvements.
Formative and Summative assessment, planning and use	IC to train and model, with AP and Principal observation for improvements.
Continuous improvement	IC to train and model, with AP and Principal observation for improvements.

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	STAAR	44.22%	44.22%	District Interim	46%		Benchmark	50%		STAAR	50%	
3rd	Math	STAAR	28.77%	28.77%	District Interim	38%		Benchmark	48%		STAAR	48%	
4th	Reading	STAAR	38.03%	38.03%	District Interim	42%		Benchmark	46%		STAAR	46%	
4th	Math	STAAR	42.96%	42.96%	District Interim	45%		Benchmark	49%		STAAR	49%	
5th	Reading	STAAR	37.06%	37.06%	District Interim	42%		Benchmark	47%		STAAR	47%	
5th	Math	STAAR	41.84%	41.84%	District Interim	44%		Benchmark	47%		STAAR	47%	

Cycle 1 90-day Outcomes (September - November)

	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.5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and
Desired Annual Outcome	Teachers develop engaging and authentic lessons and assessmentsAll teachers can write and deliver engaging appropriate lessons and assessments based on the 5 E model.	PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.Decisions on student instruction are made through systematically collected data, analysed to develop a picture of patterns and causation, leading to action in planning and execution of classroom instruction.	The learning and assessment cycle is focussed on the essential Teks.All teachers will understand the year long scope and sequence and understand how to plan for high leveraged readiness and supporting standards.
Desired 90-day Outcome	Teachers use daily PLC meetings to plan collaboratively lessons (KS charts, warm ups and exit tickets) and IC's, AP's and Principals to give feedback.	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings	Teachers understand the essential Teks and collaborate cross curricular.
Barriers to Address During this Cycle	PLC leads' content knowledge for K&S creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?)	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings	The learning cycle of our teachers. Build teacher capacity in content mastery and targetting high leveraged Teks.
District Actions for this Cycle	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.	Principal supervisor ensures that unit training is ongoing to bring build teacher capacity in content, targetting, and reteaching.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, 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
80% of teachers writing and using engaging lessons in the campus template, built on the 5E model	☑ 1 ☐ 2 ☐ 3	Oct 1- Nov 30	IC and Admin time	IC, AP, Principal	Weekly lesson plan review.	30-Nov		
80% of teachers building authentic assessments, warm-ups and exit tickets.	☐ 1 ☑ 2 ☐ 3	Oct 1- Nov 30	IC and Admin time	IC, AP, Principal	Data meeting outputs	30-Nov		
80% of teachers use the IFD and TEK RS to build lessons and assessments.	☐ 1 ☐ 2 ☑ 3	Oct 1- Nov 30	IC and Admin time	IC, AP, Principal	Classroom observations.	30-Nov		
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

Cycle 1 (Sept-Nov)

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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	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.5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and
Desired Annual Outcome	Teachers develop engaging and authentic lessons and assessmentsAll teachers can write and deliver engaging appropriate lessons and assessments based on the 5 E model.	PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.Decisions on student instruction are made through	The learning and assessment cycle is focussed on the essential Teks.All teachers will understand the year long scope and sequence and understand how to plan for high leveraged readiness and supporting standards.
Desired 90-day Outcome	Teachers use daily PLC meetings to plan collaboratively lessons (KS charts, warm ups and exit tickets) and IC's, AP's and Principals to give feedback.	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings	Teachers understand the essential Teks and collaborate cross curricular.
Barriers to Address During this Cycle	PLC leads' content knowledge for K&S creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?)	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings	The learning cycle of our teachers. Build teacher capacity in content mastery and targetting high leveraged Teks.
District Actions for this Cycle	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.	Principal supervisor ensures that unit training is ongoing to bring build teacher capacity in content, targetting, and reteaching.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, 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
100% of teachers writing and using engaging lessons in the campus template, built on the 5E model. With IC input on editing and revising.	☑ 1 ☐ 2 ☐ 3	December 1 - Feb 28	IC and Admin time	IC, AP, Principal	Weekly lesson plan review.	28-Feb		
100% of teachers building authentic assessments, warm-ups and exit tickets. With IC input on editing and revising.	☐ 1 ☑ 2 ☐ 3	December 1 - Feb 28	IC and Admin time	IC, AP, Principal	Data meeting outputs	28-Feb		
100% of teachers use the IFD and TEK RS to build lessons and assessments. Focus is made to highlight the high frequency Teks.	☐ 1 ☐ 2 ☑ 3	December 1 - Feb 28	IC and Admin time	IC, AP, Principal	Classroom observations.	28-Feb		
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

Cycle 2 (Dec-Feb)

	☐ 1 ☐ 2 ☐ 3							

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	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.5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and
Desired Annual Outcome	Teachers develop engaging and authentic lessons and assessmentsAll teachers can write and deliver engaging appropriate lessons and assessments based on the 5 E model.	PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.Decisions on student instruction are made through	The learning and assessment cycle is focussed on the essential Teks.All teachers will understand the year long scope and sequence and understand how to plan for high leveraged readiness and supporting standards.
Desired 90-day Outcome	Teachers use daily PLC meetings to plan collaboratively lessons (KS charts, warm ups and exit tickets) and IC's, AP's and Principals to give feedback.	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings	Teachers understand the essential Teks and collaborate cross curricular.
Barriers to Address During this Cycle	PLC leads' content knowledge for K&S creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?)	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings	The learning cycle of our teachers. Build teacher capacity in content mastery and targetting high leveraged Teks.
District Actions for this Cycle	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.	Principal supervisor ensures that unit training is ongoing to bring build teacher capacity in content, targetting, and reteaching.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, 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
Teacher involvement in improving writing and using engaging lessons in the campus template, built on the 5E model. With IC oversight.	☑ 1 ☐ 2 ☐ 3	March 1 - May 24	IC and Admin time	IC, AP, Principal	Weekly lesson plan review.	24-May		
Peer teacher improving authentic assessments, warm-ups and exit tickets. With IC input on editing and revising.	☐ 1 ☑ 2 ☐ 3	March 1 - May 24	IC and Admin time	IC, AP, Principal	Data meeting outputs	24-May		
100% of teachers use the IFD and TEK RS to build lessons and assessments. Focus is made to highlight the high frequency Teks and build plan for the next school year	☐ 1 ☐ 2 ☑ 3	March 1 - May 24	IC and Admin time	IC, AP, Principal	Classroom observations.	24-May		
Building culture to challenging the process for continuous improvement. Data collection phase.	☐ 1 ☐ 2 ☐ 3	March 1 - May 24	Admin team	AP, Principal	Teacher climate survey	24-May		
	☐ 1 ☐ 2 ☐ 3							
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	☐ 1 ☐ 2 ☐ 3							

	☐ 1 ☐ 2 ☐ 3							

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	0	0	0
Desired Annual Outcome	Teachers develop engaging and authentic lessons and assessmentsAll teachers can write and deliver engaging appropriate lessons and assessments based on the 5 E model.	PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.Decisions on student instruction are made through systematically collected data, analysed to develop a picture of patterns and causation, leading to action in planning and execution of classroom instruction.	The learning and assessment cycle is focussed on the essential Teks.All teachers will understand the year long scope and sequence and understand how to plan for high leveraged readiness and supporting standards.
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Teachers use daily PLC meetings to plan collaboratively lessons (KS charts, warm ups and exit tickets) and IC's, AP's and Principals to give feedback.	Every PLC, led by a member of the ILT, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings	Teachers understand the essential Teks and collaborate cross curricular.
Rationale	**The PLC process is the forum for change in our school. Embedding and improving the PLC process is key to our school improvement.**	**Academic decisions are data based and neutral to the process or personnel involved.**	**The rich tapestry of our curriculum is only enhanced by cross curricular collaboration.**
How will you communicate these priorities to your stakeholders? How will you invest them?	**We will dedicate our PD at the beginning of the year to communicating these priorities and the results from the previous year.**	**We will dedicate our PD at the beginning of the year to communicating these priorities and the results from the previous year.**	**We will dedicate our PD at the beginning of the year to communicating these priorities and the results from the previous year.**
Desired 90-Day Outcome	The PLC process is embedded as best practice in our school.	All instruction decisions are based on authentic student assessment.	PLC's are working as cross curricular teams.
Who will help the campus build capacity in this area?	Campus admin, Area Supt, HQ directors.	Campus admin, Area Supt, HQ directors.	Campus admin, Area Supt, HQ directors.
Barriers to Address	GLA retention.	Teacher retention.	No common platform ifor improvement eg LMS.
District Actions for this Cycle	Internal marketing of successes.	Internal marketing of successes.	Evaluate a single districtwide LMS solution.
District Commitments Theory of Action	0		

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
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
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	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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. 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.

East Fort Worth Elementary School

Targeted Improvement Plan

2019-2020

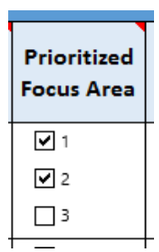
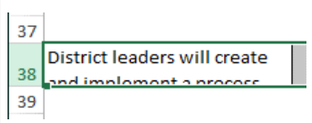
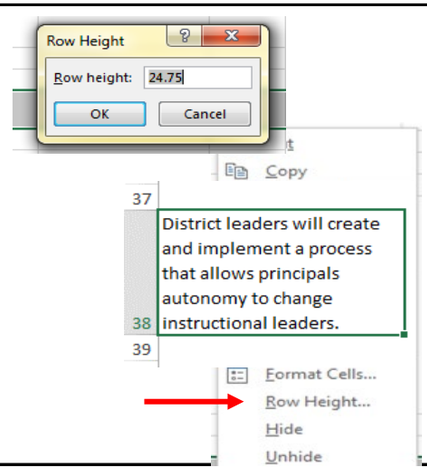
Campus Targeted Improvement Plan

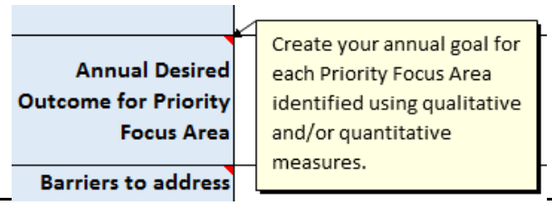
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information

District Name	International Leadership of TX	**Campus Name**	East Fort Worth	**Superintendent**	Eddie Conger	**Principal**	Nikia Smith
District Number	57848		000000021	**District Coordinator of School Improvement (DCSI)**	Rodney Cooksy	**ESC Support**	Ben Dickerson

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.	**Rodney Cooksy**
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.	**Rodney Cooksy**
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.	**Nikia Smith, Principal (9-20-19)**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Students in Grades 3-5 will achieve a passing rate in Reading of 65% in 'Approaches Grade Level,' 35% in 'Meets Grade Level,' and 45% of Grade 4 students will acheieve 'Approach Grade Level' in Writing as measured by STAAR.Students in Grades 3-5 will achieve a passing rate in Math of 60% in 'Approaches Grade Level' and 25% in 'Meets Grade Level' as measured by STAAR.
	What changes in student group and subject performance are included in these goals?	Due to the adoption of new Reading TEKS and developing strategies to address deficiencies, the campus has set specific targeted goals to address the concerns.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Using our district curriculum of TEKS RS we are able to identify when to teach each standard. Pacing calendars are created during campus PD days for the upcoming 6 week cycle. The focus area for improvement is on assessments and ensuring the TEKS being taught and assessed arefollowing the scope and sequence provided or created and that assessment questions are aligned to the rigor of STAAR.	Resources have been given in the form of TEKS RS as well as Item banks through All In learning. Our focus for improvement is ensuring that formative assessments are aligned to TEKS and meeting the level of rigor of STAAR	Data Collection tools have been provided. Analysis is taking place weekly with IC and teachers and also during PD days. Our focus for improvement is on using data to inform instruction and create intervention plans.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide STAA	An increased number of students meeting mastery performace on the statewid	An increased number of growth for students in grades 4-8 by 20% on the statewide STAAR assessment in math and reading

Barriers to Address During the Year	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments. Resources: A concern of the reliability: Uncertainty of level of rigor with item bank questions from all in learning.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus on being purposeful and intentional with data Mindsets: Uncertaintaty of how to close the gap based on the collectced data - reteach plans Resources: support via training at the campus or district level on how to effectively use provided data tools
District Commitment Theory of Action:			

ESF Diagnostic Results

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

Date of ESF Diagnostic			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide STAAR asses	An increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content areas	number of growth for students in grades 4-8 by
Barriers to Address During the Year	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments. Resources: A concern of the reliability: Uncertainty of level of rigor with item bank questions from all in learning.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus on
District Commitment Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor and the district provides a data assessment platform to capture assessment data by item and student level		

Prioritized Focus Areas for Improvement	**Capacity Builder**	
4.1	The district provides access to assessments aligned to the standards and the expected level of rigor. The district ensures access	
5.1	to high-quality common formative assessment resources aligned to state	
5.3	The district has effective systems for identifying and supporting struggling learners. District provides	

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	reading	District Interim	50%	15.32%	District Interim	30%		Benchmark	40%		STAAR	50%	
3rd	math	District Interim	50%	10.53%	District Interim	30%		Benchmark	40%		STAAR	50%	
4th	reading	District Interim	50%	12.28%	District Interim	30%		Benchmark	40%		STAAR	50%	
4th	math	District Interim	50%	9.57%	District Interim	30%		Benchmark	40%		STAAR	50%	
4th	writing	District Interim	50%	10.26	District Interim	30%		Benchmark	40%		STAAR	50%	
5th	reading	District Interim	50%	16.51%	District Interim	30%		Benchmark	40%		STAAR	50%	
5th	math	District Interim	50%	17.43%	District Interim	30%		Benchmark	40%		STAAR	50%	
5th	science	District Interim	50%	13.16%	District Interim	30%		Benchmark	40%		STAAR	50%	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide	An increased number of students meeting mastery performace on the	An increased number of growth for students in grades 4-8 by 20% on the statewide STAAR assessment in math and reading
Desired 90-day Outcome	With an aligned curriculum, the campus will see an increase of at least 10% in All in Learning data from checkpoints to unit assessments. The data reflects taught curriculum alinged to state wide standards.	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 23%. Daily lessons will support increased numbers of engaged students, and academic performance.	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 25% from the 2018-2019 school year.
Barriers to Address During this Cycle	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments. Resources: A concern of the reliability: Uncertainty of level of rigor with item bank questions from all in learning.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus on being purposeful ar
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the expected level of rigor. The district provides a data assessment platform to capture assessment data by item and student level.	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.	The district has effective systems for identifying and supporting struggling learners. District provides some training for Aware data tool.
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor …and the district provides a data assessment platform to capture assessment data by item and student level		

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 behavioral techniques and techniques for greetings, incentives, and school-wide	3.1	Annually	Awards, incentive	A-TEAM, J. Williams	Data reports	End of the calendar year		
Collect sample Scope and Sequence Every 6 weeks at PD Day	4.1	Each Data Day (6 weeks)	pacing calendars	Ics, Kristie Stephenson, Stephanie Lancaster	completed calendar	September 23 and November 4th		
collect PLC agendas and minutes artifacts	4.1	Monthly	PLC agendas and minutes	GLAs, Jamad Williams, Lashcoka Thompson, Viviana Garcia	daily PLC minutes and agendas completed	November 1st		
increase percentage of student engagement during classroom observations	4.1	3 week cycle	eduphoria strive feedback	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Feedback in strive	November 1st		
Increase the number of tier 1 and 2 teachers twice throughout the school year	5.1	November 1st and March 1st	strive classroom observation data	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Feedback in strive	November 1st and March 1st		
All teacher lesson plans will have a clearly identified lesson objective and aligned formative assessments	5.1	Weekly checks and biweekly analysis report	Analysis Template - IC to create	Ics, Kristie Stephenson, Stephanie Lancaster	Analysis Template complete with percentage of teachers who met expectation with plans	November 1st		

Cycle 1 (Sept-Nov)

Purchase supplemental technology and instructional materials (hardcopies as well as		5.1	Annually		Ics, Kristie Stephenson, Stephanie Lancaster	Updated Data Tracker	End of the calendar year		
Teachers will use Leveled Readers to increase reading flu		5.1	Monthly	Leveled Readers	Instructional Leaders, Stephanie Lancaster	Feedback in strive, increase in student achievement dat	November 1st and March 1st		
Classroom Observation		5.1	Weekly	Breakthrough Coaching Plan and Administrative calendars	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Feedback in strive	November 1st and March 1st		
Complete Student Data Folders with conference notes		5.3	End of 1st and 2nd 6 weeks Checkpoint	Student data folders and content tracking sheets	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Student data folders with last years STAAR, MAP and ECA 1, increase in student data	End of the first week of the following cycle		
Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skillsWeekly Data Analysis completed by IC and teacher		5.3	Weekly Checks and collected at the end of each month on the last Friday	Data Analysis Template	Instructional Leaders, Stephanie Lancaster, Kristie Stephenson	Data analysis templates, Increase in student acheivement data	November 1st		
Provide professional development on data analysis protocols ir		5.3	Each Data Day (6 weeks)	Professional Development training at the District, Regional and State Level.	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Certificate of Attendance	End of the calendar year		
Provide after-school and Saturday School tutorials to clos		5.3	Annually	Lesson Plans	Instructional Leaders, Stephanie Lancaster, Kristie Stephenson	Sign-In Sheets	End of the calendar year		
Math Interventionist hired to support the Tier 2 and 3 students in targeted, under performing TEKS.		5.3	Annually	Student data folders and content tracking sheets	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Sign-In Sheets	End of calendar year		

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year	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.5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statev	An increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content areasAn increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content	An increased number of growth for students in grades 4-8 by 20% on the statewide STAAR assessment in math and reading
Desired 90-day Outcome	With an aligned curriculum, the campus will see an increase of at least 13% in All in Learning data from checkpoints to unit assessments. The data reflects taught curriculum alinged to state wide standards.	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 26%. Daily lessons will support increased numbers of engaged students, and academic performance.	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 28% from the 2018-2019 school year.
Barriers to Address During this Cycle	Behaviors - Lack of intentional focus to the fidelity of the process of	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus on being purposeful and intentional with data Mindsets: Uncertainty of how to close the gap based on the collected data - reteach plans Resources: support via training at the campus or district level on how to effectively use provided data tools
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the	The district ensures access to high-quality common formative assessment	The district has effective systems for identifying and supporting struggling
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor ...and the district provides a data assessment platform to capture assessment data by item and student level		

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
Collect sample Scope and Sequence Every 6 weeks at PD Day	4.1	Each Data Day (6 weeks)	pacing calendars	Ics	completed calendar	Febuary 21st		
collect PLC agendas and minutes artifacts	4.1	Monthly	PLC agendas and minutes	GLAs	daily PLC minutes and agendas completed	Febuary 21st		
increase percentage of student engagement during classroom observations	4.1	3 week cycle	eduphoria strive feedback	A-TEAM	Feedback in strive	Febuary 21st		
Increase the number of tier 1 and 2 teachers twice throughout the school year	5.1	November 1st and March 1st	strive classroom observation data	A-TEAM	Feedback in strive	November 1st and March 1st		
All teacher lesson plans will have a clearly identified lesson objective and aligned formative assessments	5.1	Weekly checks and biweekly analysis report	Analysis Template - IC to create	Ics	Analysis Template complete with percentage of teachers who met expectation with plans	Febuary 21st		
Classroom observations	5.1	Weekly	Breakthrough Coaching Plan and Administrative calendars	A-TEAM	Feedback in strive	November 1st and March 1st		
Complete Student Data Folders with conference notes	5.3	End of 2nd and 3rd 6 weeks Checkpoint	Student data folders and content tracking sheets	A-TEAM	Student data folders with last years MOY MAP, ECA 2,3,and 4, benchmark	End of 1st week of following Cycle		
Weekly Data Analysis completed by IC and teacher	5.3	Weekly Checks and collected at the end of each month on the last Friday	Data Analysis Template	IC	Data analysis templates	Febuary 21st		

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year	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.5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the	An increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content areasAn increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content	An increased number of growth for students in grades 4-8 by 20% on the statewide STAAR assessment in math and reading
Desired 90-day Outcome	With an aligned curriculum, the campus will see an increase of at least 15% in All in Learning data from checkpoints to unit assessments. The data reflects taught curriculum alinged to state wide standards.	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 28%. Daily lessons will support increased numbers of engaged students, and academic performance.	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 30% from the 2018-2019 school year.
Barriers to Address During this Cycle	Behaviors - Lack of intentional focus to the fidelity of the process of	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus on being purposeful and intentional with data Mindsets: Uncertainty of how to close the gap based on the collected data - reteach plans Resources: support via training at the campus or district level on how to effectively use provided data tools
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the	The district ensures access to high-quality common formative assessment	The district has effective systems for identifying and supporting struggling
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor ...and the district provides a data assessment platform to capture assessment data by item and student level		

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
Collect sample Scope and Sequence Every 6 weeks at PD Day	4.1	Each Data Day (6 weeks)	pacing calendars	Ics	completed calendar	May 8th		
collect PLC agendas and minutes artifacts	4.1	Monthly	PLC agendas and minutes	GLAs	daily PLC minutes and agendas completed	May 8th		
increase percentage of student engagement during classroom observations	4.1	3 week cycle	eduphoria strive feedback	A-TEAM	Feedback in strive	May 8th		
Increase the number of tier 1 and 2 teachers twice throughout the school year	5.1	November 1st and March 1st	strive classroom observation data	A-TEAM	Feddback in strive	November 1st and March 1st		
All teacher lesson plans will have a clearly identified lesson objective and aligned formative assessments	5.1	Weekly checks and biweekly analysis report	Analysis Template - IC to create	Ics	Analysis Template complete with percentage of teachers who met expectation with plans	May 8th		
Classroom observations	5.1	Weekly	Breakthrough Coaching Plan and Administrative calendars	A-TEAM	Feedback in strive	May 8th		
Complete Student Data Folders with conference notes	5.3	End of 5th and 6th 6 weeks Checkpoint	Student data folders and content tracking sheets	A-TEAM	Student data folders with EOY MAP, ECA 5 and 6, STAAR 2020	End of 1st week of following Cycle		
Weekly Data Analysis completed by IC and teacher	5.3	Weekly Checks and collected at the end of each month on the last Friday	Data Analysis Template	IC	Data analysis templates	May 8th		

Reflection and Planning for Next 90-Day Cycle

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

END OF YEAR REFLECTION

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	#REF!	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 23%. Daily lessons will support increased numbers of engaged students, and academic performance	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 25% from the 2018-2019 school year
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	0		

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

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 Corner Notes

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.

East Fort Worth Middle School

Targeted Improvement Plan

2019-2020

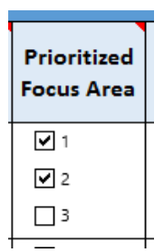
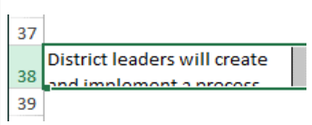
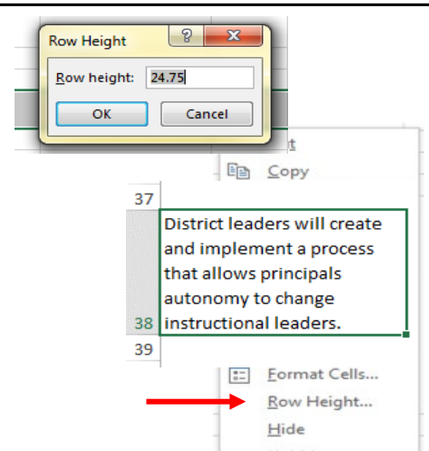
Campus Targeted Improvement Plan

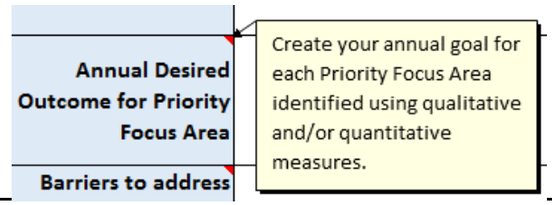
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information

District Name	International Leadership of TX	**Campus Name**	East Fort Worth	**Superintendent**	Eddie Conger	**Principal**	Nikia Smith
District Number	57848	**Campus Number**	000000022	**District Coordinator of School Improvement (DCSI)**	Rodney Cooksy	**ESC Support**	Rodney Cooksy

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.	**Rodney Cooksy**
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.	**Rodney Cooksy**
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.	**Nikia Smith, Principal (9-19-19)**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Students in Grades 6-8 will achieve a passing rate in Reading of 65% in 'Approaches Grade Level,' 35% in 'Meets Grade Level,' and 50% of Grade 7 students will acheieve 'Approach Grade Level' in Writing as measured by STAAR. Students in Grades 6-8 will achieve a passing rate in Math of 62% in 'Approaches Grade Level' and 25% in 'Meets Grade Level' as measured by STAAR.
	What changes in student group and subject performance are included in these goals?	Due to the adoption of new Reading TEKS and developing strategies to address deficiencies, the
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Using our district curriculum of TEKS RS we are able to identify when to teach each standard. Pacing calendars are created during campus PD days for the upcoming 6 week cycle. The focus area for improvement is on assessments and ensuring the TEKS being taught and assessed arefollowing the scope and sequence provided or created and that assessment questions are aligned to the rigor of STAAR.	Resources have been given in the form of TEKS RS as well as Item banks through All In learning. Our focus for improvement is ensuring that formative assessments are aligned to TEKS and meeting the level of rigor of STAAR	Data Collection tools have been provided. Analysis is taking place weekly with IC and teachers and also during PD days. Our focus for improvement is on using data to inform instruction and create intervention plans.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide STAAR asses	An increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content areas	An increased number of growth for students in grades 4-8 by

Barriers to Address During the Year	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments. Resources: A concern of the reliability: Uncertainty of level of rigor with item bank questions from all in learning.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus on being purposeful and intentional with data Mindsets: Uncertaintaty of how to close the gap based on the collectced data - reteach plans Resources: support via training at the campus or district level on how to effectively use provided data tools
District Commitment Theory of Action:			

ESF Diagnostic Results

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

Date of ESF Diagnostic			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide STAAR asses	An increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content areas	number of growth for students in grades 4-8 by
Barriers to Address During the Year	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments. Resources: A concern of the reliability: Uncertainty of level of rigor with item bank questions from all in learning.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus o
District Commitment Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor and the district provides a data assessment platform to capture assessment data by item and student level		

Prioritized Focus Areas for Improvement	**Capacity Builder**	
4.1	to assessments aligned to the standards and the expected level of rigor. The	
5.1	to high-quality common formative assessment resources aligned to state	
5.3	systems for identifying and supporting struggling learners. District provides	

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Reading	District Interim	50%	15.87%	District Interim	35%		Benchmark	45%		STAAR	50%	
6	Math	District Interim	50%	15%	District Interim	35%		Benchmark	45%		STAAR	50%	
7	Reading	District Interim	50%	18%	District Interim	35%		Benchmark	45%		STAAR	50%	
7	Math	District Interim	50%	11%	District Interim	35%		Benchmark	45%		STAAR	50%	
8	Reading	District Interim	50%	23.53%	District Interim	35%		Benchmark	45%		STAAR	50%	
8	Math	District Interim	50%	25%	District Interim	35%		Benchmark	45%		STAAR	50%	
8	Algebra	District Interim	50%	20%	District Interim	35%		Benchmark	45%		STAAR	50%	

Cycle 1 (Sept-Nov)

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide	An increased number of students meeting mastery performace on the statewide STAAR assessment by at least 8% in all content areas	an increased number of growth for students in grades 4-8 by 20% on the
Desired 90-day Outcome	With an aligned curriculum, the campus will see an increase of at least 10% in All in Learning data from checkpoints to unit assessments. The data reflects taught curriculum alinged to state wide standards.	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 23%. Daily lessons will support increased numbers of engaged students, and academic performance.	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 25% from the 2018-2019 school year.
Barriers to Address During this Cycle	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments. Resources: A concern of the reliability: Uncertainty of level of rigor with item bank questions from all in learning.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place but we need to focus on being purposeful ar
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the expected level of rigor. The district provides a data assessment platform to capture assessment data by item and student level.	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.	The district has effective systems for identifying and supporting struggling learners. District provides some training for Aware data tool.
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor …and the district provides a data assessment platform to capture assessment data by item and student level		

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 behavioral techniques and techniques for greetings, incentives, and school-wide	3.1	Annually	Awards, incentive	A-TEAM, J. Williams	Data reports	End of the calendar year		
Collect sample Scope and Sequence Every 6 weeks at PD Day	4.1	Each Data Day (6 weeks)	pacing calendars	Ics, Kristie Stephenson, Stephanie Lancaster	completed calendar	September 23 and November 4th		
collect PLC agendas and minutes artifacts	4.1	Monthly	PLC agendas and minutes	GLAs, Jamad Williams, Lashcoka Thompson, Viviana Garcia	daily PLC minutes and agendas	November 1st		
increase percentage of student engagement during classroom observations	4.1	3 week cycle	eduphoria strive feedback	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Feedback in strive	November 1st		
Increase the number of tier 1 and 2 teachers twice throughout the school year	5.1	November 1st and March 1st	strive classroom observation da	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Feedback in strive	November 1st and March 1st		
All teacher lesson plans will have a clearly identified lesson objective and aligned formative assessments	5.1	Weekly checks and biweekly an	Analysis Template - IC to create	Ics, Kristie Stephenson, Stephanie Lancaster	Analysis Template complete wi	November 1st		

Cycle 1 (Sept-Nov)

Purchase supplemental technology and instructional materials (hardcopies as well as		5.1	Annually		Ics, Kristie Stephenson, Stephanie Lancaster	Updated Data Tracker	End of the calendar year	
Teachers will use Leveled Readers to increase reading flu		5.1	Monthly	Leveled Readers	Instructional Leaders, Stephanie Lancaster	Feedback in strive, increase in student achievement dat	November 1st and March 1st	
Classroom Observation		5.1	Weekly	Breakthrough Coaching Plan an	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Feedback in strive	November 1st and March 1st	
Complete Student Data Folders with conference notes		5.3	End of 1st and 2nd 6 weeks Che	Student data folders and conte	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Student data folders with last years STAAR, MAP and ECA 1, increase in student data	End of the first week of the following cycle	
Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills,		5.3	Weekly Checks and collected at	Data Analysis Template	Instructional Leaders, Stephanie Lancaster, Kristie	Data analysis templates, Increase in student	November 1st	
Provide professional development on data analysis protocols in		5.3	Each Data Day (6 weeks)	Professional Development training at the District, Regional and State Level.	Nikia Smith, Jamad Williams, Lashcoka Thompson, Viviana Garcia	Certificate of Attendance	End of the calendar year	
Provide after-school and Saturday School tutorials to close		5.3	Annually	Lesson Plans	Instructional Leaders, Stephanie Lancaster, Kristie Stephenson	Sign-In Sheets	End of the calendar year	
Math interventionist hired to support the Tier 2 and 3 students in targeted, under performing TEKS.		5.3	Annually	Student data folders and content tracking sheets	Nikia Smith, Jamad Williams, Lashcoka	Sign-In Sheets	End of calendar year	

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a	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.5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide	An increased number of students meeting mastery performace on the	An increased number of growth for students in grades 4-8 by 20% on the
Desired 90-day Outcome	With an aligned curriculum, the campus will see an increase of at least 13% in All in Learning data from checkpoints to unit assessments. The data reflects taught curriculum alinged to state wide standards.	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 26%. Daily lessons will support increased numbers of engaged students, and academic performance.	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 28% from the 2018-2019 school year.
Barriers to Address During this Cycle	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the	The district ensures access to high-quality common formative assessment	The district has effective systems for identifying and supporting struggling
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor …and the district provides a data assessment platform to capture assessment data by item and student level		

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
Collect sample Scope and Sequence Every 6 weeks at PD Day	4.1	Each Data Day (6 weeks)	pacing calendars	Ics	completed calendar	Febuary 21st		
collect PLC agendas and minutes artifacts	4.1	Monthly	PLC agendas and minutes	GLAs	daily PLC minutes and agendas completed	Febuary 21st		
increase percentage of student engagement during classroom observations	4.1	3 week cycle	eduphoria strive feedback	A-TEAM	Feedback in strive	Febuary 21st		
Increase the number of tier 1 and 2 teachers twice throughout the school year	5.1	November 1st and March 1st	strive classroom observation data	A-TEAM	Feedback in strive	November 1st and March 1st		
All teacher lesson plans will have a clearly identified lesson objective and aligned formative assessments	5.1	Weekly checks and biweekly analysis report	Analysis Template - IC to create	Ics	Analysis Template complete with percentage of teachers who met expectation with plans	Febuary 21st		
Classroom observations	5.1	Weekly	Breakthrough Coaching Plan and Administrative calendars	A-TEAM	Feedback in strive	November 1st and March 1st		

Complete Student Data Folders with conference notes	5.3	End of 2nd and 3rd 6 weeks Checkpoint	Student data folders and content tracking sheets	A-TEAM	Student data folders with last years MOY MAP, ECA 2,3,and 4, benchmark	End of 1st week of following Cycle		
Weekly Data Analysis completed by IC and teacher	5.3	Weekly Checks and collected at the end of each month on the last Friday	Data Analysis Template	IC	Data analysis templates	Febuary 21st		

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	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a	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.5.3 Data-driven instruction.
Desired Annual Outcome	An increased number of students of meets grade level by 20% on the statewide STAAR assessment in each content area	An increased number of students meeting mastery performace on the	An increased number of growth for students in grades 4-8 by 20% on the
Desired 90-day Outcome	With an aligned curriculum, the campus will see an increase of at least 15% in All in Learning data from checkpoints to unit assessments. The data reflects taught curriculum alinged to state wide standards.	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 28%. Daily lessons will support increased numbers of engaged students, and academic performance.	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 30% from the 2018-2019 school year.
Barriers to Address During this Cycle	Behaviors - Lack of intentional focus to the fidelity of the process of identifying assessment items that meet the rigor of STAAR Mindsets: Trusting factor regarding the reliability of district provided assessments.	Behaviors: Analyzing data so that lessons are driven by data Mindsets: Compliant vs intentionality with being instructionally efficient	Behaviors: Compliant with ensuring at least 3 data collection points. Meetings are taking place
District Actions for this Cycle	The district provides access to assessments aligned to the standards and the	The district ensures access to high-quality common formative assessment	The district has effective systems for identifying and supporting struggling
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor …and the district provides a data assessment platform to capture assessment data by item and student level		

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
Collect sample Scope and Sequence Every 6 weeks at PD Day	4.1	Each Data Day (6 weeks)	pacing calendars	Ics	completed calendar	May 8th		
collect PLC agendas and minutes artifacts	4.1	Monthly	PLC agendas and minutes	GLAs	daily PLC minutes and agendas completed	May 8th		
increase percentage of student engagement during classroom observations	4.1	3 week cycle	eduphoria strive feedback	A-TEAM	Feedback in strive	May 8th		
Increase the number of tier 1 and 2 teachers twice throughout the school year	5.1	November 1st and March 1st	strive classroom observation data	A-TEAM	Feddback in strive	November 1st and March 1st		
All teacher lesson plans will have a clearly identified lesson objective and aligned formative assessments	5.1	Weekly checks and biweekly analysis report	Analysis Template - IC to create	Ics	Analysis Template complete with percentage of teachers who met expectation with plans	May 8th		
Classroom observations	5.1	Weekly	Breakthrough Coaching Plan and Administrative calendars	A-TEAM	Feedback in strive	May 8th		

Complete Student Data Folders with conference notes	5.3	End of 5th and 6th 6 weeks Checkpoint	Student data folders and content tracking sheets	A-TEAM	Student data folders with EOY MAP, ECA 5 and 6, STAAR 2020	End of 1st week of following Cycle		
Weekly Data Analysis completed by IC and teacher	5.3	Weekly Checks and collected at the end of each month on the last Friday	Data Analysis Template	IC	Data analysis templates	May 8th		

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	#REF!	With objective driven lesson plans, the campus will see an increase number Tier 1 and Tier 2 teachers by 23%. Daily lessons will support increased numbers of engaged students, and academic performance	Data driven instruction alignment will increase the overall percentage passing on all district level End of Course Assessments (ECA) by 25% from the 2018-2019 school year
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	0		

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

Cycle 4 (Jun-Aug)

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 Corner Notes

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.

International Leadership of Texas

Saginaw Elementary

2019-2020 Campus Improvement Plan

Mission Statement

Our mission at International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese Languages, and strengthening the body, mind and character.

Vision

Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. We cultivate lifelong learns.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As an international school we have attracted families from a wide range of ethnic backgrounds and socio-economic statuses. We also pride ourselves in surrounding our students with educators with a wide range of ethnic backgrounds and experiences.

School Populaiton:

Kinder: 141 16.81%

1st Grade: 183 17.68%

2nds Grade: 177 17.10%

3rd Grade: 170 16.43%

4th Grade: 161 15.56%

5th Grade: 170 16. 43%

Total: 1,035

Gender:

Male: 561 54.20%

Female: 474 45.80%

Ethnicity:

Hispanic: 557 53.82%

Asian: 38 3.67%

Black: 144 13.91%

White: 241 23.29%

Student Population:

Speicial Ed: 64

Staff Information:

Prinicipal: 1

Assistand Principal: 3

Counselors: 3

Male: 15

Female: 59

Total: 81

Staff Ethnicity:

White: 31

Black: 15

HIspanic: 28

Asian: 7

Staff Education

Bachelors: 74

Masters: 13

Doctorate: 1

Demographics Strengths

Diversity among students our students directly impacts their performance. Our campus's diversity enables our students to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions. There is a better understanding and diplaying of empathy towards one another in the face of the changing society around them.

We have a variety of different cutlures on our campus and we work to develop an appreciation and respect for all differences. Our faculty and staff is as diverse as our student body. This allows us to prepare students for roles in both their local and international communities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 2: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 3: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Students often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 4: Students are consistently performing below grade level causing teachers to target instruction instead of targeting skills. **Root Cause**: Students historically underperform in targeted areas (TEKS) causing students to miss prerequisite skills that are crucial factors in their overall performance.

Student Academic Achievement

Student Academic Achievement Summary

After completing a data analysis of the STAAR scores and MAP data, it is apparent that targeted reading and math interventions will provide the students the foundational skill necessary to improve student academic acheivement. Instructional coaches, as well as, the campus teachers will profile each of their students after end of course assessments, and district benchmarks. All staff will engage in vertical alignment planning with the use of Texas Resource Systems and Lead Forward Data Analysis tools. The comprehensive use of data over the course of each semester will support directly impact student's overall performance.

3rd Grade Reading: % Approaches % Meets % Masters

3rd Grade Math: % Approaches % Meets % Masters

4th Grade Reading: % Approaches % Meets % Masters

4th Grade Math: % Approaches % Meets % Masters

4th Grade Writing: % Approaches % Meets % Masters

5th Grade Reading: 86.49% Approaches 56.76% Meets 32.43% Masters

5th Grade Math: 79.73% Approaches 49.32% Meets 7.81% Masters

5th Grade Science: % Approaches % Meets % Masters

Student Academic Achievement Strengths

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well.

Reading and Math were strenghts because a large number of those students did not pass the STAAR las school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 2: Students work at various learning levels, creating learning gaps among the various tiered learning groups. **Root Cause**: Students often lack the foundation to progressively move students at the same consistent pace.

Problem Statement 3: Students are consistently performing below grade level causing teachers to target instruction instead of targeting skills. **Root Cause**: Students historically underperform in targeted areas (TEKS) causing students to miss prerequisite skills that are crucial factors in their overall performance.

Problem Statement 4: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

Problem Statement 5: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 6: Teachers do not feel comfortable implementing the current technology in the classroom. **Root Cause**: Lack of specific professional development in the area of technology.

School Processes & Programs

School Processes & Programs Summary

Recruitment:

We use a number of sources to find high caliber staff such as our campus website, the Teacher Job Network (TJN), and Region 10 and 11 job fairs. The majority of core and LOTE teachers are at a highly qualified status in accordance with NCLB. Our interview process clearly outlines the mission, philosophy and expectations for our school. We have recruited teachers from Spain and China to teach our trilingual model. ILT will continue to work with region 10 & 11 and the district to actively find qualified teacher candidates to fill positions within the school. Teachers have professional freedom to be innovative and creative. They have opportunities to have input into decision making on campus.

We will have wonderful ethnic diversity in our faculty/staff population, we are truly international. We have faculty/staff from Mexico, Puerto Rico, Spain, China, and more.

Finding highly qualified teachers to teach our trilingual model has required us to look outside of the US for teachers. This year we have recruitment of teachers from Spain and China. This year we have also increased the number of teachers that meet highly qualified status. There has also been a significant salary increases for teachers, making our salary a little more competitive with local ISDs.

Instructional:

The Campus Leadership, Grade Level Administrators and District Coordinators will work with staff to develop a course of action so that all students have the opportunity to successfully meet grade level academic performance gains and STAAR performance gains. Teachers will teach the TEKS following the TEKS RS Scope and Sequence and curriculum programs for all core subject areas, as well as participate in activities designed to analyze data based on the state, district and local assessments. All classroom instruction will be data driven.

3rd grade students will take STAAR Reading and Math Tests, 4th graders will take STAAR Reading, Math and Writing Tests, and 5th Graders will take STAAR Reading, Math, and Science Tests. Students will also take TPRI and Tejas Le in grades Kinder-2nd grades and MAP testing in 2nd-5th Grades. In addition, all 2nd-5th grade students will take district CSAs. Critical thinking and problem solving skills will be emphasized in all core subject areas. Service learning is also an important component of our K-5 curriculum and culminates into an End Of Year service learning project for each grade level.

Economically disadvantaged, LEP, and at risk student population groups who have established a pattern of non-mastery will be targeted for remediation. Small group instruction, tutorials, parent-teacher conferences and consistent written and oral communication between home and school will ensure that home and school work together to provide the necessary support to students to bring about student success. ILTexas-GPES will provide student support services as outlined in IEPs and 504 accommodations for qualifying students.

In order for students to be successful and maximize academic achievement, they must attend school on a regular basis. Student absences will be closely

monitored by homeroom teachers, school registrar and school counselors. Parents will be contacted by their teacher if they are absent more than 2 consecutive days. Students with perfect attendance for the year will be recognized for every six weeks and at the end of the year during our award's program to encourage daily attendance.We also award students for other academic achievements including A, AB Honor roll, Eagle of the Six Weeks, Most improved and citizenship. We are also implementing a weekly grade level attendance challenge which recognizes and rewards high attendance for students and staff. Continuous monitoring and recognition of high achievement is a high priority supported in every area.

Technology:

All staff members have been provided a laptop. We have document cameras and Interactive/whiteboards in all classrooms. In addition, students in grades 4 and 5th are provided their own Chromebooks. Likewise, students in K-3 classrooms utilize one tablet, or Chromebook creating a 1:1 ratio for technology. Lastly, we have a media lab with 60 laptop computers, and EPIC was implemented during media center rotations & class stations. We utilize the following academic resources to assist us in our daily learning and communication: Kahoot, Measuring Up, Dojo, Study Island, IStation, Reading A-Z, Stemscopes, Kuder, MAP, STAAR-AR; and finally, technology pieces that also encourage and engage parents through the use of programs such as Edmodo, Peachjar, Dojo, Smores, Facebook, Call-Messenger and Parent Portal. With the use of this kind of technology we have increased our parent communication, improved behavior, while continuing to make teaching and the delivery more engaging, attainable, and fun.

School Processes & Programs Strengths

Recruitment:

Professional Development on an ongoing basis is key to the success of our school programs. District and campus professional development and trainings have/will be provided in the following areas:

- Dual Language Program
- Two Way SIOP
- Strategies for meeting needs of Limited English Proficient Students
- Data Disaggregation and Test Analysis
- TEKS RS Scope and Sequence
- District Data Management System
- Differentiated Instruction
- PE/Character Development Program
- Curriculum Programs in ELA/Reading & Math
- Federal & State Mandated Trainings

Instructional:

We are guided by the TEKS and follow TEKS RS. Teachers are required to use these resources to guide their planning, instruction and assessment.

Teachers plan with their grade level teams. Teachers have dedicated DATA days every 6 weeks to review student levels and instructional needs. They also have extended time daily to meet with grade level team or partner teachers.

- Teachers have the support of partners and team members,
- Teachers plan lessons, We activities and assessments together as a team,
- Several GLAs/teachers have attended TEKS RS Training,
- Teachers have access to several on-line programs: Study Island, Reading A-Z, Accelerated Reader, Brain Pop, Measuring Up, etc.
- Teachers utilize Eduphoria
- Teachers have the support of the District Content Coordinators
- Campus instructional Coach
- Additional instructional assistants

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

Problem Statement 2: Teachers do not feel comfortable implementing the current technology in the classroom. **Root Cause**: Lack of specific professional development in the area of technology.

Problem Statement 3: The campus is experiencing difficulty retaining teachers. **Root Cause**: Inadequate funding for charter school

Problem Statement 4: Lack parent and community volunteers to assist in organizing and facilitating school events. **Root Cause**: PTO is new and constantly recruiting parents to come and get involved during the day, to help assist with the understanding of the ILTEXAS culture.

Problem Statement 5: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Perceptions

Perceptions Summary

Generally speaking Charter schools tend to have more involved parents than the traditional public schools. The school will develop a parent involvement police and parent compact to encourage and support parent involvement in their child's education.

We will have a PTO that actively organizes events and fund raising activities throughout the school year. The school partners with the PTO to organize major events such as Hispanic Heritage celebrations, Black History Month Presentation, Chinese New Year, Nation Neighborhood Night Out, and Spirit Nights. The PTO will also hold monthly meetings.

Perceptions Strengths

Our teachers, students, parents and community members work well to support the learning for all. Parents work in collaboration with the school community to support the efforts to ensure that every child reach their full potential. We celebrate our student's academic success, character development, and putting "Others Before Self". We also recognize the staff in displaying the characteristics of putting "Others Before Self" as well. We hosted a volunteer appreciation breakfast to recognize parents and other community members for their support of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus is experiencing difficulty retaining teachers. **Root Cause**: Inadequate funding for charter school

Problem Statement 2: Lack parent and community volunteers to assist in organizing and facilitating school events. **Root Cause**: PTO is new and constantly recruiting parents to come and get involved during the day, to help assist with the understanding of the ILTEXAS culture.

Problem Statement 3: Teachers do not feel comfortable implementing the current technology in the classroom. **Root Cause**: Lack of specific professional development in the area of technology.

Priority Problem Statements

Problem Statement 1: All educators cultural incompetencies their ability to form authentic and effective relationships across differences.

Root Cause 1: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: The campus has not establish campus norms and incremental check points for progress monitoring.

Root Cause 2: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 3: All educators cultural incompetencies their ability to form authentic and effective relationships across differences.

Root Cause 3: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 3 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 4: Lack parent and community volunteers to assist in organizing and facilitating school events

Root Cause 4: PTO is new and constantly recruiting parents to come and get involved during the day, to help assist with the understanding of the ILTEXAS culture.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: Teachers do not feel comfortable implementing the current technology in the classroom.

Root Cause 5: Lack of specific professional development in the area of technology.

Problem Statement 5 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 1: By the end of the 2019-20 School Year Implement Writing Across the Curriculum Strategies in classrooms for grade levels 4th grade-8th grade to increase writing scores from 30% on the release practice to 70% for the actual State assessment.

Evaluation Data Source(s) 1: Improved performance on teacher created assignments and assessments, district benchmarks and STAAR results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) 1) Provide professional development through The Writing Academy for all teachers and instructional aides.	2.5, 2.6	Principal, Assistant Principal, Teachers, Instructional Aides, Instructional Coach	increase in student achievement in all classes. Students will retain more information to be successful in all areas.	0%	0%		
	Problem Statements: Demographics 1 - Student Academic Achievement 4, 5 - School Processes & Programs 1 **Funding Sources**: 211 - Title 1-A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide teachers with classroom resources that focus on writing across contents.	2.4, 2.5	Campus Administration, IC and Teachers	Increased student academic success.	0%	0%		
	Problem Statements: Demographics 1 - Student Academic Achievement 5 **Funding Sources**: 211 - Title 1-A - 5000.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause 1**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Student Academic Achievement

Problem Statement 5: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause 5**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 4: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause 4**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

School Processes & Programs

Problem Statement 1: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause 1**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 2: By the end of the 2018-2019 school year, all Special Populations (to include SPED, Bilingual, and ESL students) will increase their performance at the Approaches Performance Level on State Assessments from 0% to at least 25%

Evaluation Data Source(s) 2: STAAR & EOC Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Build a foundation of reading and math 1) 1) ILTexas will coordinate for subject matter experts, consultants, and supplemental resources (for example but not limited to Measuring up consumables and digital) to support ILTexas teachers, administrators and district support staff strengthen their ability to teach, provide interventions, and support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs.	2.4, 2.5	Campus Administration	Increase in student achievement.	0%	0%		
	Problem Statements: Demographics 1 - Student Academic Achievement 5 **Funding Sources**: 211 - Title 1-A - 0.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide Literacy and Math nights for parents and students. This will hopefully provide parents with ways to support their student at home.	3.1	Campus Administration and PTO	Increase parent engagement and increasing student assessment scores.	0%	0%		
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 2 - Perceptions 3 **Funding Sources**: 211 - Title 1-A - 3000.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause 1**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Student Academic Achievement

Problem Statement 5: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause 5**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Problem Statement 6: Teachers do not feel comfortable implementing the current technology in the classroom. **Root Cause 6**: Lack of specific professional development in the area of technology.

School Processes & Programs

Problem Statement 2: Teachers do not feel comfortable implementing the current technology in the classroom. **Root Cause 2**: Lack of specific professional development in the area of technology.

Perceptions

Problem Statement 3: Teachers do not feel comfortable implementing the current technology in the classroom. **Root Cause 3**: Lack of specific professional development in the area of technology.

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 3: Increase training and involvement for parents from 75% to 100% from September to May.

Evaluation Data Source(s) 3: Parent and student surveys. Increased community requests to participate in campus events.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Improve low-performing schools 1) 1) Provide a parent station in the school to assist parents with accessing students data, grades and available online parent resources, such as the Campus Improvement Plan.	3.1, 3.2	Campus administration	Improve student achievement through parent involvement.	0%	0%		
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1 **Funding Sources**: 211 - Title 1-A - 0.00						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Have a Meet and Greet before school begins, we will outline what being a Title 1 school means. During this event parents will be distributed the Engagement policy.	3.1, 3.2	Campus Administration	Increased parent participation.	0%	0%		
	Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1 **Funding Sources**: 211 - Title 1-A - 5000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 4: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause 4**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

School Processes & Programs

Problem Statement 1: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause 1**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

Goal 2: By the end of the 2019-2020 school year, we will increase the teacher retention rate from 72% to at least 80%.

Performance Objective 1: By the end of the 2018-2019 school year, 80% of the student population will actively participate in the school wide tutoring program to ensure 40% increase on district wide and state assessments in the fall and 60% increase on district wide and state wide assessments in the spring.

Evaluation Data Source(s) 1: School Culture Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals 1) Provide substitutes for GLA's to conduct learning walks weekly.	2.6	Campus Administrator's, IC and GLA's.	Teacher increased rigor as well as academic student success.	0%	0%		
	Problem Statements: Demographics 1 - Student Academic Achievement 4, 5 - School Processes & Programs 1 **Funding Sources**: 211 - Title 1-A - 5000.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause 1**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.

Student Academic Achievement
Problem Statement 5: All educators cultural incompetencies their ability to form authentic and effective relationships across differences. **Root Cause 5**: Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding.
Problem Statement 4: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause 4**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

School Processes & Programs

Problem Statement 1: The campus has not establish campus norms and incremental check points for progress monitoring. **Root Cause 1**: Developing a strong climate and culture is an on-going project. All staff works together establish norms and non-negotiables students/ staff.

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Nanette Coleman	Principal
Parent	Anna Cobb	Parent
Community Representative	Lindsay Cheatham	Community rep
Administrator	Elizabeth Sabas	School Leader
Classroom Teacher	Erin Hagin	Teacher
Classroom Teacher	Charkel Clark	Classroom Teacher
Classroom Teacher	Chantel Moore	Classroom Teacher
Classroom Teacher	Keron Gordon	SPED teacher
Business Representative	Bryan Cargill	Business Rep.
Paraprofessional	Salina Jauss	Paraprofessional
Classroom Teacher	Denise Pomales	Classroom Teacher
Classroom Teacher	Shelby Power	Classroom Teacher

Campus Funding Summary

211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$5,000.00
1	2	1			$0.00
1	2	2			$3,000.00
1	3	1			$0.00
1	3	2	Refreshments		$5,000.00
2	1	1			$5,000.00
				Sub-Total	$18,000.00
				Grand Total	$18,000.00

Houston Area Campus Plans for Board Approval

- Windmill Lakes Elem - Campus rated "D" in a Domain and Comprehensive Progress
- Windmill Lakes MS - Campus rated "D" in a Domain
- Orem Elementary and Orem MS - Campus rated 1st Year Overall "F" and Comprehensive Identified
- College Station Elem - Campus rated "D" in a Domain and Additional Targeted Support
- College Station MS - Campus rated "F" in a Domain and Additional Targeted Support
- Windmill Lakes-Orem HS - Campus rated 1st Year Overall "D"

Targeted Improvement Plan Prioritized Focus Areas:

(1) 4.1 Curriculum and Instruction aligned to TEKS with year long scope & sequence

(2) 5.1 Objective-driven lesson plans with formative assessments (weekly).

(3) 5.3 Data-Driven Instruction

Windmill Lakes Elementary School

Targeted Improvement Plan

2019-2020

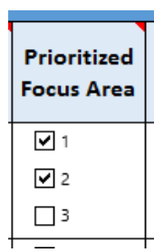
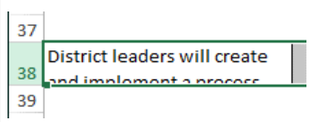
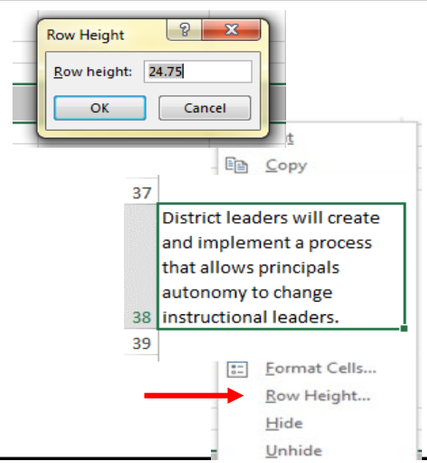
Campus Targeted Improvement Plan

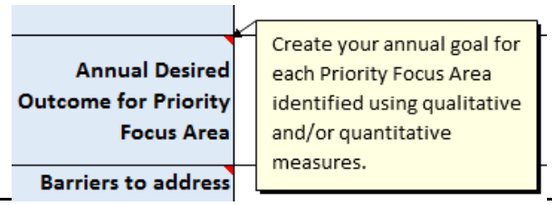
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information

District Name	International Leadership of Texas	**Campus Name**	Windmill Lakes K-8	**Superintendent**	Eddie Conger	**Principal**	Mayra Arreola
District Number	057848	**Campus Number**	000000025	**District Coordinator of School Improvement (DCSI)**	Matilda Orozco	**ESC Support**	Sherry Green

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.	**Matilda Orozco - 9/16/2019**
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.	**Matilda Orozco - 9/16/2019**
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.	**Mayra Arreola - 9/16/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I (component score) - 51 Domain II A (component score) 75 Domain II B (component score) 45 Domain III (component score) - 65
	What changes in student group and subject performance are included in these goals?	Domain I - AA, SPED, ECO DIS, ELs Domain II A - SPED, AA, ECO DIS, ELs Domain III - SPED, AA, ECO DIS, ELs
	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.	**2**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**

Foundations

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.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Increasing the role of our administrative team, Assistant Principals and IC to become accountable for impactful teacher observation, modeling, and feedback to develop classroom first instruction. Administration team will be seen as Instructional leaders at our campus. This will lead to an increase in student achievement in all domains.	Lessons will be completed wth supervision of IC to collaborate and relay expectations of classroom delivery. Additionally ensure alignment to the TEKRus resource with an emphasis on teaching readiness standards. Teachers will gain knowledge of backwards planning from assessments in order to determine the rigor, activities and time allocated for lessons.	Teachers will work with campus instructional leaders to review informal, formal and standardized testing data regularly to track and monitor the progress of all students throughout the year. Students will gain knowledge of their data and be able to interpret their learning to reflect and set personal goals.
Desired Annual Outcome	Student achievement: If we increase our classroom and PLC facilitation, we will be able to coach, provide feedback and develop a growth mindset in practices to our new and returning teachers differentiating by area of specific needs. Student achievement will increase as teachers develop their first tier instruction.	Instructional materials along with best practices emphasizing key ideas, essential questions, targeted instruction resources, and relavent content that connects the learning to real-world applications. Teacher will improve thier first tier instruction and increase mastery on lessons.	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Determine root causes for students' lack of progression.
Barriers to Address During the Year	Unforseen changes in schedule and/or last minute notification to campus of expectation by district. Clear roles and expectations, ensuring the conintuum of practice is done with fidelity, set schedules for observations and coaching/feedback, follow through	Desconstructing standards and understanding what is asked to be taught and learned. Understanding resources from TEKr Us, instructional materials available, addressing the rigor of lesson, student engagement	Developing teacher capacity to be data literate, changing fixed mind sets, willingness to be reflective on practices based on their data, time constraints during the day/week to analyze data. Lack of instruction coaches' own capacity to interpret data to be able to support teachers.
District Commitment Theory of Action:	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	Capacity Builder

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	STAAR	50%	39.47%		50%			50%		STAAR	50%	
3rd	Math	STAAR	50%	41.23%		50%			50%		STAAR	50%	
4th	Reading	STAAR	30%	18.81%		30%			30%		STAAR	30%	
4th	Math	STAAR	50%	33.66%		50%			50%		STAAR	50%	
4th	Writing	STAAR	25%	12.87%		25%			25%		STAAR	25%	
5th	Reading	STAAR	35%	27.42%%		35%			35%		STAAR	35%	
5th	Math	STAAR	55%	40.62%		55%			55%		STAAR	55%	
5th	Science	STAAR	45%	31.45%		45%			45%		STAAR	45%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Student achievement: If we increase our classroom and PLC facilitation, we will be able to coach, provide feedback and develop a growth mindset in practices to our new and returning teachers differentiating by area of specific needs. Student achievement will increase as teachers	Instructional materials along with best practices emphasizing key ideas, essential questions, targeted instruction resources, and relavent content that connects the learning to real-world applications. Teacher will improve thier first tier instruction and increase mastery on lessons.	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Determine root causes for students' lack of progression.
Desired 90-day Outcome	Increase in teachers' capacity in first instruction yielding to an increase in student achievement. Teachers changing to a growth mind set.	Teachers will be able to better identify practices that impact students learning, understand how to informally students' learning during instruction and develop teachers' capcity in writing targeted lesson plans with clear daily objectives.	Teachers will become more comfortable with interpreting data as a reflective tool for their classroom practices to target areas of student needs based on current data.
Barriers to Address During this Cycle	Unforseen changes in schedule and/or last minute notification to campus of expectation by district. Clear roles and expectations, ensuring the conintuum of practice is done with fidelity, set schedules for	Desconstructing standards and understanding what is asked to be taught and learned. Understanding resources from TEKr Us, instructional materials available, addressing the rigor of lesson, student engagement	Developing teacher capacity to be data literate, changing fixed mind sets, willingness to be reflective on practices based on their data, time constraints during the day/week to analyze data. Lack of instruction coaches' own capacity to interpret data
District Actions for this Cycle	the district supports principals by protecting their time dedicated for school instructional leadership.	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.	The district has effective systems for identifying and supporting struggling learners.
District Commitments Theory of Action	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

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**
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly	Lever 1 1.1	September - November	Schedule, job responsibilities, appraiser information	Administration, IC, GLA	Documents, Agendas, Eduphoria document	November		
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	Lever 1 1.1	September - November	District PLC Framework	Administration, IC, GLA	Agenda/Minutes during PLC	November		
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and	Lever 1 1.1	September - November	District campus trainings	Administration	Agenda on trainings, sign in sheets, course sign up sheet	November		
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	Lever 3 1.1 Lever 5 3.1	September - November	GT awareness on program and Enrichment	Administration, IC, GLA	Intervention schedules, student portfolios for intervention/GT, Eagle Academy spreadsheet, Triage report	November		

Cycle 1 (Sept-Nov)

All teachers create and submit lesson plans that include clear objectives, opening activities, lesson cycle and identify needs of student with disabilities and English learners among other student groups, and daily	Lever 5 1.1	September - November	Scope and Sequence, TEKS RUS documents	Administration, IC, GLA, Teachers	Lesson Plans	November		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Lever 5 1.1	September - November	Scope and Sequence, TEKS RUS documents	Instructional Coaches	Instructional Coach schedule	November		
Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	Lever 5 3.1	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	November		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	Lever 5 3.1	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	November		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Student achievement: If we increase our classroom and PLC facilitation, we will be able to coach, provide feedback and develop a growth mindset in practices to our new and returning teachers differentiating	Instructional materials along with best practices emphasizing key ideas, essential questions, targeted instruction resources, and relavent content that connects the learning to real-world applications. Teacher will improve thier first tier instruction and	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Determine root causes for students'
Desired 90-day Outcome	Administration will meet their weekly goals on observations and walkthroughs. Teachers will be tiered by needs and will show an improvement on areas targeted.	Teachers will become aware of the highly tested TEKS for thier content, academic vocabulary and question stems to use during thier lesson. Teachers will also learn how to unpack standards in order to effectively deliver the content.	Teachers will have data analysis on our first district interim and know individual student strengths and weaknesses. Teachers will feel comfortable with analyzing the weekly data (exit tickets) and spiraling it back to reteach.
Barriers to Address During this Cycle	Unforseen changes in schedule and/or last minute notification to campus of expectation by district. Clear roles and expectations, ensuring the conintuum of practice is done with fidelity, set schedules for	Desconstructing standards and understanding what is asked to be taught and learned. Understanding resources from TEKr Us, instructional materials available, addressing the rigor of lesson, student engagement	Developing teacher capacity to be data literate, changing fixed mind sets, willingness to be reflective on practices based on their data, time constraints during the day/week to analyze data. Lack of instruction coaches' own capacity to interpret data
District Actions for this Cycle	the district supports principals by protecting their time dedicated for school instructional leadership.	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.	The district has effective systems for identifying and supporting struggling learners.
District Commitments Theory of Action	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

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
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly	Lever 1 1.1	December - February	Schedule, job responsibilities, appraiser information	Administration, IC, GLA	Documents, Agendas, Eduphoria document	February		
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	Lever 1 1.1	December - February	District PLC Framework	Administration, IC, GLA	Agenda/Minutes during PLC	February		
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and	Lever 1 1.1	December - February	District campus trainings	Administration	Agenda on trainings, sign in sheets, course sign up sheet	February		
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	Lever 3 1.1 Lever 5 3.1	December - February	GT awareness on program and Enrichment	Administration, IC, GLA	Intervention schedules, student portfolios for intervention/GT, Eagle Academy spreadsheet.	February		
All teachers create and submit lesson plans that include clear objectives, opening activities, lesson cycle and identify needs of student with disabilities and English learners among other student groups, and daily	Lever 5 1.1	December - February	Scope and Sequence, TEKS RUS documents	Administration, IC, GLA, Teachers	Lesson Plans	February		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Lever 5 1.1	December - February	Scope and Sequence, TEKS RUS documents	Instructional Coaches	Instructional Coach schedule	February		

Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	Lever 5 3.1	December - February	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	February		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	Lever 5 3.1	December - February	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	February		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Student achievement: If we increase our classroom and PLC facilitation, we will be able to coach, provide feedback and develop a growth mindset in practices to our new and returning teachers differentiating	Instructional materials along with best practices emphasizing key ideas, essential questions, targeted instruction resources, and relavent content that connects the learning to real-world applications. Teacher will improve thier first tier instruction and	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Determine root causes for students'
Desired 90-day Outcome	Administration will meet their weekly goals on observations and walkthroughs. Teachers will be tiered by needs and will show an improvement on areas targeted.	Teachers will become aware of the highly tested TEKS for thier content, academic vocabulary and question stems to use during thier lesson. Teachers will also learn how to unpack standards in order to effectively deliver the content.	Teachers will have data analysis on our first district interim and know individual student strengths and weaknesses. Teachers will feel comfortable with analyzing the weekly data (exit tickets) and spiraling it back to reteach.
Barriers to Address During this Cycle	Unforseen changes in schedule and/or last minute notification to campus of expectation by district. Clear roles and expectations, ensuring the conintuum of practice is done with fidelity, set schedules for	Desconstructing standards and understanding what is asked to be taught and learned. Understanding resources from TEKr Us, instructional materials available, addressing the rigor of lesson, student engagement	Developing teacher capacity to be data literate, changing fixed mind sets, willingness to be reflective on practices based on their data, time constraints during the day/week to analyze data. Lack of instruction coaches' own capacity to interpret data
District Actions for this Cycle	the district supports principals by protecting their time dedicated for school instructional leadership.	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.	The district has effective systems for identifying and supporting struggling learners.
District Commitments Theory of Action	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

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
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly	Lever 1 1.1	Mar - May	Schedule, job responsibilities, appraiser information	Administration, IC, GLA	Documents, Agendas, Eduphoria document	May		
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	Lever 1 1.1	Mar - May	District PLC Framework	Administration, IC, GLA	Agenda/Minutes during PLC	May		
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and	Lever 1 1.1	Mar - May	District campus trainings	Administration	Agenda on trainings, sign in sheets, course sign up sheet	May		
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	Lever 3 1.1 Lever 5 3.1	Mar - May	GT awareness on program and Enrichment	Administration, IC, GLA	Intervention schedules, student portfolios for intervention/GT, Eagle Academy spreadsheet	May		
All teachers create and submit lesson plans that include clear objectives, opening activities, lesson cycle and identify needs of student with disabilities and English learners among other student groups, and daily	Lever 5 1.1	Mar - May	Scope and Sequence, TEKS RUS documents	Administration, IC, GLA, Teachers	Lesson Plans	May		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	Lever 5 1.1	Mar - May	Scope and Sequence, TEKS RUS documents	Instructional Coaches	Instructional Coach schedule	May		

Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	Lever 5 3.1	Mar - May	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	May		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	Lever 5 3.1	Mar - May	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	May		

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	0	0	0
Desired Annual Outcome	Student achievement: If we increase our classroom and PLC facilitation, we will be able to coach, provide feedback and develop a growth mindset in practices to our new and returning teachers differentiating	Instructional materials along with best practices emphasizing key ideas, essential questions, targeted instruction resources, and relavent content that connects the learning to real-world applications. Teacher will improve thier first tier instruction and	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Determine root causes for students'
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Increase in teachers' capacity in first instruction yielding to an increase in student achievement. Teachers changing to a growth mind set.	Teachers will be able to better identify practices that impact students learning, understand how to informally students' learning during instruction and develop teachers' capcity in writing targeted lesson plans with clear daily objectives.	Teachers will become more comfortable with interpreting data as a reflective tool for their classroom practices to target areas of student needs based on current data.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	0		

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

Cycle 4 (Jun-Aug)

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 Corner Notes

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.

Windmill Lakes Middle School

Targeted Improvement Plan

2019-2020

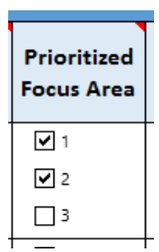
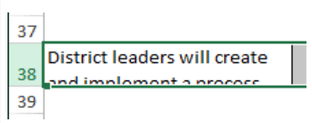
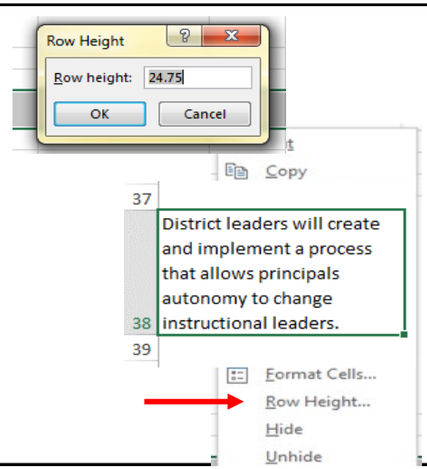
Campus Targeted Improvement Plan

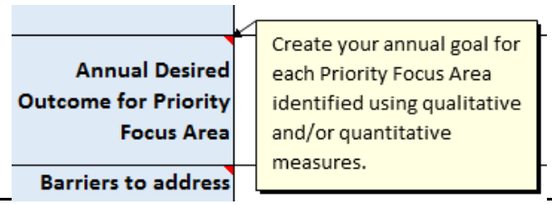
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information

District Name	International Leadership of Texas	**Campus Name**	Windmill Lakes K-8	**Superintendent**	Eddie Conger	**Principal**	Mayra Arreola
District Number		**Campus Number**	000000025	**District Coordinator of School Improvement (DCSI)**	Matilda Orozco	**ESC Support**	Sherry Green

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.	**Matilda Orozco - 9/16/2019**
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.	**Matilda Orozco - 9/16/2019**
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.	**Mayra Arreola - 9/16/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	We have set a goal of 70-80 set on the domains.
	What changes in student group and subject performance are included in these goals?	We are focusing on ELL, SPED, and our African American students. A focus on Math and Science (meets and masters).
	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.	**2**

Foundations

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.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**3**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Increasing the role of our administrative team, Assistant Principals and IC to become accountable on being seen as an Instructional leader. This will lead to an increase in student achievement on all domains.	Lesson reviewed to determine if there is an alignment to the TEKS with an emphasis on readiness standards. Teachers knowledge of backwards planning from assessments in order to determine rigor, activities and time spent for lessons.	Teachers will work with campus instructional leaders to review disaggregaed data in order to track and monitor the progress of all students.
Desired Annual Outcome	If we increase our obervations we will be able to coach our high percentage of new teachers and specific needs.	Instructional materials with key ideas, essential questions, recommend materials, and content rich texts are provided for each content area. Teacher will It will improve on first instruction and increase mastery on lessons.	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Barriers to Address During the Year	Clear roles and expectations, set schedules for observations and coaching/feedback, follow through	Understanding resources from TEKr Us, instructional materials available, addressing the rigor of lesson, student engagement	Teacher buy-in, time to do open labs, coaching
District Commitment Theory of Action:	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6th	Reading	District Interim	30%			30%			30%				
6th	Math	District Interim	25%			25%			25%				
7th	Reading	District Interim	45%			45%			45%				
7th	Writing	District Interim	35%			35%			35%				
7th	Math	District Interim	20%			20%			20%				
8th	Reading	District Interim	50%			50%			50%				
8th	Math	District Interim	25%			25%			25%				
8th	Science	District Interim	42%			42%			42%				
8th	Social Studies	District Interim	30%			30%			30%				

Student Data

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	If we increase our obervations we will be able to coach our high percentage of new teachers and specific needs.	Instructional materials with key ideas, essential questions, recommend materials, and content rich texts are provided for each content area. Teacher will It will improve on first instruction and increase mastery on lessons.	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Desired 90-day Outcome	Administration will meet their weekly goals on observations and walkthroughs. Teachers will be tiered by needs and will show an improvement on areas targeted.	Teachers will become aware of the highly tested TEKS for thier content, academic vocabulary and question stems to use during thier lesson. Teachers will also learn how to unpack standards in order to effectively deliver the content.	Teachers will have data analysis on our first district interim and know individual student strengths and weaknesses. Teachers will feel comfortable with analyzing the weekly data (exit tickets) and spiraling it back to reteach.
Barriers to Address During this Cycle	Setting up schedules and weekly goals.	Time dedicated to plan and review resources. Systems and protocols on how	Time dedicated to data analysis, staying loyal to PLC structured days
District Actions for this Cycle	the district supports principals by protecting their time dedicated for school instructional leadership.	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.	The district has effective systems for identifying and supporting struggling learners.
District Commitments Theory of Action	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

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**
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly		September	Schedule, job responsibilities, appraiser information	Administration, IC, GLA	Documents, Agendas, Eduphoria document	November		
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams		September	District PLC Framework	Administration, IC, GLA	Agenda/Minutes during PLC	November		
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and supported teacher leaders trained in adult learning facilitation and team dynamics.		September - November	District campus trainings	Administration	Agenda on trainings, sign in sheets, course sign up sheet	November		
		September	PLC framework	Administration, IC, GLA	observations and feedback on PLC, agendas/minutes	November		

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.		September - November	GT awareness on program and Enrichment	Administration, IC, GLA	Intervention schedules, student portfolios for intervention/GT, Eagle Academy spreadsheet, Triage report	November		
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular		September - October	SEED, Open labs, modeling and coaching	Administration, IC, GLA	Agenda/minutes/student work	November		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.		September - November	Scope and Sequence, TEKS RUS documents	Instructional Coaches	Instructional Coach schedule	November		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	If we increase our obervations we will be able to coach our high percentage of new teachers and specific needs.	Instructional materials with key ideas, essential questions, recommend materials, and content rich texts are provided for each content area. Teacher will It will improve on first instruction and increase mastery on lessons.	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

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

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	If we increase our obervations we will be able to coach our high percentage of new teachers and specific needs.	Instructional materials with key ideas, essential questions, recommend materials, and content rich texts are provided for each content area. Teacher will It will improve on first instruction and increase mastery on lessons.	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	The campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership.		

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

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	0	0	0
Desired Annual Outcome	If we increase our obervations we will be able to coach our high percentage of new teachers and specific needs.	Instructional materials with key ideas, essential questions, recommend materials, and content rich texts are provided for each content area. Teacher will It will improve on first instruction and increase mastery on lessons.	Teachers use action planning process during PLC to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Administration will meet their weekly goals on observations and walkthroughs. Teachers will be tiered by needs and will show an improvement on areas targeted.	Teachers will become aware of the highly tested TEKS for thier content, academic vocabulary and question stems to use during thier lesson. Teachers will also learn how to unpack standards in order to effectively deliver the content.	Teachers will have data analysis on our first district interim and know individual student strengths and weaknesses. Teachers will feel comfortable with analyzing the weekly data (exit tickets) and spiraling it back to reteach.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	0		

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

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 Corner Notes

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.

Orem Elementary School

Targeted Improvement Plan

2019-2020

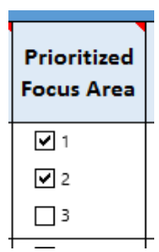
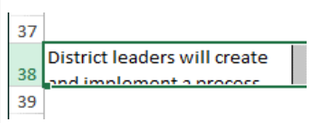
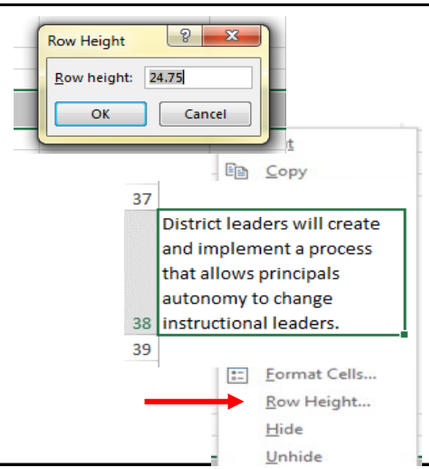
Campus Targeted Improvement Plan

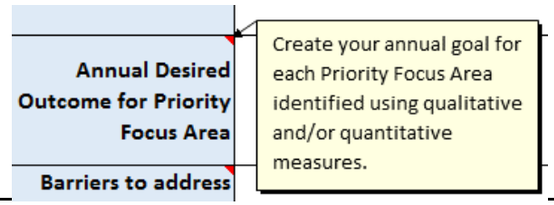
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information

District Name	International Leadership of Texas	**Campus Name**	ILTexas Orem Elementary School	**Superintendent**	Eddie Conger	**Principal**	Joshua Brown
District Number	057848	**Campus Number**	057-848-027	**District Coordinator of School Improvement (DCSI)**	Matilda Orozco	**ESC Support**	Sherry Green

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.	**Matilda Orozco - 9/20/2019**
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.	**Matilda Orozco - 9/20/2019**
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.	**Joshua Brown September 20, 2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	The accountability goal set for Domain 1 is 65. The accountability goal set for Domain 2a is 63. The accountability goal set for Domain 2a is 63. The accountability goal set for Domain 3 is 63.
	What changes in student group and subject performance are included in these goals?	Students in all subjects have major have gaps in learning. Greater focus and improvement in Meets level with produce more points for Domain 2 and 3. Greater focus on student growth in the different subgroups in Domains 2a and 2b will lead to higher overall student achievement and closing student gaps. Greater focus on student acheivement and growth in the different subgroups will lead to meeting more targets in Domain 3. Student sub groups such as EL, Special Ed and African American have major gaps in learning. Greater focus on student sub groups will lead to greater overall student achievement and student growth.
	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.	**2**

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.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**4**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Campus instructional leaders need to focus on essential roles and responsibilities while increasing instructional observations and coaching. Campus will create an restorative coach position to focus on students behavioral issues.	Campus needs to build capacities of teachers by providing opportunities for PLC daily, effective partner lesson planning and providing indepth subject based professional development.	Campus will provide professional development days, set aside time for structured data analysis and create common assessments every grading cycle to tier students and group student for differentiation.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and responsibilities while building capacity of teachers.	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data, students will be group in intervention courses and teachers, counselors, admin and instructional staff with build action
Barriers to Address During the Year	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Commitment Theory of Action:	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects.		

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Math	District Interim	25		District Interim	35		Benchmark	45		STAAR	65	
3rd	Reading	District Interim	25		District Interim	35		Benchmark	45		STAAR	65	
4th	Math	District Interim	25		District Interim	35		Benchmark	45		STAAR	65	
4th	Reading	District Interim	20		District Interim	30		Benchmark	40		STAAR	65	
4th	Writing	District Interim	15		District Interim	35		Benchmark	45		STAAR	65	
5th	Math	District Interim	30		District Interim	40		Benchmark	50		STAAR	65	
5th	Reading	District Interim	30		District Interim	40		Benchmark	50		STAAR	65	
5th	Science	District Interim	15		District Interim	25		Benchmark	35		STAAR	65	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Desired 90-day Outcome	Campus instructional leaders will have conducted at least 1 observation and 1 walkthrough for all tier 3 teachers.	The campus will have conducted at least two common unit assessments for each STARR tested course.	Teachers and instructional leaders will reviewed disaggregated data from at least 2 common unit assessments.
Barriers to Address During this Cycle	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Actions for this Cycle	The district will create a system to assist tracking teacher observations.	The district will provide formative assessments to gauge student learning checkpoints.	The district will create PD opportunities for teachers to dive into student data.
District Commitments Theory of Action	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects. The district supports principals by protecting their time dedicated for school instructional leadership. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.		

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
written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, job description documents,calendar	Joshua Brown	Campus roles and responsibilities document, leadership calendar and agendas	November		
Campus instructional leaders developed final versions consistent written protocols and processes to lead their department or grade level teams	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, meeting template	APs, GLAs	Agendas and PLC format template	November		
Principal has regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and	☑ 1 ☑ 2 ☑ 3	September - November	Calendar, agendas	Principal, APs	Leadership agendas and PD	November		
teachers in classroom management and content lesson planning.	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas	GLAs, ICs	PLC agenda with minutes	November		
Campus practices and policies are written in clear to help teachers and students demonstrate campuswide expectations.	☑ 1 ☐ 2 ☐ 3	September - November	Posters, power points, agendas	Principal, APs	Visible campus posters and use of common language on hallways	November		

Cycle 1 (Sept-Nov)

Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas, district PD calendar	Principal, APs, GLAs, ICs	District and campus PD plans	November		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	☑ 1 ☑ 2 ☑ 3	September - November	Lesson plan template	APs, ICs	Lesson plans uploaded to online system	November		
Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	November		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	November		
	☐ 1 ☐ 2 ☐ 3							

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Desired 90-day Outcome	Campus instructional leaders will have conducted at least 1 observation and 1 walkthrough for all tier 3 teachers.	The campus will have conducted at least two common unit assessments for each STARR tested course.	Teachers and instructional leaders will reviewed disaggregated data from at least 2 common unit assessments.
Barriers to Address During this Cycle	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Actions for this Cycle	The district will create a system to assist tracking teacher obserations.	The district will provide formative assessents to gage student learning checkpoints.	The district will create PD opportunities for teachers to dive into student data.
District Commitments Theory of Action	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects. The district supports principals by protecting their time dedicated for school instructional leadership. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.		

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
Campus instructional leaders have created clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, job description documents,calendar	Joshua Brown	Campus roles and responsibilities document, leadership calendar and agendas	February		
Campus instructional leaders developed final versions consistent written protocols and processes to lead their department or grade level teams	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, meeting template	APs, GLAs	Agendas and PLC format template	February		
Principal has regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and	☑ 1 ☑ 2 ☑ 3	September - November	Calendar, agendas	Principal, APs	Leadership agendas and PD	February		
teachers in classroom management and content lesson planning.	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas	GLAs, ICs	PLC agenda with minutes	February		
Campus practices and policies are written in clear to help teachers and students demonstrate campuswide expectations.	☑ 1 ☐ 2 ☐ 3	September - November	Posters, power points, agendas	Principal, APs	Visible campus posters and use of common language on hallways	February		
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas, district PD calendar	Principal, APs, GLAs, ICs	District and campus PD plans	February		

Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	☑ 1 ☑ 2 ☑ 3	September - November	Lesson plan template	APs, ICs	Lesson plans uploaded to online system	February		
Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	February		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	February		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Desired 90-day Outcome	Campus instructional leaders will have conducted at least 1 observation and 1 walkthrough for all tier 3 teachers.	The campus will have conducted at least two common unit assessments for each STARR tested course.	Teachers and instructional leaders will reviewed disaggregated data from at least 2 common unit assessments.
Barriers to Address During this Cycle	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Actions for this Cycle	The district will create a system to assist tracking teacher obserations.	The district will provide formative assessents to gage student learning checkpoints.	The district will create PD opportunities for teachers to dive into student data.
District Commitments Theory of Action	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects. The district supports principals by protecting their time dedicated for school instructional leadership. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.		

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
Campus instructional leaders have created clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, job description documents,calendar	Joshua Brown	Campus roles and responsibilities document, leadership calendar and agendas	May		
Campus instructional leaders developed final versions consistent written protocols and processes to lead their department or grade level teams	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, meeting template	APs, GLAs	Agendas and PLC format template	May		
Principal has regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and	☑ 1 ☑ 2 ☑ 3	September - November	Calendar, agendas	Principal, APs	Leadership agendas and PD	May		
teachers in classroom management and content lesson planning.	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas	GLAs, ICs	PLC agenda with minutes	May		
Campus practices and policies are written in clear to help teachers and students demonstrate campuswide expectations.	☑ 1 ☐ 2 ☐ 3	September - November	Posters, power points, agendas	Principal, APs	Visible campus posters and use of common language on hallways	May		
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas, district PD calendar	Principal, APs, GLAs, ICs	District and campus PD plans	May		

Cycle 3 (Mar-May)

Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	☑ 1 ☑ 2 ☑ 3	September - November	Lesson plan template	APs, ICs	Lesson plans uploaded to online system	May		
Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	May		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	May		

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	0	0	0
Desired Annual Outcome	Campus instructional leaders will have conducted at least 2 observation and 2 walkthrough for all tier 3 teachers.	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

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 Corner Notes

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.

Orem Middle School

Targeted Improvement Plan

2019-2020

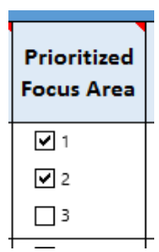
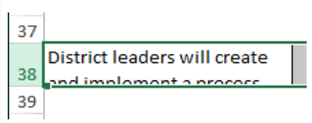
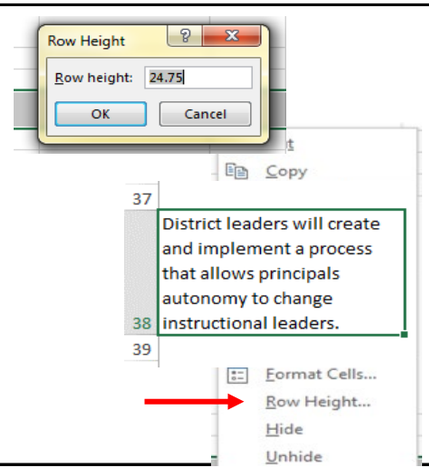
Campus Targeted Improvement Plan

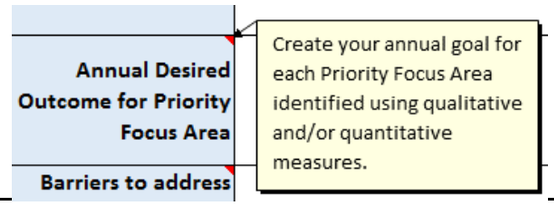
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Foundations

Campus Information

District Name	International Leadership of Texas	**Campus Name**	ILTexas Orem Middle School	**Superintendent**	Eddie Conger	**Principal**	Joshua Brown
District Number	057848	**Campus Number**	057-848-028	**District Coordinator of School Improvement (DCSI)**	Matilda Orozco	**ESC Support**	Sherry Green

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.	**Matilda Orozco - 9/20/2019**
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.	**Matilda Orozco - 9/20/2019**
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.	**Joshua Brown September 20, 2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	The accountability goal set for Domain 1 is 65. The accountability goal set for Domain 2a is 63. The accountability goal set for Domain 2a is 63. The accountability goal set for Domain 3 is 63.
	What changes in student group and subject performance are included in these goals?	Students in all subjects have major have gaps in learning. Greater focus and improvement in Meets level with produce more points for Domain 2 and 3. Greater focus on student growth in the different subgroups in Domains 2a and 2b will lead to higher overall student achievement and closing student gaps. Greater focus on student acheivement and growth in the different subgroups will lead to meeting more targets in Domain 3. Student sub groups such as EL, Special Ed and African American have major gaps in learning. Greater focus on student sub groups will lead to greater overall student achievement and student growth.
	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.	**2**

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.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**4**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Campus instructional leaders need to focus on essential roles and responsibilities while increasing instructional observations and coaching. Campus will create an restorative coach position to focus on students behavioral issues.	Campus needs to build capacities of teachers by providing opportunities for PLC daily, effective partner lesson planning and providing indepth subject based professional development.	Campus will provide professional development days, set aside time for structured data analysis and create common assessments every grading cycle to tier students and group student for differentiation.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and responsibilities while building capacity of teachers.	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data, students will be group in intervention courses and teachers, counselors, admin and instructional staff with build action
Barriers to Address During the Year	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Commitment Theory of Action:	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects.		

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6th	Math	District Interim	15		District Interim	25		Benchmark	35		STAAR	65	
6th	Reading	District Interim	20		District Interim	30		Benchmark	40		STAAR	65	
7th	Math	District Interim	30		District Interim	40		Benchmark	50		STAAR	65	
7th	Reading	District Interim	30		District Interim	40		Benchmark	50		STAAR	65	
7th	Writing	District Interim	25		District Interim	35		Benchmark	45		STAAR	65	
8th	Math	District Interim	30		District Interim	40		Benchmark	50		STAAR	65	
8th	Reading	District Interim	25		District Interim	35		Benchmark	45		STAAR	65	
8th	Science	District Interim	25		District Interim	35		Benchmark	45		STAAR	65	
8th	Social Studies	District Interim	20		District Interim	35		Benchmark	45		STAAR	65	
8th	English I EOC	District Interim	70		District Interim	80		Benchmark	90		STAAR	90	
8th	Algebra I EOC	District Interim	70		District Interim	80		Benchmark	90		STAAR	90	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Desired 90-day Outcome	Campus instructional leaders will have conducted at least 1 observation and 1 walkthrough for all tier 3 teachers.	The campus will have conducted at least two common unit assessments for each STARR tested course.	Teachers and instructional leaders will reviewed disaggregated data from at least 2 common unit assessments.
Barriers to Address During this Cycle	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Actions for this Cycle	The district will create a system to assist tracking teacher observations.	The district will provide formative assessments to gauge student learning checkpoints.	The district will create PD opportunities for teachers to dive into student data.
District Commitments Theory of Action	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects. The district supports principals by protecting their time dedicated for school instructional leadership. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.		

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
written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, job description documents,calendar	Joshua Brown	Campus roles and responsibilities document, leadership calendar and agendas	November		
Campus instructional leaders developed final versions consistent written protocols and processes to lead their department or grade level teams	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, meeting template	APs, GLAs	Agendas and PLC format template	November		
Principal has regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and	☑ 1 ☑ 2 ☑ 3	September - November	Calendar, agendas	Principal, APs	Leadership agendas and PD	November		
teachers in classroom management and content lesson planning.	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas	GLAs, ICs	PLC agenda with minutes	November		
Campus practices and policies are written in clear to help teachers and students demonstrate campuswide expectations.	☑ 1 ☐ 2 ☐ 3	September - November	Posters, power points, agendas	Principal, APs	Visible campus posters and use of common language on hallways	November		

Cycle 1 (Sept-Nov)

Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas, district PD calendar	Principal, APs, GLAs, ICs	District and campus PD plans	November		
Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	☑ 1 ☑ 2 ☑ 3	September - November	Lesson plan template	APs, ICs	Lesson plans uploaded to online system	November		
Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	November		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	November		
	☐ 1 ☐ 2 ☐ 3							

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Desired 90-day Outcome	Campus instructional leaders will have conducted at least 1 observation and 1 walkthrough for all tier 3 teachers.	The campus will have conducted at least two common unit assessments for each STARR tested course.	Teachers and instructional leaders will reviewed disaggregated data from at least 2 common unit assessments.
Barriers to Address During this Cycle	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Actions for this Cycle	The district will create a system to assist tracking teacher observations.	The district will provide formative assessments to gauge student learning checkpoints.	The district will create PD opportunities for teachers to dive into student data.
District Commitments Theory of Action	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects. The district supports principals by protecting their time dedicated for school instructional leadership. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.		

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
Campus instructional leaders have created clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, job description documents,calendar	Joshua Brown	Campus roles and responsibilities document, leadership calendar and agendas	February		
Campus instructional leaders developed final versions consistent written protocols and processes to lead their department or grade level teams	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, meeting template	APs, GLAs	Agendas and PLC format template	February		
Principal has regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and	☑ 1 ☑ 2 ☑ 3	September - November	Calendar, agendas	Principal, APs	Leadership agendas and PD	February		
teachers in classroom management and content lesson planning.	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas	GLAs, ICs	PLC agenda with minutes	February		
Campus practices and policies are written in clear to help teachers and students demonstrate campuswide expectations.	☑ 1 ☐ 2 ☐ 3	September - November	Posters, power points, agendas	Principal, APs	Visible campus posters and use of common language on hallways	February		
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas, district PD calendar	Principal, APs, GLAs, ICs	District and campus PD plans	February		

Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	☑ 1 ☑ 2 ☑ 3	September - November	Lesson plan template	APs, ICs	Lesson plans uploaded to online system	February		
Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	February		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	February		

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders will be able to observe at least 10-20 teachers a week and provide feedback to at least 5-10 a week. Campus instructional leaders will be able to balance campus roles and	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Desired 90-day Outcome	Campus instructional leaders will have conducted at least 1 observation and 1 walkthrough for all tier 3 teachers.	The campus will have conducted at least two common unit assessments for each STARR tested course.	Teachers and instructional leaders will reviewed disaggregated data from at least 2 common unit assessments.
Barriers to Address During this Cycle	Tendency to "put out fires" during the day rather than maintaining initial calendar for the day and a tendency to prioritize time to meet as an admin team when issues arise.	Teachers expressing concern around the time required to lesson plan. Campus has interruptions during PLC such as campus testing pull teachers away from the PLC.	Admin are being trained on effective data management strategies. Teachers lack the capacity to dig into data.
District Actions for this Cycle	The district will create a system to assist tracking teacher observations.	The district will provide formative assessments to gauge student learning checkpoints.	The district will create PD opportunities for teachers to dive into student data.
District Commitments Theory of Action	Principal supervisor provides regular coaching to the principal and administration on effective instructional coaching. The district ensures that the campus has access to high-quality unit tests for all tested grades and subjects. The district supports principals by protecting their time dedicated for school instructional leadership. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.		

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
Campus instructional leaders have created clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, job description documents,calendar	Joshua Brown	Campus roles and responsibilities document, leadership calendar and agendas	May		
Campus instructional leaders developed final versions consistent written protocols and processes to lead their department or grade level teams	☑ 1 ☐ 2 ☐ 3	September - November	Agendas, meeting template	APs, GLAs	Agendas and PLC format template	May		
Principal has regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and	☑ 1 ☑ 2 ☑ 3	September - November	Calendar, agendas	Principal, APs	Leadership agendas and PD	May		
teachers in classroom management and content lesson planning.	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas	GLAs, ICs	PLC agenda with minutes	May		
Campus practices and policies are written in clear to help teachers and students demonstrate campuswide expectations.	☑ 1 ☐ 2 ☐ 3	September - November	Posters, power points, agendas	Principal, APs	Visible campus posters and use of common language on hallways	May		
Campuses implement high fidelity professional development calendars for teachers that provide introductory and ongoing content-focused, job-embedded training linked to high-quality curricular	☑ 1 ☑ 2 ☑ 3	September - November	PLC calendar, agendas, district PD calendar	Principal, APs, GLAs, ICs	District and campus PD plans	May		

Cycle 3 (Mar-May)

Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	☑ 1 ☑ 2 ☑ 3	September - November	Lesson plan template	APs, ICs	Lesson plans uploaded to online system	May		
Campus leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms	May		
Student progress toward measureable goals (class, student individual) visible in data room and classrooms to foster student ownership and goal setting	☑ 1 ☑ 2 ☑ 3	September - November	ECA, STAAR, Map data	Administration, IC, GLA, Teachers	Data analysis forms and classroom visits	May		

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	0	0	0
Desired Annual Outcome	Campus instructional leaders will have conducted at least 2 observation and 2 walkthrough for all tier 3 teachers.	Teachers will be able to develop effective lesson plans and district will create formative and summative assessments to gauge student learning.	Teachers and instructional leaders will review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups. With greater disaggregation of student data,
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Cycle 4 (Jun-Aug)

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 Corner Notes

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.

Windmill Lakes - Orem High School

Targeted Improvement Plan

2019-2020

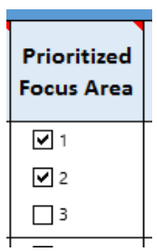
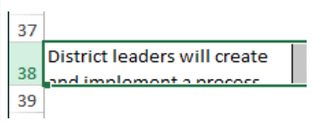
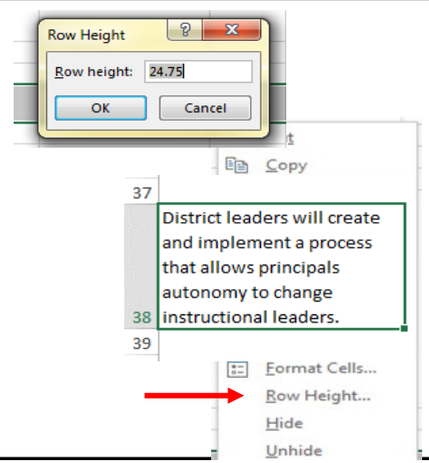
Campus Targeted Improvement Plan

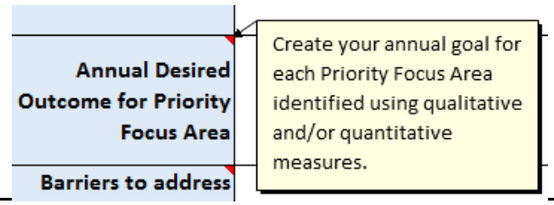
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

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

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

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

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

Campus Information

District Name	International Leadership of Texas	**Campus Name**	Windmill Lakes Orem High School	**Superintendent**	Eddie Conger	**Principal**	Stephanie Mott
District Number		**Campus Number**	000000033	**District Coordinator of School Improvement (DCSI)**	Matilda Orozco	**ESC Support**	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	
Principal Supervisor *(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.	
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.	**Stephanie Mott, 9/25/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1:65, Domain 2: 71, Domain 3:70
	What changes in student group and subject performance are included in these goals?	Our average scores are low across the board, but specifically in the 'All Student' Category, so we are focusing on smaller sub pops and demonstrating average or above average growth in Algebra 1 and English 2.
	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.	**3**

Foundations

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.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**2**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Rationale	Teachers are completing and uploading lesson plans on a weekly basis. We believe that a systematic approach to providing feedback and follow up to the submitted lesson plans along with tracking formative assessment results will yield greater success with objective driven lesson plans in ensuring they align with the standard.	Teachers are assessing students and collecting data pieces. We believe that creating and implementing a data meeting schedule with teachers to reflect with the instructional leadership will help teachers identify trends in the data, pinpoint areas of reteach, practicing best practices in the reteach and identifying when the reteach will be spiraled back in. Through this intentionality we believe teaching will become truly data	Teachers have access to district curriculum that includes progress assessments and a year long scope and sequence. We believe that implement, monitoring, and providing feedback to good first instruction will lead to increased results from the daily lessons that are being taught in the classroom.
Desired Annual Outcome	Teachers are planning collaboratively and feedback is provided in written form and followed by meetings to help improve lesson planning	PLC's are lead by campus leaders and follow DDI protocol after all unit tests and for common assessement. A set routine of data meetings, hi-med-low work samples, exemplars, and planned reteach sessions resulting from data meetings.	Teachers are using classtime to accurately teach curriculum in depth that will yield the most results on mastery of the standard that aligns to the student expectation
Barriers to Address During the Year	Scheduling time for lesson plan feedback, including lesson plan feedback conversations, and create a culture of teacher receptivity to planning and feedback.	Prioritizing a schedule of set data meetings that are consistent, carried out and followed up on.	Teachers must take the time to fully understand the SE, the content, how it will be assessed, and what prior knowledge the students need to know in order to be the most successful
District Commitment Theory of Action:	If the district provides a consistent opportunity to the principal to implement DDI strategies, provides ongoing principal development on data protocol and standards alignment, the principal is able to continue to develop the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results		

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
9	Algebra 1	District Interim	70%	75%	District Interim	75%		Benchmark	65%		STAAR	75%	
9	Biology	District Interim	70%	89%	District Interim	75%		Benchmark	75%		STAAR	80%	
9	English 1	District Interim	60%	19%	District Interim	65%		Benchmark	65%		STAAR	75%	
10	English 2	District Interim	70%	76%	District Interim	75%		Benchmark	65%		STAAR	80%	

Cycle 1 (Sept-Nov)

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers are planning collaboratively and feedback is provided in written form and followed by meetings to help improve lesson planning	PLC's are lead by campus leaders and follow DDI protocol after all unit tests and for common assessement. A set routine of data meetings, hi-med-low work samples, exemplars, and planned reteach sessions resulting from data meetings.	Teachers are using classtime to accurately teach curriculum in depth that will yield the most results on mastery of the standard that aligns to the student expectation
Desired 90-day Outcome	Teachers are planning together every week using data and spiraling material in for review	Every PLC, led by a member of the instructional leadership team, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings	Teachers are using checks for understanding to ensure students are learning the aligned objectives of each lesson and are measuring success based on the aligned readiness standard
Barriers to Address During this Cycle	Teachers still learning systems of curriculum and lesson planning, getting to know the needs of their students, and idetnifying ways to formatively assess students daily	Protecting the time to have data meetings and not letting other factors take away from meetin	Teachers understanding how to use the scope and sequence on a 90 minute block and prioritiz
District Actions for this Cycle	District coaches to model formative assessments, unit assessments provided, PD on formative assessments	Data days every 6 weeks to review data and provided data protocol	IFD calendars to follow each day and continued coaching with district coaches
District Commitments Theory of Action	If the district provides a consistent opportunity to the principal to implement DDI strategies, provides ongoing principal development on data protocol and standards alignment, the principal is able to continue to develop the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish and follow through with strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more effectively and consistently 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
Establishment of recurring weekly data meetings with individual teacher and Mott	☐ 1 ☑ 2 ☐ 3	23-Sep	Data Dig Protocol	Principal Mott	Data Dig Forms and Posted student data	Ongoing		
Posted Data in Classrooms/Hallways	☐ 1 ☑ 2 ☐ 3	15-Oct	Class Data for tracking	Principal Mott, Wingard & Simmons (GLA)	Data Dig Forms and Posted student data	Ongoing		
Lessons fully aligned to posted objectives	☐ 1 ☐ 2 ☑ 3	30-Sep	Posted Obj, Scope and Sequence, Alignment Feedback Forms	Principal Mott	Alignment Feedback	Ongoing		
Lesson plans with checks for understanding build in	☑ 1 ☐ 2 ☐ 3	30-Sep	Exit Tickets and daily data trackers	Principal Mott	Data Trackers	Ongoing		
Various forms of checking for understanding	☑ 1 ☐ 2 ☐ 3	15-Oct	PD on aligned formative assessments	Principal Mott	Data Trackers	Ongoing		
Teachers can clearly express what students have to know and show in order to be successful on standards	☐ 1 ☐ 2 ☑ 3	7-Oct	Standards, Unpacking the standards Chart	Principal Mott	Alignment Check and Feedback	Ongoing		

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers are planning collaboratively and feedback is provided in written form and followed by meetings to help improve lesson planning	PLC's are lead by campus leaders and follow DDI protocol after all unit tests and for common assessement. A set routine of data meetings, hi-med-low work samples, exemplars, and planned reteach sessions resulting from data meetings.	Teachers are using classtime to accurately teach curriculum in depth that will yield the most results on mastery of the standard that aligns to the student expectation
Desired 90-day Outcome	Formative assessments will be authentic forms of student creations that s	Data meetins are established and routined and can be led by GLA's; data is being used	Teachers are planning with the success of the aligned TEK and checking for understanc
Barriers to Address During this Cycle	Teachers awareness of various forms of formative assessment and pushir	Common time and valuing the results of data meetings and data collection; teachers knowing I	Teachers planning with the end in mind, spiraling previous material, and moving on pace
District Actions for this Cycle	Providing example lessons of authentic student produced learning	PD on spiraling materials, district created reviews	Continued IFD calendars for support, lessons to support spiraling, review and staying o
District Commitments Theory of Action	If the district provides a consistent opportunity to the principal to implement DDI strategies, provides ongoing principal development on data protocol and standards alignment, the principal is able to continue to develop the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish and follow through with strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more effectively and consistently 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
Teachers have mutliple checks for understanding embedded into their lessons	☑ 1 ☐ 2 ☐ 3	1-Dec	Multiple forms to check for understanding	Teachers, Mott	Data posted	ongoing		
Lesson plans resulting directly from data meeting results, including spiraled materials and multiple checks for understanding	☐ 1 ☑ 2 ☐ 3	15-Jan	Benchmark Data	Teacher, Mott	Spiraling Calendar	1-Feb		
Grade Level Data Meetings to compare students across content levels	☐ 1 ☑ 2 ☐ 3	15-Jan	Data meeting protocol	All teachers, Mott	Data Trackers per student	Ongoing		
Teacher lesson plans and every activity in class directly aligns with scope and sequence obj- do now, direct teach, collaborative activities, student engagement, and exit slips	☐ 1 ☐ 2 ☑ 3	15-Jan	Scope and Sequence/Unpacked Standards	Teachers, Mott	Unpacked Standards Feedback Form	Ongoing		
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers are planning collaboratively and feedback is provided in written form and followed by meetings to help improve lesson planning	PLC's are lead by campus leaders and follow DDI protocol after all unit tests and for common assessement. A set routine of data meetings, hi-med-low work samples, exemplars, and planned reteach sessions resulting from data meetings.	Teachers are using classtime to accurately teach curriculum in depth that will yield the most results on mastery of the standard that aligns to the student expectation
Desired 90-day Outcome	Lesson plans include appropriate STAAR level review and checks for understanding at the STAAR level	Teachers are meeting across grade level, reflecting on data and forming cross curricular support strategies	Class lessons are achieving mastery status for every standard and pushing students to perform at the highest level
Barriers to Address During this Cycle	Teachers who are off track, behind, or still teaching below level will not be checking for understanding at a high rigor in every check for understanding	Full knowledge and understanding of cross curricular planning and support	Having all students achieving at a high level and moving at the same rigorous pace towards mastery
District Actions for this Cycle	Provided checks for understanding, a review calendar and high leverage review lesson plans	Access and understanding to how cross curricular planning is beneficial and examples	Examples on differentiation for all student sub pops for highest leverage and the most success on each standard
District Commitments Theory of Action	If the district provides a consistent opportunity to the principal to implement DDI strategies, provides ongoing principal development on data protocol and standards alignment, the principal is able to continue to develop the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish and follow through with strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more effectively and consistently 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
Checks for understanding are high level questions and rigorous throughout the lesson	☑ 1 ☐ 2 ☐ 3	1-Mar	Lead4ward/TEKS Resources check for understanding and formative assessment examples	Teachers, Mott	Data Trackers, released STAAR question tracker	Ongoing		
Teachers are supporting student needs cross-curricularly to yield the highest performance based on identified strategies in common data meetings to support specifically identified students	☐ 1 ☑ 2 ☐ 3	1-Mar	Cross Curricular planning support- what does this look like?	Teachers, Mott	Data Trackers for identified students using specified strategies	Ongoing		
Students are performing at Masters status on each check for understanding at the end of each lesson to demonstrate full alignment of lessons and highest leverage success	☐ 1 ☐ 2 ☑ 3	20-Mar	TEKS Resources	Teachers, Mott	Masters status tracker	Ongoing		
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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	0	0	0
Desired Annual Outcome	Teachers are planning collaboratively and feedback is provided in written form and followed by meetings to help improve lesson planning	PLC's are lead by campus leaders and follow DDI protocol after all unit tests and for common assessement. A set routine of data meetings, hi-med-low work samples, exemplars, and planned reteach sessions resulting from data meetings.	Teachers are using classtime to accurately teach curriculum in depth that will yield the most results on mastery of the standard that aligns to the student expectation
Did the campus achieve the desired outcome? Why or why not?			

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Teachers are planning together every week using data and spiraling material in for review	Every PLC, led by a member of the instructional leadership team, follows DDI protocol after return of unit assessment results and reteach of prioritized standards occurs within three days of DDI meetings	Teachers are using checks for understanding to ensure students are learning the aligned objectives of each lesson and are measuring success based on the aligned readiness standard
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

Cycle 4 (Jun-Aug)

	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

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 Corner Notes

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.

International Leadership of Texas

College Station Elementary

2019-2020 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

ILTexas College Station Elementary School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas College Station Elementary, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas serves students from various academic backgrounds that include different public school districts, charter schools, private schools and hime school. A variety of different ethnic groups are represented, with the top three being White 48.49%, Hispanic/Latino 28.95%, and Black/African American 11.98%.

We have a 8.37% of Limited English Proficient (LEP) students. Our elementary campus is at 42.21% economically disadvantage with 6.16% eligible for Free Lunch participation and 7.21% eligible for Reduced Lunch participation. We have 11.28% in the Gifted and Talented Program, and 6.86% in the Special Education Progam.

ES Demographics	Percent
Gender	
Female	54.88%
Male	45.12%
Ethnicity	
Hispanic-Latino	28.95%
Race	
American Indian - Alaskan Native	0.47%
Asian	5.81%
Black - African American	11.98%
Native Hawaiian - Pacific Islander	0.00%
White	48.49%
Two-or-More	4.30%

Student by Program	Percent
Free Lunch Participation	6.16%
Reduced Lunch Participation	7.21%

ES Demographics	Percent
Other Economically Disadvantaged	28.84%
Gifted and Talented	11.28%
Special Education (SPED)	6.86%

Other Student Information	Percent
Economically Disadvantaged	42.21%
Limited English Proficient (LEP)	8.37%

Demographics Strengths

DEMOGRAPHICS

At ILTexas College Station K8, we have a very diverse student population. Our teacher demographics match the student demographics at a very high level. Our class sizes are below the state averages. Our kindergarten to fifth grade students will participate in a Dual Language Instruction program in English, Spanish and Chinese (Mandarin) taught as a Foreign Language Elementary School (FLES) program.

STAFF QUALITY

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representative positions

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Student Academic Achievement

Student Academic Achievement Summary

STAAR SSI - April and May 2019 - Eduphoria(data source)

Elementary School (030)

5TH MATH Student Achievement:

(April)

Percent Score 68.78%, Approaches 79.13%, Meets 53.04%, Masters 36.52%

(May)Retesters

Percent Score 45.92%, Approaches 54.17%, Meets 4.17%, Masters 0%

5TH READING Student Achievement:

(April)

Percent Score 74.46%, Approaches 81.45%, Meets 54.03%, Masters 35.48%

(May)Retesters

Percent Score 54.13%, Approaches 52.17%, Meets 4.35%, Masters 0%

Middle School (031)

8th MATH Student Achievement:

(April)

Percent Score 60.58%, Approaches 71.05%, Meets 47.37%, Masters 7.89%

(May) Retesters

Percent Score 40%, Approaches 40%, Meets 0%, Masters 0%

8TH READING Student Achievement:

(April)

Percent Score 74.58%, Approaches 82.5%, Meets 65%, Masters 27.5%

(May) Retesters

Percent Score 49.5%, Approaches 33.33%, Meets 0%, Masters 0%

Student Academic Achievement Strengths

Overall student achievment was above 85% Approaches at 5th grade

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause**: Students are coming from over 20 different campuses from other ISDs.

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

School Processes & Programs

School Processes & Programs Summary

CURRRICULUM, INSTRUCTION, & ASSESSMENT

ILTexas CS curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment willed be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

STAFF RECRUITMENT & RETENTION

At present, 99% all positions have been filled however as student enrollment increases the percentage of positions filled will decrease.

SCHOOL ORGANIZATION

ILTexas College Station elementary leadership structure consists of a principal, 1 associate principal, 1 assistant principal, 6 grade level administrators, 1 instructional coach, and 2 school counselors. The principal serves as K-8 campus principal. There is a K-3 assistant principal and 4-8 associate principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. All leadership on campus will provide support to teachers, students, and parents.

The school day is an extended day to facilitate the school's curriculum which places emphasizes on developing a healthy mind, body, and character. An enrichment block is built into the school day and all students will receive enrichment. Character education is taught daily in the Performance Coaching Program and in all classrooms. The school wide community is committed to a trilingual education.

TECHNOLOGY

All teachers and students will have access to current technolgy and resources on a daily basis to enhance instruction. All teachers will have an interactive whiteboard in the classroom and revieve tetraining. All 4-8 students will receive a personal laptop to utilize for instruction and learning.

School Processes & Programs Strengths

CURRRICULUM, INSTRUCTION, & ASSESSMENT

- Structured intervention on a daily basis

- Instruction will be driven by a range of data points
- Data days will allow for teachers to review and plan to be responsive to student data
- Two-way immersion program structure
- Daily PLC with each grade level team
- TEKS-based resources
- Academic tools, including Learning A-Z, STEMScopes, Leveled Reading, etc.
- Use of creativity in lesson design
- Pearson Envision is a useful tool, closely aligned to the TEKS
- Dual Language structure will improve student outcomes across languages and contents
- Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction
- Students K-8 will utilize technology daily for their instruction and learning
- Texas A&M partnership with Dr. Wijekumar, ELA strategies

STAFF RECRUITMENT & RETENTION

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representative positions

SCHOOL ORGANIZATION

The school organizational structure provides support at many level for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administrators, APs, Principal
- Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Dive Days

TECHNOLOGY

- SMART Boards in all classrooms

- Tablet ratio 2:1 in Kindergarten to 3rd grade
- Chromebook ratio 1:1 in 4th to 8th grade Laptops for all teachers
- Teachers utilize technology daily in their instruction.
- Students can utilize technology for homework assignments and projects at home and on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause**: Students are coming from over 20 different campuses from other ISDs.

Problem Statement 3: Communication was a concern of our parents and staff this year. **Root Cause**: Learning about events and changes last minute.

Perceptions

Perceptions Summary

Q10 There is a positive culture on our campus.

On our campus, 90.36% of our parents agree that there is a positive culture on our campus. There were around 3% of parents that disagree, and 6.6% of parents that feel neutral in this category.

ANSWER CHOICES	RESPONSES	
Strongly Agree	71.07%	140
Somewhat Agree	19.29%	38
Neutral	6.60%	13
Somewhat Disagree	2.03%	4
Strongly Disagree	1.02%	2

Q11 The campus administration is approachable, professional, and supportive.

In this category, 92.38% of our parents agree that campus administration is approachable, professional, and supportive. There were just under 3% of parents that did not agree, and just above 5% that felt neutral.

ANSWER CHOICES	RESPONSES	
Strongly Agree	75.63%	149
Somewhat Agree	16.75%	33
Neutral	5.08%	10
Somewhat Disagree	2.03%	4
Strongly Disagree	0.51%	1

Q13 Campus Staff members are welcoming, knowledgeable, and professional.

Overall 95.44% of our parents feel that our campus staff are welcoming, knowledgeable, and professional. There were 2.54% of parents that did not agree, and around 2% of parents that felt neutral about this category.

ANSWER CHOICES	RESPONSES	
Strongly Agree	79.70%	157
Somewhat Agree	15.74%	31
Neutral	2.03%	4

ANSWER CHOICES	RESPONSES	
Somewhat Disagree	2.03%	4
Strongly Disagree	0.51%	1

Perceptions Strengths

At our ILTexas campus, two of our culture and climate strengths are how parents feel about our campus administration and staff.

Survey results indicated that 92.38% of our parents agree that campus administration is approachable, professional, and supportive.

Overall 95.44% of our parents feel that our campus staff are welcoming, knowledgeable, and professional.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication was a concern of our parents and staff this year. **Root Cause**: Learning about events and changes last minute.

Priority Problem Statements

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive.
Root Cause 1: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.
Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 2: There is inconsistency in student learning gaps and needs.
Root Cause 2: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 3: Communication was a concern of our parents and staff this year.
Root Cause 3: Learning about events and changes last minute.
Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: Communication needs to be streamlined and more convenient for parents.
Root Cause 4: As a new campus, teachers were each communicating in their own way to parents.
Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: We have approximately 10 teachers who are not yet certified. Each of these teachers is working toward certification.
Root Cause 5: Certified applicant pool.
Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Professional development was lacking in our first year.

Root Cause 6: Being a new campus, we struggled getting our PD lined up.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Processes are are currently being solidified in order to continue family and community involvement within our school community

Root Cause 7: 2018-2019 was the first year, so our communication was last minute in some instances. We will need to continue to improve our communication lead time.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: By the end of the 2019-2020 school year, we will increase the teacher retention rate from 72% to at least 80%.

Performance Objective 1: By June 2020, 100% of the teachers new to ILTexas will have participated in the district mentorship program.

Evaluation Data Source(s) 1: Increased retention rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 1) Principal Mentorship for any new through third year Principal's. Creating an observation environment and peer to peer mentoring.	2.4, 2.5, 2.6	Area Superintendents, PD Executive Director, Principals	Increased Principal Retention Rate ,Increased Leadership Effectiveness, Increased Teacher Retention Rate, Increased Student Achievement	0%	0%	0%	
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.

School Processes & Programs

Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.

Goal 2: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 1: By the end of the 19-20 school year, all students, but in particular our students of Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Source(s) 1: STAAR & EOC Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) 1) Purchase supplemental instructional resources (such as but not limited to measuring up) and bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.	2.4, 2.5, 2.6	Instructional Technologist, Campus Principals, campus instructional coaches	Increased student achievement	0%	0%	0%	
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Student Academic Achievement

Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

School Processes & Programs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.

Goal 2: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 2: By the end of the 19-20 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Source(s) 2: ACTFL assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers	2.4, 2.5, 2.6	Special Education Director, Principals, CAO, SPED Instructional Coaches	Lesson Plans Student performance on unit assessments Effective classroom practices Classroom Observations	0%	0%	0%	
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2, 3 - Perceptions 1						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.	2.4, 2.5, 2.6	Special Education direct, Principals, CAO, SPED Instructional Coaches	Increased student achievement. Decrease in the number of revision ARDs that take place due to errors. Increase in observation of instructional practices. Decrease in the number of MDRs held.	0%	0%	0%	
	Problem Statements: Staff Quality, Recruitment, and Retention 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: We have approximately 10 teachers who are not yet certified. Each of these teachers is working toward certification. **Root Cause 1**: Certified applicant pool.

Student Academic Achievement

Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.

School Processes & Programs

Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.

Problem Statement 3: Communication was a concern of our parents and staff this year. **Root Cause 3**: Learning about events and changes last minute.

Perceptions

Problem Statement 1: Communication was a concern of our parents and staff this year. **Root Cause 1**: Learning about events and changes last minute.

Goal 2: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 3: By June 2020, 100% of campuses will participate in focused activities to increase positive relationships with student parents, families, and members of the community through targeted campus based activities.

Evaluation Data Source(s) 3: Invitations, sign-ins, agendas, school messenger, website

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) 1) Bring in subject matter experts (such as but not limited to Capturing Kids Hearts) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving relationships and social/emotional development of students.	2.4, 2.5, 2.6, 3.1, 3.2	Student and teacher qualitative feedback, school culture and climate, STAAR Assessments	Improved student achievement, increased student and teacher retention	0%	0%	0%	
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 **Funding Sources**: 211 - Title 1-A - 15000.00						
TEA Priorities Recruit, support, retain teachers and principals 2) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 2) Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers.	2.4, 2.5, 2.6	PD Executive Director, Chief Academic Officer, Assistant Principals and Principals	Increased Teacher Retention Rate and effectiveness of teachers in the classroom	0%	0%	0%	
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2, 3 - Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
3) Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). We will also increase capacity in this area by bringing in subject matter experts or attending PD.	2.4, 2.5, 2.6						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Student Academic Achievement
Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

School Processes & Programs
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.
Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 3: Communication was a concern of our parents and staff this year. **Root Cause 3**: Learning about events and changes last minute.

Perceptions
Problem Statement 1: Communication was a concern of our parents and staff this year. **Root Cause 1**: Learning about events and changes last minute.

Goal 2: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 4: By June 2020, 100% of 7th and 8th grade students as well as high school students will establish goal orientated college trajectories in a Career Cruising platform and utilizing enrichment time/ Leadership Class to create Personal Graduation Plan Framework . Students, teachers and counselors will use this program to select, explore and monitor student post secondary options.

Evaluation Data Source(s) 4: College Graduation Rate

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Students have opportunity to career cruise on their own as well as teacher, counselor, parent support. Provide online access to CNA/CIP.	2.4, 2.5, 2.6	Counselors will monitor student progress.	Higher college graduation rate.	0%	0%	0%	
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2, 3 - Perceptions 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.

School Processes & Programs
Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 3: Communication was a concern of our parents and staff this year. **Root Cause 3**: Learning about events and changes last minute.

Perceptions
Problem Statement 1: Communication was a concern of our parents and staff this year. **Root Cause 1**: Learning about events and changes last minute.

Goal 2: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 5: By June 2020, students at ILTexas will consistently demonstrate behaviors that reflect the district's 3 Bs (be on time, be respectful, be responsible) as assessed by a variety of measurement tools. The desired outcome is a 10% reduction in discipline referrals and student suspensions.

Evaluation Data Source(s) 5: 8:01 Skyward Reports

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Bring in subject matter experts (such as but not limited to Capturing Kids Hearts) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving relationships and social/emotional development of students.	2.4, 2.5, 2.6, 3.1, 3.2	Student and teacher qualitative feedback, school culture and climate, STAAR Assessments	Improved student achievement, increased student and teacher retention	0%	0%	0%	
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2, 3 - Perceptions 1							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.

School Processes & Programs
Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 3: Communication was a concern of our parents and staff this year. **Root Cause 3**: Learning about events and changes last minute.

Perceptions
Problem Statement 1: Communication was a concern of our parents and staff this year. **Root Cause 1**: Learning about events and changes last minute.

Title I Personnel

Name	Position	Program	FTE
Amanda Krueger	Instructional Coach	Title 1	-8
Jessica Richter	Kindergarten Bilingual Aide	Title 1	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Business Representative	Claudia Smith	Owner
Classroom Teacher	Emily McKay	staff
Classroom Teacher	Joe Hastings	Staff
Parent	Allison Gyug	Parent
Community Representative	Amy Hinnant	Community Rep
Business Representative	Diane Carmichael	Community/Parent
Parent	Ian Mader	Parent
Classroom Teacher	Mary Powell	Staff
Paraprofessional	Christine Hopewell-Ritter	Administrative Assistant

Campus Funding Summary

211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Consultant		$15,000.00
				Sub-Total	$15,000.00
				Grand Total	$15,000.00

International Leadership of Texas

College Station Middle School

2019-2020 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

ILTexas College Station Middle School will grow and nurture students while guiding them as they reach their academic capacity. While attending ILTexas College Station Middle School, students will build relationships and excel academically. At the same time, learners will develop a love for serving others and a desire to live a healthy lifestyle.

Value Statement

All students have value. All students have potential. All students have the right to high expectations, caring teachers and a loving learning environment. Our job is to receive students as they are, then move them forward as much as possible. School and parent collaboration is paramount.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ILTexas serves students from various academic backgrounds that include different public school districts, charter schools, private schools and hime school. A variety of different ethnic groups are represented, with the top three being White 48.49%, Hispanic/Latino 28.95%, and Black/African American 11.98%.

We have a 8.37% of Limited English Proficient (LEP) students. Our elementary campus is at 42.21% economically disadvantage with 6.16% eligible for Free Lunch participation and 7.21% eligible for Reduced Lunch participation. We have 11.28% in the Gifted and Talented Program, and 6.86% in the Special Education Progam.

ES Demographics	Percent
Gender	
Female	54.88%
Male	45.12%
Ethnicity	
Hispanic-Latino	28.95%
Race	
American Indian - Alaskan Native	0.47%
Asian	5.81%
Black - African American	11.98%
Native Hawaiian - Pacific Islander	0.00%
White	48.49%
Two-or-More	4.30%

Student by Program	Percent
Free Lunch Participation	6.16%
Reduced Lunch Participation	7.21%

ES Demographics	Percent
Other Economically Disadvantaged	28.84%
Gifted and Talented	11.28%
Special Education (SPED)	6.86%

Other Student Information	Percent
Economically Disadvantaged	42.21%
Limited English Proficient (LEP)	8.37%

Demographics Strengths

DEMOGRAPHICS

At ILTexas College Station K8, we have a very diverse student population. Our teacher demographics match the student demographics at a very high level. Our class sizes are below the state averages. Our kindergarten to fifth grade students will participate in a Dual Language Instruction program in English, Spanish and Chinese (Mandarin) taught as a Foreign Language Elementary School (FLES) program.

STAFF QUALITY

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representative positions

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause**: Students are coming from over 20 different campuses from

other ISDs.

Student Academic Achievement

Student Academic Achievement Summary

Middle School (031)

8th MATH Student Achievement:

(April)

Percent Score 60.58%, Approaches 71.05%, Meets 47.37%, Masters 7.89%

(May) Retesters

Percent Score 40%, Approaches 40%, Meets 0%, Masters 0%

8TH READING Student Achievement:

(April)

Percent Score 74.58%, Approaches 82.5%, Meets 65%, Masters 27.5%

(May) Retesters

Percent Score 49.5%, Approaches 33.33%, Meets 0%, Masters 0%

Student Academic Achievement Strengths

Overall Student Achievement is over 85% Approaches.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause**: Students are coming from over 20 different campuses from other ISDs.

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Problem Statement 3: There is inconsistency in student learning gaps and needs. **Root Cause**: Students are coming from over 20 different campuses from other ISDs.

Problem Statement 4: Communication was a concern of our parents and staff this year. **Root Cause**: Learning about events and changes last minute.

School Processes & Programs

School Processes & Programs Summary

CURRRICULUM, INSTRUCTION, & ASSESSMENT

ILTexas CS curriculum is TEKS based and is required to follow a scope and sequence rooted in state standards. Teachers are required to use these resources to guide their planning, instruction and assessment. Planning, instruction and assessment willed be aligned - horizontally and vertically. Curriculum, instruction and assessment will be at the heart of all PLC meetings. Planning and instruction will be driven by and responsive to student data.

STAFF RECRUITMENT & RETENTION

At present, 99% all positions have been filled however as student enrollment increases the percentage of positions filled will decrease.

SCHOOL ORGANIZATION

ILTexas College Station elementary leadership structure consists of a principal, 1 associate principal, 1 assistant principal, 6 grade level administrators, 1 instructional coach, and 2 school counselors. The principal serves as K-8 campus principal. There is a K-3 assistant principal and 4-8 associate principal. Each grade level has a grade level administrator that oversees the grade level activities. They also serve as mentors to new teachers and provide some level of instructional coaching. All leadership on campus will provide support to teachers, students, and parents.

The school day is an extended day to facilitate the school's curriculum which places emphasizes on developing a healthy mind, body, and character. An enrichment block is built into the school day and all students will receive enrichment. Character education is taught daily in the Performance Coaching Program and in all classrooms. The school wide community is committed to a trilingual education.

TECHNOLOGY

All teachers and students will have access to current technolgy and resources on a daily basis to enhance instruction. All teachers will have an interactive whiteboard in the classroom and revieve tetraining. All 4-8 students will receive a personal laptop to utilize for instruction and learning.

School Processes & Programs Strengths

CURRRICULUM, INSTRUCTION, & ASSESSMENT

- Structured intervention on a daily basis

- Instruction will be driven by a range of data points
- Data days will allow for teachers to review and plan to be responsive to student data
- Two-way immersion program structure
- Daily PLC with each grade level team
- TEKS-based resources
- Academic tools, including Learning A-Z, STEMScopes, Leveled Reading, etc.
- Use of creativity in lesson design
- Pearson Envision is a useful tool, closely aligned to the TEKS
- Dual Language structure will improve student outcomes across languages and contents
- Chromebooks will allow teachers to support technological literacy and incorporate various medias into their instruction
- Students K-8 will utilize technology daily for their instruction and learning
- Texas A&M partnership with Dr. Wijekumar, ELA strategies

STAFF RECRUITMENT & RETENTION

- Stipends for mentors (mentor program)
- Mentor/buddy program for new teachers
- Participating at University Job Fairs
- Hosting campus/district job fairs
- Recruiting through university education programs and alternative certification programs
- Stipends for math and science content teachers
- Stipends for lead representative positions

SCHOOL ORGANIZATION

The school organizational structure provides support at many level for teachers, students and parents. Teachers have planning/meeting time built into their school day to meet and plan with grade level. Teachers also have dedicated data days built into the school year calendar. Professional development opportunities are also available to teachers. Each grade level has a grade level administrator (GLA) to oversee the grade and to support the teacher in the day to day operations. Each grade level has a teacher assistant.

- Horizontal (grade level) PLC built into workday
- Teacher support structure - Grade Level Administrators, APs, Principal
- Regular updates and newsletters to parents and faculty/staff
- District calendar includes Data Dive Days

TECHNOLOGY

- SMART Boards in all classrooms

- Tablet ratio 2:1 in Kindergarten to 3rd grade
- Chromebook ratio 1:1 in 4th to 8th grade Laptops for all teachers
- Teachers utilize technology daily in their instruction.
- Students can utilize technology for homework assignments and projects at home and on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Problem Statement 2: Communication was a concern of our parents and staff this year. **Root Cause**: Learning about events and changes last minute.

Perceptions

Perceptions Summary

Q10 There is a positive culture on our campus.

On our campus, 90.36% of our parents agree that there is a positive culture on our campus. There were around 3% of parents that disagree, and 6.6% of parents that feel neutral in this category.

ANSWER CHOICES	RESPONSES	
Strongly Agree	71.07%	140
Somewhat Agree	19.29%	38
Neutral	6.60%	13
Somewhat Disagree	2.03%	4
Strongly Disagree	1.02%	2

Q11 The campus administration is approachable, professional, and supportive.

In this category, 92.38% of our parents agree that campus administration is approachable, professional, and supportive. There were just under 3% of parents that did not agree, and just above 5% that felt neutral.

ANSWER CHOICES	RESPONSES	
Strongly Agree	75.63%	149
Somewhat Agree	16.75%	33
Neutral	5.08%	10
Somewhat Disagree	2.03%	4
Strongly Disagree	0.51%	1

Q13 Campus Staff members are welcoming, knowledgeable, and professional.

Overall 95.44% of our parents feel that our campus staff are welcoming, knowledgeable, and professional. There were 2.54% of parents that did not agree, and around 2% of parents that felt neutral about this category.

ANSWER CHOICES	RESPONSES	
Strongly Agree	79.70%	157
Somewhat Agree	15.74%	31
Neutral	2.03%	4

ANSWER CHOICES	RESPONSES	
Somewhat Disagree	2.03%	4
Strongly Disagree	0.51%	1

Perceptions Strengths

At our ILTexas campus, two of our culture and climate strengths are how parents feel about our campus administration and staff.

Survey results indicated that 92.38% of our parents agree that campus administration is approachable, professional, and supportive.

Overall 95.44% of our parents feel that our campus staff are welcoming, knowledgeable, and professional.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication was a concern of our parents and staff this year. **Root Cause**: Learning about events and changes last minute.

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Priority Problem Statements

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive.
Root Cause 1: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.
Problem Statement 1 Areas: Demographics

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive.
Root Cause 2: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.
Problem Statement 2 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 3: There is inconsistency in student learning gaps and needs.
Root Cause 3: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Communication was a concern of our parents and staff this year.
Root Cause 4: Learning about events and changes last minute.
Problem Statement 4 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 5: There is inconsistency in student learning gaps and needs.
Root Cause 5: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 5 Areas: Student Achievement - Demographics - Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 1: By the end of the 19-20 school year, all students, but in particular our students of Special Populations (to include SPED, Bilingual, CTE and ESL students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

Evaluation Data Source(s) 1: STAAR & EOC Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) TEA Priorities Build a foundation of reading and math. Improve low-performing schools. 1) Purchase supplemental instructional resources (such as but not limited to Measuring up) and bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to help ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our ESL, DLI and other programs that will increase student achievement, with particular attention to English learners.	2.4, 2.5, 2.6	Instructional Technologist, Campus Principals, campus instructional coaches	Increased student achievement	0%	0%	0%	
	Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 2						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Student Academic Achievement
Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

School Processes & Programs
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Perceptions
Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 2: By the end of the 19-20 school year, all students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

Evaluation Data Source(s) 2: ACTFL assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 1) Support effective inclusion support to providing PD opportunities to inclusion support teachers as well as their partner content teachers	2.4, 2.5, 2.6	Special Education Director, Principals, CAO, SPED Instructional Coaches	Lesson Plans Student performance on unit assessments Effective classroom practices Classroom Observations	0%	0%	0%	
	Problem Statements: Student Achievement 1 - Demographics 2 - Student Academic Achievement 1, 3						
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 2) Attend Professional Development conferences that focus on Special Education through ESPED, development of budgets, student instruction, RTI behavior management, behavior analysis, and/or transition programs.	2.4, 2.5, 2.6	Special Education direct, Principals, CAO, SPED Instructional Coaches	Increased student achievement. Decrease in the number of revision ARDs that take place due to errors. Increase in observation of instructional practices. Decrease in the number of MDRs held.	0%	0%	0%	
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Student Achievement
Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.

Demographics
Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.

Student Academic Achievement
Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.
Problem Statement 3: There is inconsistency in student learning gaps and needs. **Root Cause 3**: Students are coming from over 20 different campuses from other ISDs.

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 3: By June 2020, 100% of campuses will participate in focused activities to increase positive relationships with student parents, families, and members of the community through targeted campus based activities.

Evaluation Data Source(s) 3: Invitations, sign-ins, agendas, school messenger, website

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 1) 1) Bring in subject matter experts (such as but not limited to Capturing Kids Hearts) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving relationships and social/emotional development of students.	2.4, 2.5, 2.6, 3.1, 3.2	Student and teacher qualitative feedback, school culture and climate, STAAR Assessments	Improved student achievement, increased student and teacher retention	0%	0%	0%	
Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 2 **Funding Sources**: 211 - Title 1-A - 15000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 2) TEA Priorities Recruit, support, retain teachers and principals. 2) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 2) Support new teachers by meeting, observing, coaching, and helping to develop professional development for new to third year teachers.	2.4, 2.5, 2.6	PD Executive Director, Chief Academic Officer, Assistant Principals and Principals	Increased Teacher Retention Rate and effectiveness of teachers in the classroom	0%	0%	0%	
	Problem Statements: Demographics 1						
3) Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). We will also increase capacity in this area by bringing in subject matter experts or attending PD.	2.4, 2.5, 2.6						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Demographics

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Student Academic Achievement

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

School Processes & Programs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Perceptions

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 4: By June 2020, 100% of 7th and 8th grade students as well as high school students will establish goal orientated college trajectories in a Career Cruising platform and utilizing enrichment time/ Leadership Class to create Personal Graduation Plan Framework . Students, teachers and counselors will use this program to select, explore and monitor student post secondary options.

Evaluation Data Source(s) 4: College Graduation Rate

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 1) Students have opportunity to career cruise on their own as well as teacher, counselor, parent support. Provide online access to CNA/CIP.	2.4, 2.5, 2.6	Counselors will monitor student progress.	Higher college graduation rate.	0%	0%	0%	
Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 2							

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Student Academic Achievement

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

School Processes & Programs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Perceptions

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Goal 1: By the end of 2019-2020 school year, ILTexas will increase student performance from 76% to at least 80% at the Approaches Performance Level and will increase student performance from 43% to at least 50% at the meets performance level on state assessments in Reading and Math.

Performance Objective 5: By June 2020, students at ILTexas will consistently demonstrate behaviors that reflect the district's 3 Bs (be on time, be respectful, be responsible) as assessed by a variety of measurement tools. The desired outcome is a 10% reduction in discipline referrals and student suspensions.

Evaluation Data Source(s) 5: 8:01 Skyward Reports

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) TEA Priorities Recruit, support, retain teachers and principals. Improve low-performing schools. 1) Bring in subject matter experts (such as but not limited to Capturing Kids Hearts) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving relationships and social/emotional development of students.	2.4, 2.5, 2.6, 3.1, 3.2	Student and teacher qualitative feedback, school culture and climate, STAAR Assessments	Improved student achievement, increased student and teacher retention	0%	0%	0%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: By the end of the 2019-2020 school year, we will increase the teacher retention rate from 72% to at least 80%.

Performance Objective 1: By June 2020, 100% of the teachers new to ILTexas will have participated in the district mentorship program.

Evaluation Data Source(s) 1: Increased retention rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Principal Mentorship for any new through third year Principal's. Creating an observation environment and peer to peer mentoring.	2.4, 2.5, 2.6	Area Superintendents, PD Executive Director, Principals	Increased Principal Retention Rate ,Increased Leadership Effectiveness, Increased Teacher Retention Rate, Increased Student Achievement	0%	0%	0%	
Problem Statements: Student Achievement 1 - Demographics 1, 2 - Student Academic Achievement 2, 3, 4 - School Processes & Programs 1, 2 - Perceptions 1, 2							

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: There is inconsistency in student learning gaps and needs. **Root Cause 1**: Students are coming from over 20 different campuses from other ISDs.

Demographics
Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.
Problem Statement 2: There is inconsistency in student learning gaps and needs. **Root Cause 2**: Students are coming from over 20 different campuses from other ISDs.

Student Academic Achievement

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Problem Statement 3: There is inconsistency in student learning gaps and needs. **Root Cause 3**: Students are coming from over 20 different campuses from other ISDs.

Problem Statement 4: Communication was a concern of our parents and staff this year. **Root Cause 4**: Learning about events and changes last minute.

School Processes & Programs

Problem Statement 1: We will need to continue to plan for the diverse population of students we receive. **Root Cause 1**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Problem Statement 2: Communication was a concern of our parents and staff this year. **Root Cause 2**: Learning about events and changes last minute.

Perceptions

Problem Statement 1: Communication was a concern of our parents and staff this year. **Root Cause 1**: Learning about events and changes last minute.

Problem Statement 2: We will need to continue to plan for the diverse population of students we receive. **Root Cause 2**: Students are coming to us from over 20 campuses. This creates inconsistency in their experience and expectations.

Goal 3: By June 2020, the percentage of College & Career ready graduates will increase from 67.2% to 77%.

Performance Objective 1: By the end of the 2019-2020 school year, ILTexas campuses will increase the percentage of College & Career ready graduates from 67% to 70%.

Evaluation Data Source(s) 1: TAPR Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Purchase and train teachers on Math & Science tools to improve college/career ready skills.	2.4, 2.5, 2.6	Campus /District instructional coaches and administrators	Increase technology in student's hands for increased engagement and real world experience. Increased student achievement.	0%	0%	0%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: By June 2020, the percentage of College & Career ready graduates will increase from 67.2% to 77%.

Performance Objective 2: To provide academic career exploration software for students to get experience with college and career level resources and by end of year 2019-2020, increase career cruising from 40% to 70% of students grades 7-12.

Evaluation Data Source(s) 2: Xello (career cruising) data reports

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	May	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 1) Provide platform for students to develop, track and store their modules/competencies or portfolios.	2.4, 2.5, 2.6	Teacher of Record for each practicum.	Students will know their interest level from Career Cruising survey and move toward their suggested pathway.	0%	0%	0%	
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Build a foundation of reading and math. Connect high school to career and college.	2.4, 2.5, 2.6	Campus instructional technologist.	Students will be equipped with the skills needed to be competitive in advanced technology and graphics fields.	0%	0%	0%	

= Accomplished = Continue/Modify

= No Progress = Discontinue

Title I Personnel

Name	Position	Program	FTE
Amanda Krueger	Instructional Coach	Title 1	0.2

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Heather McMahan	Principal
Classroom Teacher	Joseph Hastings	Teacher
Parent	Allison Gyug	Parent
Community Representative	Amy Jurica Hinnant	Community Rep
Business Representative	Diane Carmichael	Business Rep
Parent	Ian Mader	Parent
Business Representative	Claudia Smith	Business Rep
Classroom Teacher	Mary Powell	teacher

Campus Funding Summary

211 - Title 1-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Consultant		$15,000.00
				Sub-Total	$15,000.00
				Grand Total	$15,000.00