

Campus Information

District Name	Elgin ISD	Campus Name	BTW Elementary	Superintendent	Dr. Jodi Duron	Principal	Amanda Phillips
District Number	011902	Campus Number	000000101	District Coordinator of School Improvement (DCSI)	Dr. Shannon Luis	ESC Support	Kendra Monk

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

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 (Student Achievement) - Increase Approaches by 14% (from 52 to 66), Increase Meets by 16% (from 21 to 37). Domain 2 (Student Progress) - Increase our growth raw score from 22 to 37 and our scaled score from 69% to 85% (an increase of 16%). Domain 3 (Closing the Gaps) - Meet our Student Achievement targets for All Students for both Reading and Math by increasing the percentage of students scoring at Meets grade level by 15% (Reading) and 25% (Math) / Surpass our Growth Targets for Reading and Math by 10% (Reading 75%, Math 80%).
	What changes in student group and subject performance are included in these goals?	326 total Reading and Math tests: -Reading: Only 95 students scored at Meets or Masters Grade Level on their reading STAAR (29%) and our target was 44%. Therefore, 143 (48 more students than 2019) need to pass their reading STAAR test at Meets or Masters Grade Level to meet our target. -Math: Only 68 students scored at Meets or Masters Grade Level on their math STAAR (21%) and our target was 46%. Therefore, 150 (82 more students than 2019) need to pass their math STAAR test at Meets or Masters Grade Level to meet our target. Target Student Groups: All, EL, EcoDis
	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.	2
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.	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.	3
5.3 Data-driven instruction.	1

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	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.
Rationale	Staying aligned to common goals School wide systems and expectations in place enables teachers to maximize instructional time which will in turn increase students' opportunities for learning and academic progress.	Backwards design plan allows teachers to plan for the knowledge and skills students need by the end of the school year. Team planning using the IPAC and District provided resources ensures alignment among teachers in a grade level and provides equitable opportunities for all students.	Allows teachers to know what they are teaching and when. Allows teachers to plan for different student groups. Increases alignment between classrooms in a grade level. Increases accountability for student learning with the inclusion of Check For Understandings (CFUs). Exemplar lesson plans provide guidance for teachers while planning.
Desired Annual Outcome	Staff will consistently hold all students (regardless of homeroom teacher) accountable for following, and meeting, SWE, practices, and procedures. Staff will consistently hold each other accountable for consistently following SWE, practices and policies. Students will consistently hold each other accountable for consistently following SWE, practices and policies. Staff consistently follow all SWE, practices and policies with fidelity.	Teachers will utilize instructional materials and resources with fidelity. Teacher teams will dedicate time on Curriculum Calendars for whole-class reteach and review, plan lessons for reteach and review based on data, and check for understanding following reteach and review.	Teachers will develop daily lesson plans that include the following elements: objective (learning intention (LI)/success criteria), pacing (including time stamps), differentiated activities for specific students, formative assessments with an exemplar response, enough detail for other teachers to implement plan, frequent checks for understanding, and measurable student learning outcomes (How will we know they've learned the LI?).

Barriers to Address During the Year	<p>Inconsistent implementation of practices and policies (SWE)</p> <p>Lack of fidelity in implementation of practices and policies (SWE)</p> <p>Lack of asset-based language used between staff members and staff to student interactions</p> <p>Not all staff members can currently articulate the mission, vision, and core values from memory</p> <p>Not believing that all scholars are capable of meeting our high expectations</p> <p>Not believing in shared ownership of the success (behavior and academic) of ALL scholars</p> <p>Unwillingness to change ("because I've always done it this way")</p> <p>Personal expectations/values differ with those of the campus collective</p> <p>Lots of new staff members who are learning the "BTW Way" and mission, vision, core values</p>	<p>Inconsistent implementation of instructional materials/resources with fidelity</p> <p>Inconsistent implementation of the PLANNED lesson</p> <p>Unwillingness to change ("because I've always done it this way")</p> <p>Complaining about the time spent studying TEKS and planning</p> <p>Not allowing enough time to adjust to a new resource and test its strategies before dismissing it altogether</p> <p>Not feeling confident with the content leads to teachers brushing over content during instruction</p> <p>Large amount of content covered in little time causes teachers to feel like they are not adequately teaching TEKS to their depth and complexity</p> <p>YAG does not include dedicated (outlined) time for re-teaching following assessments</p> <p>HMH's TEKS Verification Document does not emphasize (color-code) Readiness standards</p> <p>Time: PLCs dedicated to providing teacher teams the time to make connections between data, reteach plans, and instructional materials</p>	<p>Developing lesson plans without pacing, differentiation, detail, formative assessments (frequent CFUs), exemplars</p> <p>Lack of data-driven plans</p> <p>Inconsistent implementation of the PLANNED lesson</p> <p>Still wanting to jump right into the activity planning and not fully knowing/understanding the TEKS</p> <p>Teams wanting to divide and conquer planning to save time but leads to misalignment and inconsistent implementation of the plans</p> <p>Teacher misconception: A formative assessment always has to be a paper-pencil assessment; Reality: A formative assessment can be accomplished through observation/quick check</p> <p>Time - IPAC, TEKS Study, Lesson Plan template, prep time, grading, entering grades, copies, guided instruction plans, intervention plans</p>
--	--	--	--

District Commitment Theory of Action:	<p>If the DCSI provides access to Emergent Tree Education (ETE) training and support, the DCSI provides coaching support to campus principal and specialists in developing action plans via district coordinators, and the DCSI utilizes principal meetings to provide professional development for principal on how to provide specific accommodations and modifications to lesson plans, then the campus will be able to better utilize the district curriculum and assessments aligned to TEKS, develop objective-driven daily lesson plans with effective formative assessments, and create shared ownership for a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.</p>
--	---

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		

<p>Staff will explicitly set, teach, and model classroom, cafeteria, hallway, and restroom expectations.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>August 19- Nov. 30</p>	<p>Time, Expectations Matrix, Camp Wildcat plan</p>	<p>Classroom teacher; Phillips and Tamez monitor</p>	<p>Classroom Contracts, Class Dojo chart, observations, Discipline data</p>	<p>October 7, November 4, December 2</p>		
<p>Staff will explicitly set, teach, and model playground safety.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>August 19- Nov. 30</p>	<p>Time, Expectations Matrix, Camp Wildcat plan</p>	<p>All classroom teachers; Phillips and Tamez monitor</p>	<p>Observations of student behaviors; Lack of nurse visits from playground</p>	<p>October 7, November 4, December 2</p>		
<p>Staff will consistently follow all expectations as outlined in the BTW Staff Handbook, EISD Staff Handbook, and EISD Grading Guidelines.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 2	<p>August 30, September 6</p>	<p>BTW Staff Handbook receipt, EISD Grading Guidelines receipt, emails, newsletters, PLC and Staff Meeting handouts</p>	<p>All BTW staff members; Phillips and Tamez monitor</p>	<p>Observations of staff behaviors; Documentation</p>	<p>October 7, November 4, December 2</p>		
<p>Designate days on content Curriculum Calendars for whole-class reteach and review (based on common assessment data).</p>	<input type="checkbox"/> 3	<p>Designated days on calendar for reteach during team planning; The reteach days will follow each common (unit) assessment's data dig; 2 days per instructional unit</p>	<p>Time for Data Dig with all team members; Common assessment data disaggregated by TEKS; Reteach lesson plan including check for understanding (CFU)</p>	<p>All grade level team members who teach a specific content; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Observations during Data Dig; reteach lesson plan; observations of reteach plan in action; data from CFU following reteach</p>	<p>Following every instructional unit / common assessment</p>		
<p>Develop and implement reteach lesson plans (based on common assessment data).</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Develop reteach plans during Data Dig on scheduled PLC day; Implement plan on designated days</p>	<p>Time for Data Dig with all team members; Common assessment data disaggregated by TEKS; data disaggregated by teacher; Discussion of misconceptions, strategies, etc.</p>	<p>All grade level team members who teach a specific content; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Observations during Data Dig; observations of reteach plan in action; data from CFU following reteach</p>	<p>Following every instructional unit / common assessment</p>		
<p>Compare data by teacher in order to identify best practices/materials for use in reteach and review plans.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Develop reteach plans during Data Dig on scheduled PLC day; Implement plan on designated days</p>	<p>Time for Data Dig with all team members; Common Assessment data disaggregated by teacher; all instructional materials available for teaching the content</p>	<p>All grade level team members who teach a specific content; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Observations during Data Dig; observations of reteach plan in action; data from CFU following reteach; Student work samples</p>	<p>Following every instructional unit / common assessment</p>		

<p>Develop TEKS-aligned lesson plans that include a specific learning intention and pacing (time stamps) throughout the instructional process.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>Weekly-submitted daily lesson plans</p>	<p>Time for team planning; IPAC, YAG, IFD, Curriculum Calendars, instructional materials</p>	<p>All grade level team members who teach a specific content; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Observations during team planning; observations of lesson plans in action; lesson plans submitted in Eduphoria Forethought</p>	<p>Every Thursday at 5:00 PM</p>		
<p>Embed formative assessments (checks for understanding) in daily lesson plans to monitor students' progress toward/mastery of specific TEKS; Provide training on "aggressive monitoring" from <i>GBF</i>.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>Weekly-submitted daily lesson plans; Training in PLC by October 31, 2019</p>	<p>Time for team planning; IPAC, YAG, IFD, Curriculum Calendars, instructional materials</p>	<p>All grade level team members who teach a specific content; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Observations during team planning; lesson plans submitted in Eduphoria Forethought; subsequent discussion in team planning and PLC around formative assessment data</p>	<p>Weekly planning sessions and PLCs</p>		

Reflection and Planning for Next 90-Day Cycle

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

<p>Staff will explicitly reteach and reinforce desired classroom, cafeteria, hallway, and restroom expectations.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Dec. 1-Feb. 29</p>	<p>Time, Expectations Matrix, Camp Wildcat plan</p>	<p>Classroom teacher; Phillips and Tamez monitor</p>	<p>Classroom Contracts, Class Dojo chart, observations of student behaviors and teacher interactions with students in classrooms and common areas</p>	<p>Jan. 6, Feb. 3, March 2</p>		
<p>Staff will reinforce desired behaviors with positive praise and/or Class Dojo points; Staff will maintain a 3:1 ratio of positive to corrective interactions with students.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Dec. 1-Feb. 29</p>	<p>Time, Expectations Matrix, Camp Wildcat plan</p>	<p>Classroom teacher; Phillips and Tamez monitor</p>	<p>Classroom Contracts, Class Dojo chart, observations of student behaviors and teacher interactions with students in classrooms and common areas</p>	<p>Jan. 6, Feb. 3, March 2</p>		
<p>Staff will correct students exhibiting unwanted behaviors by directing them to the desired behavior.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Dec. 1-Feb. 29</p>	<p>Time, Expectations Matrix, Camp Wildcat plan</p>	<p>Classroom teacher; Phillips and Tamez monitor</p>	<p>Classroom Contracts, Class Dojo chart, observations of student behaviors and teacher interactions with students in classrooms and common areas</p>	<p>Jan. 6, Feb. 3, March 2</p>		
<p>Develop and implement reteach lesson plans (based on common assessment data) that include formative assessments / checks for understanding to determine effectiveness of reteach plans.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Ongoing; Data Dig and PLC days</p>	<p>Time dedicated to the Reteach formative assessment Data Dig; Discussion of misconceptions, strategies, etc.</p>	<p>All grade level team members who teach a specific content; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Data from CFU following implementation of reteach plans; Plans for next steps; Student work samples</p>	<p>Following every instructional unit / common assessment</p>		
<p>Develop lesson plans that include ample detail necessary for other teachers (and substitutes) to follow the plan step by step.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>Weekly lesson planning sessions</p>	<p>Time dedicated to team planning; IFD, YAG, Curriculum Calendars, IPAC, instructional resources</p>	<p>All grade level team members who teach a specific content; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Weekly-submitted daily plans in Eduphoria</p>	<p>Every Thursday at 5:00 PM</p>		
<p>All content area teachers will engage in professional development surrounding Elgin ISD-purchased instructional materials in order to become familiar with the resource and all of its available components.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>19-Dec</p>	<p>Time for PD, instructional materials</p>	<p>All content area teachers; Belz and Grimes will facilitate</p>	<p>Attendance at PD; use of materials during team planning</p>	<p>Weekly during team planning</p>		

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		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.		
Desired Annual Outcome	Staff will consistently hold all students (regardless of homeroom teacher) accountable for following, and meeting, SWE, practices, and procedures. Staff will consistently hold each other accountable for consistently following SWE, practices and policies. Students will consistently hold each other accountable for consistently following SWE, practices and policies. Staff consistently follow all SWE, practices and policies with fidelity.		Teachers will utilize instructional materials and resources with fidelity. Teacher teams will dedicate time on Curriculum Calendars for whole-class reteach and review, plan lessons for reteach and review based on data, and check for understanding following reteach and review.			Teachers will develop daily lesson plans that include the following elements: objective (learning intention (LI)/success criteria), pacing (including time stamps), differentiated activities for specific students, formative assessments with an exemplar response, enough detail for other teachers to implement plan, frequent checks for understanding, and measurable student learning outcomes (How will we know they've learned the LI?).		
Desired 90-day Outcome	Staff will consistently hold each other accountable for following SWE, practices and policies. Students will consistently hold each other accountable for following SWE, practices and policies.		Teachers will utilize instructional materials and resources with fidelity.			Teachers will develop daily lessons plans that include differentiated activities for specific students and an exemplar response for the formative assessment.		
Barriers to Address During this Cycle	Staff may be hesitant to hold their peers accountable for their actions/behaviors if a trusting relationship has not previously been established. Students will need explicit instruction in productive ways to communicate when holding peers accountable for their actions.		Teachers may want to utilize resources they've previously used because they are more familiar with these resources and their outcomes. Teachers may not want to invest the time in acclimating themselves to the EISD instructional resources.			Teachers may not think they have time to think through an exemplar response for a formative assessment. Teachers may not be familiar with differentiated strategies/materials for teaching the same content and may need support in planning for various student groups. Teachers may find it challenging and time-consuming to pull resources and prepare for multiple instructional avenues to the same lesson.		
District Actions for this Cycle	DCSI continues to provides access to Emergent Tree Education (ETE) training and support. This includes collaboration with ETE consultant/coach and district coordinator for RtI. Focus shifts to principal providing coaching for teachers and receiving feedback on coaching from ETE support person.		DCSI provides coaching support in a feedback loop with principal as the principal and specialists guide teachers in developing action plans via district coordinators. DCSI assigns Academics Team staff to support the delivery of Literacy and Math Task Force sessions as needed at the campus level.			DCSI will utilize principal meetings to provide opportunities for principal to share how teachers are providing specific accommodations and modifications to lesson plans as a model for other principals.		
District Commitments Theory of Action	If the DCSI provides access to Emergent Tree Education (ETE) training and support, the DCSI provides coaching support to campus principal and specialists in developing action plans via district coordinators, and the DCSI utilizes principal meetings to provide professional development for principal on how to provide specific accommodations and modifications to lesson plans, then the campus will be able to better utilize the district curriculum and assessments aligned to TEKS, develop objective-driven daily lesson plans with effective formative assessments, and create shared ownership for a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.							
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

<p>Staff will reinforce desired behaviors with positive praise and/or Class Dojo points; Staff will maintain a 3:1 ratio of positive to corrective interactions with students.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>March 1-May 29</p>	<p>Time, Expectations Matrix, Camp Wildcat plan</p>	<p>Classroom teacher; Phillips and Tamez monitor</p>	<p>Classroom Contracts, Class Dojo chart, observations of student behaviors and teacher interactions with students in classrooms and common areas</p>	<p>April 6, May 11</p>		
<p>Staff will correct students exhibiting unwanted behaviors by directing them to the desired behavior.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>March 1-May 29</p>	<p>Time, Expectations Matrix, Camp Wildcat plan</p>	<p>Classroom teacher; Phillips and Tamez monitor</p>	<p>Classroom Contracts, Class Dojo chart, observations of student behaviors and teacher interactions with students in classrooms and common areas</p>	<p>April 6, May 11</p>		
<p>Staff will need explicit coaching on productive communication strategies (such as "Crucial Conversations" techniques).</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>31-Mar-20</p>	<p>Presentation, <i>Crucial Conversations</i>, Staff commitment</p>	<p>All BTW staff; Phillips and Tamez monitor</p>	<p>Testimonials of staff having "crucial conversations," increased positivity and collaboration on campus, survey data</p>	<p>April 6, May 11</p>		
<p>Students will need explicit teaching, modeling, and support with engaging in productive, challenging conversations with peers (such as "how to provide corrective feedback" or "how to make suggestions").</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>31-Mar-20</p>	<p>Presentation, social skills curriculum, student commitment</p>	<p>All BTW staff and students; Phillips and Tamez monitor</p>	<p>Testimonials of staff who have assisted and/or observed scholars holding crucial conversations with peers</p>	<p>April 6, May 11</p>		
<p>Teacher will utilize EISD-purchased instructional materials and their available components to develop TEKS-aligned, rigorous, and differentiated lessons.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>31-Mar-20</p>	<p>EISD-purchased instructional materials, IPAC, IFD, lesson planning template</p>	<p>All BTW staff and students; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Weekly-submitted daily lesson plans; Observations of lesson plans in action</p>	<p>Every Thursday at 5:00 PM</p>		
<p>Teachers will embed differentiated instructional strategies, materials, and activities into daily lesson plans that address the needs of specific students. Teachers will note these needs next to students' initials in plans.</p>	<input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>13-Mar-20</p>	<p>EISD-purchased instructional materials, IPAC, IFD, lesson planning template</p>	<p>All BTW staff and students; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Weekly-submitted daily lesson plans; Observations of lesson plans in action</p>	<p>Every Thursday at 5:00 PM</p>		

<p>Teachers will develop an exemplar response to the formative assessment embedded in the lesson plans in order for all team members to have a common understanding of an ideal response.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>13-Mar-20</p>	<p>Time during team planning to develop and discuss exemplar</p>	<p>All BTW staff and students; Phillips, Tamez, Grimes, and Belz monitor</p>	<p>Weekly-submitted daily lesson plans; Observations of teams analyzing formative assessments against the exemplar using student work samples.</p>	<p>Weekly planning sessions and PLCs</p>		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

<p>Did you achieve your desired 90-day outcome? Why or why not?</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	
<p>Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?</p>	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	<p>Staff will consistently hold all students (regardless of homeroom teacher) accountable for following, and meeting, SWE, practices, and procedures. Staff will consistently hold each other accountable for consistently following SWE, practices and policies. Students will consistently hold each other accountable for consistently following SWE, practices and policies. Staff consistently follow all SWE, practices and policies with fidelity.</p>	<p>Teachers will utilize instructional materials and resources with fidelity. Teacher teams will dedicate time on Curriculum Calendars for whole-class reteach and review, plan lessons for reteach and review based on data, and check for understanding following reteach and review.</p>	<p>Teachers will develop daily lesson plans that include the following elements: objective (learning intention (LI)/success criteria), pacing (including time stamps), differentiated activities for specific students, formative assessments with an exemplar response, enough detail for other teachers to implement plan, frequent checks for understanding, and measurable student learning outcomes (How will we know they've learned the LI?).</p>

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	Staff will consistently hold the students they teach accountable for following, and meeting, SWE, practices, and procedures in the classroom and other common areas. Staff consistently follow all SWE, practices and policies with fidelity.	Teacher teams will utilize PLC time to make connections between data and Tier 1 instruction, develop reteach plans, and analyze instructional materials/resources. Teacher teams will dedicate 1-2 days of an instructional unit for reteach/review (Teachers on the same team may have different TEKS targeted for reteach/review.) .	All lesson plans will include TEKS-aligned objectives (clear learning intentions and success criteria) and pacing (including time stamps). Thinking through time allotments will help cross the barrier listed below of not having enough time to finish the prepared lesson. All lessons will also include a formative assessment/check for understanding (perhaps no exemplars developed yet).
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
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 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.
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.