

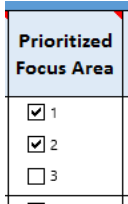
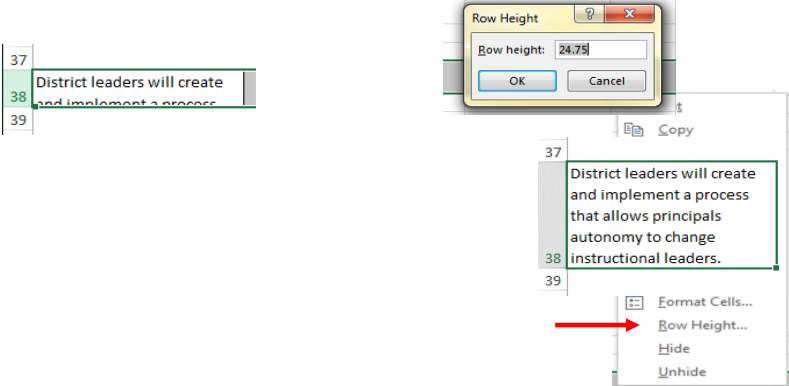
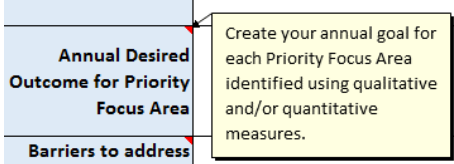
Campus Targeted Improvement Plan

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/>

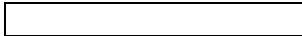
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- 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	<p>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.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	

<p>Printing the Template</p>	<p>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.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>
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Campus Information							
District Name	Ector County ISD		Sam Houston Elementary	Superintendent	Dr. Scott Muri	Principal	Crystal Marquez
District Number	068901	Campus Number	000000113	District Coordinator of School Improvement (DCSI)	Andrea Martin	ESC Support	Sha Burdsal-Hartzler

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. <p style="text-align: right;">Andrea Martin, 09/13/19</p>
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. <p style="text-align: right;">Andrea Martin, 09/13/19</p>
Principal	I, Crystal Marquez, 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. <p style="text-align: right;">Crystal Marquez, 09/13/19</p>
Board Approval Date	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Increase student performance in Domain 1 (Approaches from 53 % to 65% ; Meets from 21% to 35%; Masters from 8% to 15%); Increase Domain 2a scale score from 54 to 64. Increase Domain 2b scale score from 55 to 66. Increase Domain 3 scale score from 30 to 62.
	What changes in student group and subject performance are included in these goals?	Domain 3: Academic Achievement - Increase the Meets performance in Reading for Hispanic by a minimum of 12%; Eco. Dis. By a minimum of 8%. Increase the Meets performance in Math for Hispanic by a minimum of 17%; Eco Dis by a minimum of 12%. Growth Status - Increase performance in Reading for Hispanics by a minimum of 10%; Eco Dis by a minimum of 11%. Increase performance in Math for Hispanics by a minimum of 19%; Eco Dis by a minimum of 17%.
	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.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	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	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	It is critical for instructional leaders (principals) to have the time protected during the instructional day to conduct walkthroughs and observations so that teachers receive immediate feedback and coaching occurs regularly. There are several new teachers/long term substitutes that need the support to learn and grow daily.	Lesson implementation is a product of lesson planning. There must be aligned objectives, activities and assessments. Grade level planning must occur to build the capacity in all teachers, but especially those with 0-3 years experience. TEKS studies will assist in this teacher growth. Ongoing feedback on lesson plans.	Data must inform our instruction. It is critical to ensure that we are providing quality tier 1 instruction and differentiating instruction for tier 2 and tier 3 students. There will be a strong data analysis process/protocol to track progress.
Desired Annual Outcome	A dynamic leadership team focused on strong systems of support for teachers including data analysis and collaborative planning	A campus culture where instructional feedback is provided and received to increase student performance and quality tier 1 instruction and differentiation to ensure growth for all students	Highly effective PLCs that are focused on data driven instruction, instructional planning, and building teacher capacity
Barriers to Address During the Year	Protected time for leadership team weekly meetings and classroom visits. Building leadership capacity in the team members	Protecting grade level planning times	Preparation to lead quality PLCs so that all teachers benefit from them each time

District Commitment Theory of Action: The district provides opportunities for ongoing support and coaching of the campus leader. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. 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. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. District policies and practices support effective instruction in schools.

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

Date of ESF Diagnostic	2020-02-25
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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		

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	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	A dynamic leadership team focused on strong systems of support for teachers including data analysis and collaborative planning	A campus culture where instructional feedback is provided and received to increase student performance and quality tier 1 instruction and differentiation to ensure growth for all students	Highly effective PLCs that are focused on data driven instruction, instructional planning, and building teacher capacity
Desired 90-day Outcome	Weekly CLT meetings that are focused on the DDI process; facilitating the DDI process with teachers	Structured planning for each grade level using Know and Show Charts and alignment of Objectives and DOK levels with lesson activities.	Campus Leadership Team (CLT) capacity to facilitate Data Driven Instruction (DDI) with teachers
Barriers to Address During this Cycle	Building confidence in the members of the CLT	Building confidence and trust in teams so that PLC processes and protocols are followed.	Building confidence in the members of the CLT
District Actions for this Cycle	Established schedule for bi-weekly onsite campus visits by DCSI /Principal Supervisor to include classroom walkthroughs, DDI modeling, coaching and feedback processes	Principal Supervisor/DCSI support during PLC instructional planning; district C & I unit planning resources, two Instructional Specialists to support teachers with planning and delivery of instruction	The Principal Supervisor/DCSI support through modeling/coaching of the DDI process; district short cycle assessments created
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. 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. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. District policies and practices support effective instruction in schools.		

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 CLT meetings to set focus and priorities for PLCs and teacher coaching areas	1	1-Sep-19	Meeting agendas, current data sources for students and teachers	Principal, Assistant Principal, Instructional Specialists	Agendas, minutes	Ongoing		
PLC training for CLT by ESC 18	1	10-Sep-19	Learning By Doing	Principal, Assistant Principal, Instructional Specialists	Attendance and participation	10-Sep-19		
Onsite PLC training for all teachers by ESC 18	1	26-Sep-19	ESC 18 resources	Principal, Assistant Principal, Instructional Specialists, and teachers	Sign in sheets	26-Sep-19		
Time built in to master schedule for weekly PLCs and planning with grade levels	1	1-Sep-19	Master schedule	Principal, Assistant Principal	Agendas, minutes	Ongoing		
Bi-weekly meetings with DCSI to include data review, classroom observations/debriefs, and continuous monitoring and support of campus initiatives	1	30-Sep-19	Meeting notes, weekly agenda	Principal, DCSI	Walkthrough documentation, coaching session minutes, PLC minutes	Ongoing		
Quarterly Instructional Monitoring meetings with teachers	1	25-Oct-19	Instructional Monitoring forms	Principal, Assistant Principal, teachers	Conference Notes/data	October 21 - 25		
Rollout of DDI practices with the CLT	3	20-Sep-19	TEKS, Know/Show Exemplars, Assessment items	Principal, District C&I, DCSI	Know/Show charts	20-Sep-19		
Depth of Knowledge training for teachers	2	13-Aug-19	DOK resources from El Saber Enterprises	Principal, Assistant Principal, Teachers	Alignment of essential questions and lesson activities to appropriate DOK level of TEK	Ongoing		

Training on writing content objectives and language objectives	2	29-Aug-19	Exemplars of content and language objectives, ELPS, Fundamental Five	Bilingual Department, Principal, Assistant Principal, IS	PLC minutes	29-Aug-19		
Facilitation of DDI with teachers by CLT	3	1-Oct-19	TEKS, Know/Show Exemplars, Assessment items	Principal, Assistant Principal, Instructional Specialists	PLC agendas, Know/Show Charts, Data walls, Student Data Folders	Ongoing		
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones		

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	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	A dynamic leadership team focused on strong systems of support for teachers including data analysis and collaborative planning	A campus culture where instructional feedback is provided and received to increase student performance and quality tier 1 instruction and differentiation to ensure growth for all students	Highly effective PLCs that are focused on data driven instruction, instructional planning, and building teacher capacity
Desired 90-day Outcome	The CLT compiled data and walkthrough feedback to determine a schedule of p	Improved lesson plans to reflect quality Tier 1 instruction as evidenced by results on asse	PLCs are centered around the 4 PLC questions and analyzing data from short cycle assess
Barriers to Address During this Cycle	Shifting the focus to teachers that are struggling more and providing more inte	Teaching teachers how to prioritize TEKS and continuing the process of know/show charts and TEK	Ensuring that we have assessments that are aligned to what is being taught and not falling behind
District Actions for this Cycle	Principal Supervisor/DCSI partnering with CLT to prioritize walkthroughs based	Principal Supervisor/DCSI support through modeling/coaching of the DDI process, district C & I unit planning resources, support from district Instructional Specialists	Principal Supervisor/DCSI support for focused DDI meetings; district created short cycl
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader. The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs. 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. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. District policies and practices support effective instruction in schools.		

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
CLT meetings will be set weekly to set focus and priorities for PLCs and teacher coaching areas	1	2-Dec-19	Meeting agendas, current data sources for students and teachers	Principal, Assistant Principal, Instructional Specialists	Agendas, minutes	Ongoing		
Facilitation of weekly PLCs for instructional planning and/or DDI process	1	2-Dec-19	Agendas, data, planning resources	Principal, Assistant Principal, Instructional Specialists	Agendas, minutes	Ongoing		
Onsite PLC support by ESC 18 Consultant	1	13-Jan-20	PLC agendas	Principal, Assistant Principal, Instructional Specialists, and teachers	PLC agendas, minutes	January		
Bi-weekly meetings with DCSI to include data review, classroom observations/debriefs, and continuous monitoring and support of campus initiatives	1	28-Feb-20	meeting notes, weekly agenda	Principal, DCSI	Walkthrough documentation, coaching session minutes, PLC minutes	Ongoing		
Quarterly Instructional Monitoring meetings with teachers	1	2-Dec-19	Instructional Monitoring forms	Principal, Assistant Principal, teachers	Conference notes/data	December		

Training on aggressive monitoring for teachers	2	2-Dec-19	Relay resources	Principal, DCSI	Classroom walkthroughs, Videos of teachers implementing successfully	Ongoing		
Depth of Knowledge follow up with El Saber Enterprises	2	2-Dec-19	DOK resources from El Saber Enterprises	Principal, Assistant Principal, Teachers	Alignment of essential questions and lesson activities to appropriate DOK level of TEK	Ongoing		
Students track their own data in data folders to understand progress and mastery.	3	31-Jan-20	SCA tracking sheets, Istation and Imagine Math tracking sheets, folders	Principal, Assistant Principal, Instructional Specialists, and teachers	Student data folders	Ongoing		

Reflection and Planning for Next 90-Day Cycle

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

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	A dynamic leadership team focused on strong systems of support for teachers including data analysis and collaborative planning	A campus culture where instructional feedback is provided and received to increase student performance and quality tier 1 instruction and differentiation to ensure growth for all students	Highly effective PLCs that are focused on data driven instruction, instructional planning, and building teacher capacity
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	Weekly CLT meetings that are focused on the DDI process; facilitating the DDI process with teachers	Structured planning for each grade level using Know and Show Charts and alignment of Objectives and DOK levels with lesson activities.	Campus Leadership Team (CLT) capacity to facilitate Data Driven Instruction (DDI) with teachers
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
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	☐							
	☐							
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Reflection and Planning for Next 90-Day Cycle

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

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