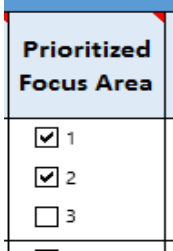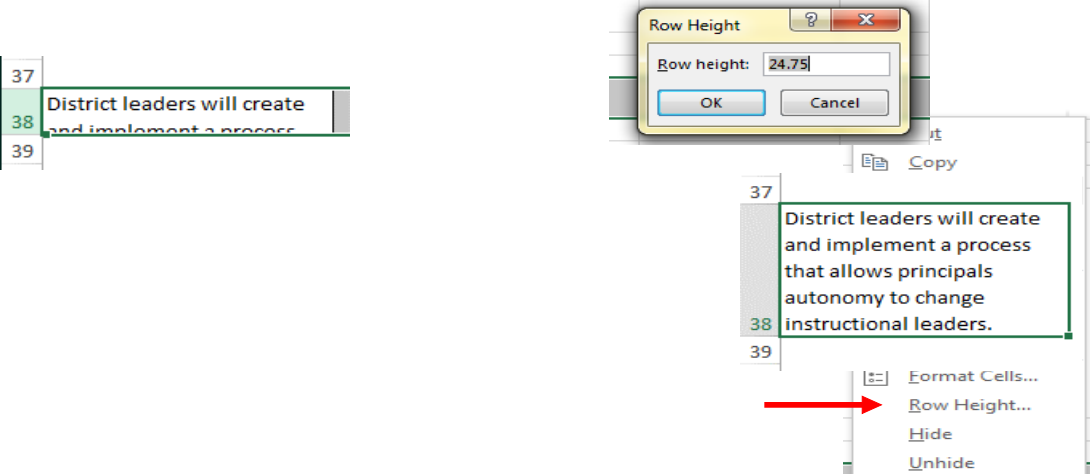## Campus Targeted Improvement Plan
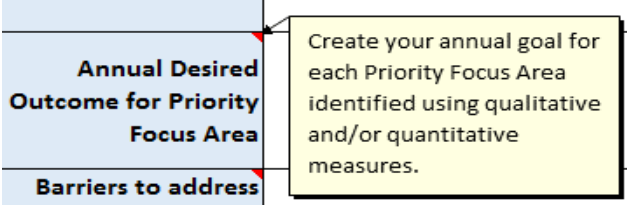
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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.	**Annual Desired Outcome for Priority Focus Area** Create your annual goal for each Priority Focus Area identified using qualitative and/or quantitative measures. **Barriers to address**
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	West Orange-Cove CISD	Campus Name	West Orange-Stark Elementary School	Superintendent	Dr. Rickie Harris	Principal	Dr. Troy Bethley
District Number	181906	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Dr. Larry Haynes	ESC Support	Mr. Johnny Vines

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. Larry Haynes**
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.	**Dr. Larry Haynes**
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.	**Dr. Troy Bethley**
Board Approval Date		

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Domain I (Student Achievement) = 64 Performance =70	Domain II Growth/Relative Domain III: Closing the Gaps = 73
Data Analysis Questions	What changes in student group and subject performance are included in these goals?	All tested grade levels will see an increase of 5-10% of students scoring at the "Approaches" level for al subjects. Student sub-pops (at least 5) will hit their targets in Domain 3.	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA	

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.	**5**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**5**
5.1 Objective-driven daily lesson plans with formative assessments.	**5**
5.3 Data-driven instruction.	**3**

	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.	5.3 Data-driven instruction.	
Rationale	High turnover rate; perceived lack of support, campus is too large	scores aren't where they need to be; new teachers aren't aware of how to effectively use the data	
Desired Annual Outcome	Increased retention among certified teachers, more admin. staff (consider splitting K-5 into 2 mini-campuses)	training during PLCs, classroom visits, lessons demonstrate an understanding of how to use data	
Barriers to Address During the Year	money, changes in administration and expectations	time, personnel	
District Commitment Theory of Action:	If the campus is able to retain a much higher percentage of its teachers and data is used to properly frive instruction, this campus should progress to at least a grade of C from TEA following the 2019-2020 year.		

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Date of ESF Diagnostic			
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	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	20	
3RD	MATH	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	23	
4TH	READING	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	24	
4TH	MATH	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	29	
4TH	WRITING	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	19	
5TH	READING	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	28	
5TH	MATH	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	32	
5TH	SCIENCE	Benchmark	70% at Approaches		State Interim	70% at Approaches		STAAR	Plus 10 over 2019 Approaches			STAAR	21	

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.	5.3 Data-driven instruction.	
Desired Annual Outcome	Increased retention among certified teachers, more admin. staff (consider splitting K-5 into 2 mini-campuses)	training during PLCs, classroom visits, lessons demonstrate an understanding of how to use data	
Desired 90-day Outcome	Maintain current certified staff (no departures)	Information from data room will drive future planning sessions	
Barriers to Address During this Cycle	Lack of training provided for new teachers, long-term subs	planning time; teacher understanding of data usage	
District Actions for this Cycle	Provide mentor teachers/program; ensure process is implemented with fidelity	Attend data talks, ensure curriculum focus is tied to the data	
District Commitments Theory of Action	If the campus is able to retain a much higher percentage of its teachers and data is used to properly frive instruction, this campus should progress to at least a grade of C from TEA following the 2019-2020 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**
Retaining teachers, teacher support	2.1	Aug./Year	Time, roundtable	Admin. Staff	comments/survey	28-Sep-19		
Data walls are updated with prior year's STAAR data	5.3	August./Sept.	2019 STAAR data	Principal, APs, Academic Dean, Instructional Coaches, teachers	data room visit; check for compliance	6-Sep-19		
Assessment data is used to drive PLCs and curriculum adjustments	5.3	Aug.-May	Eduphoria, Lead4Ward, PLC agendas	Principal, APs, Academic Dean, Instructional Coaches, teachers	movement of students in data room, PLC visits	Ongoing throughout 2019-20		

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?		
	Carryover Milestones	**New Milestones**
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?		

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.	5.3 Data-driven instruction.	
Desired Annual Outcome	Increased retention among certified teachers, more admin. staff (consider splitting K-5 into 2 mini-campuses)	training during PLCs, classroom visits, lessons demonstrate an understanding of how to use data	
Desired 90-day Outcome	Retain current certified staff (no departures); post vacancies for December college graduates; attend job fairs	Interim Assessment data for all content areas disaggregated and prioritized by TEK	
Barriers to Address During this Cycle	Limited certified candidates	compiling data (only available in PDF format)	
District Actions for this Cycle	Continue to aggressively recruit certified candidates locally and throughout the state	Attend disaggregation meetings	
District Commitments Theory of Action	If the campus is able to retain a much higher percentage of its teachers and data is used to properly frive instruction, this campus should progress to at least a grade of C from TEA following the 2019-2020 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
Students take the Interim Assessments for Reading and Math, Science	5.3	December 10-12	Files uploaded, Chromebooks, schedule adjustments	District Testing Coordinator, Principal, Academic Dean	files created, test dates scheduled, tests administered	10-Dec-19		
STAAR Interim data used to plan for second semester	5.3	December/January	PDFs of student results printed per grade level/subject	DTC, Counselors, Academic Dean	Test results in TOMS	November/December 2019		
Roundtable with teachers	2.1	January	questions, time	CILT	comments from teachers	January		
STAAR MOCK	5.3	January/February	copies of STAAR released tests	Principal, Dean, Counselors	Test results in TOMS	January/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?	
	Carryover Milestones	New Milestones
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?		

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.	5.3 Data-driven instruction.	
Desired Annual Outcome	Increased retention among certified teachers, more admin. staff (consider splitting K-5 into 2 mini-campuses)	training during PLCs, classroom visits, lessons demonstrate an understanding of how to use data	
Desired 90-day Outcome	Decreased teacher turnover rate at the end of the year (10-15%); attend District job fair	Interim data disaggregated and used for final STAAR push; Increase in STAAR results (all 3 domains)	
Barriers to Address During this Cycle	Teacher job satisfaction	quality of instruction in all classrooms, particularly those manned by long-term substitutes	
District Actions for this Cycle	Provide District-wide job fair in April 2020	Verification of data usage to inform instruction; campus data talks, intervention process for identified students	
District Commitments Theory of Action	If the campus is able to retain a much higher percentage of its teachers and data is used to properly frive instruction, this campus should progress to at least a grade of C from TEA following the 2019-2020 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
Identified students will receive additional targeted support for all STAAR tested areas	5.3	March-EOY	Specific data from Eduphoria, minutes from PLCs, walk-through documentation	Principal, Academic Dean, Counselors, Instructional Coaches	Targeted lists of students requiring intervention per subject	27-Mar-20		
STAAR Results, reaching goals	5.3	March-EOY	STAAR campus/student data	DTC, Principal, Academic Dean, Counselors, Instructional Coaches	STAAR results	April/May 2020		
Teacher roundtables	2.1	March-EOY	time, schedule, substitutes	Principal, Academic Dean, Counselors, Instructional Coaches	notes from meetings	May 2020		
Campus administrators will attend the District's job fair in April.	2.1	April	interview questions/rubric for scoring applicants	Principal, Academic Dean, Counselors, Instructional Coaches	Documented interviews of applicants; creation of a pool of applicants	April/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?	

	Carryover Milestones	New Milestones
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?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	Increased retention among certified teachers, more admin. staff (consider splitting K-5 into 2 mini-campuses)	training during PLCs, classroom visits, lessons demonstrate an understanding of how to use 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	Maintain current certified staff (no departures)	Information from data room will drive future planning sessions	
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 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.