

Campus Information							
District Name	Brazosport	Campus Name	Elisabet Ney Elementary	Superintendent	Danny Massey	Principal	Vicky Parr
District Number	020905	Campus Number	000000007	District Coordinator of School Improvement (DCSI)	Ron Redden	ESC Support	Nancy Webster, Senior Specialist for Accountability & School Improvement, Region 4 ESC Charlotte Coffman, Education Specialist, Accountability and Leadership Solutions, Region 4 ESC

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. Ron Redden 9/26/2019
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. John Murtell 9/26/2019
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. Vicky Parr 9/26/2019
Board Approval Date	2019-11-18

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Domain 1 Scale Score Goal: 82 Domain 2a Scale Score Goal: 80 Domain 2b Scale Score Goal: 85 Domain 3 Scale Score Goal: 83 Approaches from 82 to 85; Meets from 48 to 51; Masters from 24 to 2
	What changes in student group and subject performance are included in these goals? Academic Achievement Status ELA/Reading from 5 out of 7 to 7 out of 7 (target group white) Growth Status (ELA/Reading) from 0 out of 5 to 3 out of 5 (target all students, hispanic, white, eco d) Student Quality Status from 6 out of 7 to 7 out of 7 (target white)
	If applicable, what goals has your campus set for CCMR and Graduation Rate? Not Applicable

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.	5
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.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Rationale	Still at the beginning stages of implementation	Gains have been made in this area but still have room for improvement	Gains have been made in this area but still has room for improvement
Desired Annual Outcome	Campus collaboration meetings maintain a focus on data when planning instruction, intervention, and enrichment activities using the collaboration meeting agenda which addresses the 4 critical questions of a PLC.	Lesson plans will contain the components outlined in the campus Lesson Plan Checklist	Grade level teams follow the district curriculum calendars to create calendars of instruction and common formative and summative assessments that allow for mastery of identified essential learning targets.
Barriers to Address During the Year	<p>There never seems to be enough time to move past the data analysis to discussing strategies. Teachers in some instances are coming to meetings unprepared to talk about their students. The data discussions are taking too long.</p> <p>Lack of clarity about the expectations of the meetings by some of the teachers on the campus.</p> <p>The emphasis on answering all four PLC questions creates a time crunch.</p>	<p>Time to create lesson plans in alignment with expectations is time-consuming and impacted by both multiple preps and other responsibilities.</p> <p>The lesson plan is something the teacher should read, not a compliance document to be evaluated by an administrator.</p> <p>The resource used to write the plans takes time to complete and includes activities that are often repeated from one lesson to the next.</p>	<p>Teacher teams provide RtI support, but they recognize that work is needed in backward designing lessons that ensure that essential outcomes are mastered as demonstrated by student performance on assessments built around those essential outcomes.</p> <p>New teachers in each of the grade levels across the campus has created issues with coalescing and coming to consensus with the focus and direction grade levels need to be going to produce the student performance outcomes desired.</p> <p>The time required to backward design is very time-consuming.</p> <p>Teachers have been given access to effective materials, but have not been provided the level of training needed to use the resources effectively.</p>

District Commitment Theory of Action: If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and the expected level of rigor, and if the district provides a data assessment platform to capture assessment data by item and student level, and if for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and if the district has effective systems for identifying and supporting struggling learners, then the campus will meet the accountability goals and close the gaps for student groups that did not meet indicators.

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
Third	Reading	District Interim	51		District Interim	51		Benchmark	51		STAAR	51	
Third	Mathematics	District Interim	54		District Interim	54		Benchmark	54		STAAR	54	
Fourth	Reading	District Interim	45		District Interim	45		Benchmark	45		STAAR	45	
Fourth	Mathematics	District Interim	61		District Interim	61		Benchmark	61		STAAR	61	
Fourth	Writing							Benchmark	35		STAAR	35	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Campus collaboration meetings maintain a focus on data when planning instruction, intervention, and enrichment activities using the collaboration meeting agenda which addresses the 4 critical questions of a PLC.	Lesson plans will contain the components outlined in the campus Lesson Plan Checklist	Grade level teams follow the district curriculum calendars to create calendars of instruction and common formative and summative assessments that allow for mastery of identified essential learning targets.
Desired 90-day Outcome	Teachers develop common formative assessments for weekly essential learning targets.	Lesson plans will contain clear learning targets, formative assessments, and RtI student groups for Tier II intervention/enrichment.	Grade level teams will create a calendar of instruction for the first semester to include essential learning targets, common formative assessments and campus/district summative assessments.
Barriers to Address During this Cycle	<p>There never seems to be enough time to move past the data analysis to discussing strategies. Teachers in some instances are coming to meetings unprepared to talk about their students. The data discussions are taking too long.</p> <p>Lack of clarity about the expectations of the meetings by some of the teachers on the campus.</p> <p>The emphasis on answering all four PLC questions creates a time crunch.</p>	<p>Time to create lesson plans in alignment with expectations is time-consuming and impacted by both multiple preps and other responsibilities.</p> <p>The lesson plan is something the teacher should read, not a compliance document to be evaluated by an administrator.</p> <p>The resource used to write the plans takes time to complete and includes activities that are often repeated from one lesson to the next.</p>	<p>Teacher teams provide RtI support, but they recognize that work is needed in backward designing lessons that ensure that essential outcomes are mastered as demonstrated by student performance on assessments built around those essential outcomes.</p> <p>New teachers in each of the grade levels across the campus has created issues with coalescing and coming to consensus with the focus and direction grade levels need to be going to produce the student performance outcomes desired.</p> <p>The time required to backward design is very time-consuming.</p> <p>Teachers have been given access to effective materials, but have not been provided the level of training needed to use the resources effectively.</p>
District Actions for this Cycle	The district will continue to provide RtI support to the campus by ensuring that teachers who need training in responding to student needs and differentiated instruction receive that support from appropriate district-level personnel.	The district will support timely access to assessment data (within two days) through direct and indirect support from the district testing coordinator. The district will also ensure that teachers are familiar with the policies and regulations that directly influence their planning and delivery of instruction, and their support of students needing reteach, intervention, remediation, or enrichment.	The district will provide the campus with access to curriculum documents and standards that are aligned to the guaranteed and viable curriculum (GVC). The district will provide access for teachers and administrators to Eduphoria: Aware so that they have immediate access to assessment results and reports they need to support instructional planning. The district will provide access for administrators to On Par: On Data Suite to give them access to student performance, campus accountability, staff information and demographic information that is updated weekly and can be drilled down to the student level.
District Commitments Theory of Action	If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and the expected level of rigor, and if the district provides a data assessment platform to capture assessment data by item and student level, and if for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and if the district has effective systems for identifying and supporting struggling learners, then the campus will meet the accountability goals and close the gaps for student groups that did not meet indicators.		

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 receive training on creating effective common formative assessments including the use of exemplars to identify learning target mastery.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11/1/2019	PLC Conference Oct 14-16 Learning by Doing book stud	Vicky Parr, Principal	PD Agenda and Sign-in	11/15/2019		

Team leaders will participate in training once per month to increase the effectiveness of grade level collaboration meetings to include data disaggregation, instructional planning, and intervention/enrichment.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Meetings commence on August 30	Team Leader Meeting Agenda Learning by Doing	Vicky Parr, Principal	Team Leader Meeting Minutes	15-Nov-19		
Team leaders will begin collaboration meetings by reviewing common formative assessment data from the previous week to determine student misconceptions and reteaching focus area(s).	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8/27/2019	Collaboration Agenda	Grade Level Team Leads	Collaboration Agenda & Minutes	11/15/2019		
Assessment administration and scoring protocol (proficiency criteria) will be determined at weekly collaboration meetings for each essential learning target.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11/1/2019	Collaboration Agenda	Teachers	Collaboration Agenda & Minutes	11/15/2019		
Teachers will review the Lesson Plan Checklist and self-evaluate their plans. Administration will provide feedback including the rationale for plan components.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Commence by October 1, 2019	Lesson Plan Checklist	Teachers Vicky Parr, Principal	Lesson Plan Checklist	11/15/2019		
Administration will provide grade level teams with a professional development day to collaboratively plan an instructional calendar for the first semester to include essential learning targets and common formative and summative assessments that align with district and state expectations and provides time for reteaching of priority skills.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	11/1/2019	District curriculum coordinator support	Vicky Parr, Principal	Grade Level Instructional Calendar	11/15/2019		
Teachers will determine student goals for reading (AR) and math (ST Math) and post tracking charts in classroom and hallways.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11/1/2019	Goal setting charts	Grade level teachers	Student goals folders Student goals posted	11/15/2019		
Classroom walk throughs will be conducted to ensure alignment of instruction and program fidelity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Commence on September 5, 2019	BTAS Walk Through Form	Vicky Parr, Principal Jeanne Harding, Asst. Principal	Classroom walkthrough evidence of program implementation	11/15/2019		
Grade levels will determine the professional development needed to effectively use and implement the available instructional resources (Ex. IStation, ST Math, HMH ELAR materials, TEKS RS System...).	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Commence October 1, 2019	Collaboration Agenda Minutes	Teachers	Professional development needs assessment	11/15/2019		
Collaboration meetings should begin with a review of the SMART Goals for each grade level to ensure all members have a clear understanding of the expectation for student outcomes.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Commence October 1, 2019	Collaboration Agenda	Grade Level Team Leads	Collaboration Agenda & Minutes	11/15/2019		
Lesson plan templates will be shared/reviewed during Collaboration meetings to mitigate duplication and unnecessary components (repetition).	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	10/1/2019	Collaboration Agenda Minutes	Teachers	Teacher lesson plans	11/15/2019		
Initiate tutorials and intensive interventions using SIG funds.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	9/30/2019	Sig Funds	Vicky Parr, Principal	Tutor attendance and Payroll Sheets	11/15/2019		

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	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Campus collaboration meetings maintain a focus on data when planning instruction, intervention, and enrichment activities using the collaboration meeting agenda which addresses the 4 critical questions of a PLC.	Lesson plans will contain the components outlined in the campus Lesson Plan Checklist	Grade level teams follow the district curriculum calendars to create calendars of instruction and common formative and summative assessments that allow for mastery of identified essential learning targets.
Desired 90-day Outcome	Teachers use common formative assessment data at weekly grade level meetings to determine groupings for Tier II intervention and extension for essential learning targets.	Lesson plans will contain clear learning targets, formative assessments, and Tier II intervention/enrichment groupings and strategies.	Grade level teams will create a calendar of instruction for the second semester to include essential learning targets, common formative assessments and campus/district summative assessments.
Barriers to Address During this Cycle	<p>There never seems to be enough time to move past the data analysis to discussing strategies. Teachers in some instances are coming to meetings unprepared to talk about their students. The data discussions are taking too long.</p> <p>Lack of clarity about the expectations of the meetings by some of the teachers on the campus.</p> <p>The emphasis on answering all four PLC questions creates a time crunch.</p>	<p>Time to create lesson plans in alignment with expectations is time-consuming and impacted by both multiple preps and other responsibilities.</p> <p>The lesson plan is something the teacher should read, not a compliance document to be evaluated by an administrator.</p> <p>The resource used to write the plans takes time to complete and includes activities that are often repeated from one lesson to the next.</p>	<p>Teacher teams provide RtI support, but they recognize that work is needed in backward designing lessons that ensure that essential outcomes are mastered as demonstrated by student performance on assessments built around those essential outcomes.</p> <p>New teachers in each of the grade levels across the campus has created issues with coalescing and coming to consensus with the focus and direction grade levels need to be going to produce the student performance outcomes desired.</p> <p>The time required to backward design is very time-consuming.</p> <p>Teachers have been given access to effective materials, but have not been provided the level of training needed to use the resources effectively.</p>
District Actions for this Cycle	The district will continue to provide RtI support to the campus by ensuring that teachers who need training in responding to student needs and differentiated instruction receive that support from appropriate district-level personnel.	The district will support timely access to assessment data (within two days) through direct and indirect support from the district testing coordinator. The district will also ensure that teachers are familiar with the policies and regulations that directly influence their planning and delivery of instruction, and their support of students needing reteach, intervention, remediation, or enrichment.	The district will provide the campus with access to curriculum documents and standards that are aligned to the guaranteed and viable curriculum (GVC). The district will provide access for teachers and administrators to Eduphoria: Aware so that they have immediate access to assessment results and reports they need to support instructional planning. The district will provide access for administrators to On Par: On Data Suite to give them access to student performance, campus accountability, staff information and demographic information that is updated weekly and can be drilled down to the student level.
District Commitments Theory of Action	If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and the expected level of rigor, and if the district provides a data assessment platform to capture assessment data by item and student level, and if for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and if the district has effective systems for identifying and supporting struggling learners, then the campus will meet the accountability goals and close the gaps for student groups that did not meet indicators.		

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 will be prepared by having their common formative assessment data entered in the specified data collection tool (spreadsheet, item analysis, student work samples).	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12/3/2019	Data Collection Spreadsheet Work Samples Item Analysis Data Sheet	Teachers	Data entered into data collection tool each week prior to Collaboration meeting.	21-Feb-20		

Team leaders will begin each collaboration with a review of common formative assessment data from the previous week to determine Tier II groupings (intervention & extension).	<input checked="" type="checkbox"/> 2 3	12/3/2019	Collaboration Agenda	Grade Level Team Leaders	Collaboration Agenda--Tier II and Extension groups	21-Feb-20		
Lesson plans will be reviewed to provide feedback on clear learning targets, common assessments, and intervention/enrichment groups.	<input type="checkbox"/> <input checked="" type="checkbox"/> 3	12/3/2019	Lesson Plan Checklist Eduphoria Forethought Note	Teachers	Lesson Plan Checklist Eduphoria Forethought Note	21-Feb-20		
Administration will provide grade level teams with a professional development day to collaboratively plan an instructional calendar for the second semester to include essential learning targets and common formative and summative assessments that align with district and state expectations and provides time for reteaching of priority skills.	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/>	3rd and 4th grade by December 19, 2019 K-2 by January 24, 2020	District curriculum coordinator support	Vicky Parr, Principal	Grade Level Instructional Calendars	21-Feb-20		
Review Interim & Mock STAAR data and develop action plans to address student needs.	<input checked="" type="checkbox"/> 2 3	2/21/2020	Data Review Protocol	3rd and 4th grade teachers Jeanne Harding, Assistant Principal	Action plan from data review	21-Feb-20		
Professional development will be conducted on identified instructional materials/resources (Ex. IStation, ST Math, HMH ELAR materials, TEKS RS System...) to ensure effective implementation.	<input type="checkbox"/> <input checked="" type="checkbox"/> 3	2/3/2020	Training materials	Vicky Parr, Principal Content Coordinators Campus Leadership Team	Training agenda/slides; sign-in sheet	21-Feb-20		
Continue tutorials and intensive interventions using SIG funds	<input checked="" type="checkbox"/> 2 3	Ongoing	SIG Funds	Vicky Parr, Principal	Tutor attendance and Payroll Sheets	21-Feb-20		
Content Coordinators will review and provide feedback on common formative assessments.	<input type="checkbox"/> <input checked="" type="checkbox"/> 3	2/21/2020	Content Coordinators and Specialists	John Murtell, Asst. Supt. Elementary Academics	Written feedback on common formative assessments	21-Feb-20		
	<input type="checkbox"/> 2 3							
	<input type="checkbox"/> 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?	
	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?

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Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Campus collaboration meetings maintain a focus on data when planning instruction, intervention, and enrichment activities using the collaboration meeting agenda which addresses the 4 critical questions of a PLC.	Lesson plans will contain the components outlined in the campus Lesson Plan Checklist	Grade level teams follow the district curriculum calendars to create calendars of instruction and common formative and summative assessments that allow for mastery of identified essential learning targets.
Desired 90-day Outcome	Teachers use common formative assessment data on essential learning targets to plan research based instructional strategies for instruction (reteaching), intervention and extension activities.	Lesson plans will contain clear learning targets, formative assessments, Tier II intervention/enrichment and differentiated practice using a variety of instructional strategies.	Grade level teams will review the calendar of instruction for the fourth nine weeks making adjustments to address nonmastery of essential learning targets and ensure growth targets are met.
Barriers to Address During this Cycle	<p>There never seems to be enough time to move past the data analysis to discussing strategies. Teachers in some instances are coming to meetings unprepared to talk about their students. The data discussions are taking too long.</p> <p>Lack of clarity about the expectations of the meetings by some of the teachers on the campus.</p> <p>The emphasis on answering all four PLC questions creates a time crunch.</p>	<p>Time to create lesson plans in alignment with expectations is time-consuming and impacted by both multiple preps and other responsibilities.</p> <p>The lesson plan is something the teacher should read, not a compliance document to be evaluated by an administrator.</p> <p>The resource used to write the plans takes time to complete and includes activities that are often repeated from one lesson to the next.</p>	<p>Teacher teams provide RtI support, but they recognize that work is needed in backward designing lessons that ensure that essential outcomes are mastered as demonstrated by student performance on assessments built around those essential outcomes.</p> <p>New teachers in each of the grade levels across the campus has created issues with coalescing and coming to consensus with the focus and direction grade levels need to be going to produce the student performance outcomes desired.</p> <p>The time required to backward design is very time-consuming.</p> <p>Teachers have been given access to effective materials, but have not been provided the level of training needed to use the resources effectively.</p>
District Actions for this Cycle	The district will continue to provide RtI support to the campus by ensuring that teachers who need training in responding to student needs and differentiated instruction receive that support from appropriate district-level personnel.	The district will support timely access to assessment data (within two days) through direct and indirect support from the district testing coordinator. The district will also ensure that teachers are familiar with the policies and regulations that directly influence their planning and delivery of instruction, and their support of students needing reteach, intervention, remediation, or enrichment.	The district will provide the campus with access to curriculum documents and standards that are aligned to the guaranteed and viable curriculum (GVC). The district will provide access for teachers and administrators to Eduphoria: Aware so that they have immediate access to assessment results and reports they need to support instructional planning. The district will provide access for administrators to On Par: On Data Suite to give them access to student performance, campus accountability, staff information and demographic information that is updated weekly and can be drilled down to the student level.
District Commitments Theory of Action	If the district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, and if the district provides access to assessments aligned to the standards and the expected level of rigor, and if the district provides a data assessment platform to capture assessment data by item and student level, and if for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, and if the district has effective systems for identifying and supporting struggling learners, then the campus will meet the accountability goals and close the gaps for student groups that did not meet indicators.		

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 will receive training on high yield, research based instructional strategies.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	3/6/2020	Outside workshops/PD Federal funding	Vicky Parr, Principal	Training agenda; sign in sheet	15-May-20		

Grade level collaboration minutes/notes will include strategies for reteaching, intervention, and extension of essential learning targets.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	3/6/2020	Collaboration Agenda	Grade Level Team Leaders	Collaboration Agenda & Minutes	15-May-20		
Grade level collaboration minutes/notes will include strategies for differentiating instruction and student practice for essential learning targets.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	3/6/2020	Collaboration Agenda	Grade Level Team Leaders	Collaboration Agenda & Minutes	15-May-20		
Resources will be provided and/or available during grade level collaboration meetings to determine instructional strategies and differentiation for essential learning target.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	3/6/2020	Collaboration Agenda	Vicky Parr, Principal John Murtell, Asst. Supt. Elementary Academics	Collaboration Agenda & Minutes	15-May-20		
Grade level teams will be provided a professional development day to review the remaining calendar to revise/reschedule learning targets, intervention, and extension of essential learning targets.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	March 27, 2020 Grades 3 & 4 only	District Curriculum Calendar	Vicky Parr, Principal	Grade Level Instructional Calendar	15-May-20		
Complete tutorials and intensive interventions using SIG funds.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	End date is May 1, 2020	Sig Funds	Vicky Parr, Principal	Tutor attendance and Payroll Sheets	15-May-20		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

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	Campus collaboration meetings maintain a focus on data when planning instruction, intervention, and enrichment activities using the collaboration meeting agenda which addresses the 4 critical questions of a PLC.	Lesson plans will contain the components outlined in the campus Lesson Plan Checklist	Grade level teams follow the district curriculum calendars to create calendars of instruction and common formative and summative assessments that allow for mastery of identified essential learning targets.
Did the campus achieve the desired outcome? Why or why not?			