

Campus Information							
<b>District Name</b>	Brazosport	<b>Campus Name</b>	Brazos Success Academy	<b>Superintendent</b>	Danny Massey	<b>Principal</b>	Brooke Wyatt-Merritt
<b>District Number</b>	020905	<b>Campus Number</b>	000000006	<b>District Coordinator of School Improvement (DCSI)</b>	Ron Redden	<b>ESC Support</b>	Nancy Webster, Senior Specialist for Accountability & School Improvement, Region 4 ESC Angel Lozano, Program Coordinator for Regional Accountability & Assessment, Region 4 ESC

Assurances	
<b>DCSI</b>	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.  <b>Ron Redden, 9/27/2019</b>
<b>Principal Supervisor</b> <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.  <b>Brent Jaco, 9/27/2019</b>
<b>Principal</b>	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.  <b>Brooke Wyatt-Merritt 9/27/2019</b>
<b>Board Approval Date</b>	Scheduled for November 18, 2019

Needs Assessment	
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year? Domain 1 Goal = 82 Domain 2a Goal = 90 Domain 2b not applicable Domain 3 Goal = 66
	What changes in student group and subject performance are included in these goals? Algebra 1 Approaches Grade Level performance increase from 55% to 60% and Meets Grade Level performance increase from 6% to 8%. English I Meets Grade Level performance increase from 10% to 15%. English II Meets Grade Level performance increase from 18% to 20%. Biology Approaches Grade Level performance increase from 73% to 78% and Meets Grade Level performance increase from 12% to 15%. US History Approaches Grade Level performance increase from 76% to 80% and Meets Grade Level performance increase from 20% to 22%. One target group to achieve performance target in the School Quality Status performance measure under Domain III.
	If applicable, what goals has your campus set for CCMR and Graduation Rate? CCMR percentage increase from 25 to 27, with a scale score of 90. Graduation rate increase from 80.5% to 82% under Domain I (grade rate with exclusions) resulting in a scale score of 77.

**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**

<b>Essential Action</b>	<b>Implementation Level (1 Not Yet Started - 5 Fully Implemented)</b>
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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.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3	
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.		
<b>Rationale</b>	Since teachers at BSA are primarily singletons, they need increased support in both understanding the standards and in designing lessons and assessments that are appropriate to a dropout recovery campus that is focused on ensuring that students graduate postsecondary ready.	Lesson planning is a real challenge to dropout recovery campus teachers since each student brings unique reasons why they have fallen behind in credits and why they have not passed state required exams for graduation. The gaps are enormous and require specialized planning with well-supported teaching.	The campus has not created an assessment clendar with scheduled opportunities to analyze performance data. The EOC subject teachers have not used individualized tracking to monitor the readiness of students to successfully meet standard on upcoming End-of-Course exams.		
<b>Desired Annual Outcome</b>	By the end of the 2019-2020 shool year, EOC tested content teachers will be able to write formative assessments that are fully aligned to the teacher identified 4-6 essential state standards and reflect the rigor needed to accurately assess student readiness to pass End-of-Course assessments. Teachers will also be able to identify and use with fidelity the right resource needed to support student learning.	By the end of the 2019-2020 shool year, EOC subject teachers will be writing objective-driven lesson plans aligned with the district instructional calendar, and in which activites reflect the effective use of resources and appropriate levels of rigor, and that are differentiated to the needs of all learners.	By the end of the 2019-2020 school year, teachers, with the support of district content coordinators and campus administrators, will use common protocols for analyzing data from formative assessments that were administered in alignment with the campus assessment calendar. Teachers will use findings to inform instructional and intervention planning as demonstrated by lesson plans and prime time assignments.		
<b>Barriers to Address During the Year</b>	Accepting that at a dropout recovery campus, teaching essential learning standards is sufficient.  Time with and access to Content Coordinators to partner with unit planning and common formative assessment creation.	We don't consistently review lesson plans and do not provide feedback on the plans.  Expectations have not been established regarding lesson plans and what is in those plans.  There is not a campus-level system for collecting and evaluating teacher daily and unit plans and teacher created formative assessments.	We have not consistently implemented an assessment calendar.  We have not implemented a standard protocol for data review meetings.		

<b>District Commitment Theory of Action:</b>	Charlotte Coffman, Education Specialist, Accountability and Leadership Solutions, Region 4 ESC
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**ESF Diagnostic Results**  
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

<b>Date of ESF Diagnostic</b>	
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Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
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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
HS	Algebra 1 (Retest Support) AGL	State Interim	60		STAAR	55		State Interim	58		STAAR	60	
HS	Algebra 1 (Retest Support) MGL	State Interim	8		STAAR	6		State Interim	7		STAAR	8	
HS	English I (Retest Support) AGL	State Interim	35		STAAR	32		State Interim	34		STAAR	35	
HS	English I (Retest Support) MGL	State Interim	15		STAAR	13		State Interim	14		STAAR	15	
HS	English II (Retest Support) AGL	State Interim	38		STAAR	36		State Interim	37		STAAR	38	
HS	English II (Retest Support) MGL	State Interim	18		STAAR	16		State Interim	17		STAAR	18	
HS	English II (Initial Instruction) AGL	District Interim	42		District Interim	40		Benchmark	41		STAAR	42	
HS	English II (Initial Instruction) MGL	District Interim	20		District Interim	18		Benchmark	19		STAAR	20	
HS	Biology (Retest Support) AGL	State Interim	80		STAAR	78		State Interim	79		STAAR	80	
HS	Biology (Retest Support) MGL	State Interim	11		STAAR	9		State Interim	10		STAAR	11	
HS	Biology (Initial Instruction) AGL	District Interim	86		District Interim	84		Benchmark	85		STAAR	86	
HS	Biology (Initial Instruction) MGL	District Interim	15		District Interim	13		Benchmark	14		STAAR	15	
HS	US History (Retest Support) AGL	State Interim	60		STAAR	58		State Interim	59		STAAR	60	
HS	US History (Retest Support) MGL	State Interim	4		STAAR	3		State Interim	4		STAAR	4	
HS	US History (Initial Instruction) AGL	District Interim	88		District Interim	85		Benchmark	86		STAAR	88	
HS	US History (Initial Instruction) MGL	District Interim	22		District Interim	19		Benchmark	20		STAAR	22	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	By the end of the 2019-2020 school year, EOC tested content teachers will be able to write formative assessments that are fully aligned to the teacher identified 4-6 essential state standards and reflect the rigor needed to accurately assess student readiness to pass End-of-Course assessments. Teachers will also be able to identify and use with fidelity the right resource needed to support student learning.	By the end of the 2019-2020 school year, EOC subject teachers will be writing objective-driven lesson plans aligned with the district instructional calendar, and in which activities reflect the effective use of resources and appropriate levels of rigor, and that are differentiated to the needs of all learners.	By the end of the 2019-2020 school year, teachers, with the support of district content coordinators and campus administrators, will use common protocols for analyzing data from formative assessments that were administered in alignment with the campus assessment calendar. Teachers will use findings to inform instructional and intervention planning as demonstrated by lesson plans and prime time assignments.
<b>Desired 90-day Outcome</b>	By the end of the first cycle, teachers will have identified the essential state standards in EOC assessed subjects, and a support plan and schedule will be created and initially implemented with district Content Coordinators whereby they will provide curriculum and instruction support to EOC content teachers.	By the end of the first cycle, teachers will reach consensus on expectations for lesson plan components and for protocols for submitting plans for review. Teachers will have reviewed the PLC process using the resource Global PD, and administered first administration TEA Interim Assessments to English II initial instruction students.	By the end of the first cycle, administrators will review the protocols for conducting data review meetings with the EOC teachers, administered 2-3 common formative assessments in the EOC content areas, and created a campus formative assessment calendar.
<b>Barriers to Address During this Cycle</b>	Accepting that at a dropout recovery campus, teaching essential learning standards is sufficient.  Time with and access to Content Coordinators to partner with unit planning and common formative assessment creation.	We don't consistently review lesson plans and do not provide feedback on the plans.  Expectations have not been established regarding lesson plans and what is in those plans.  There is not a campus-level system for collecting and evaluating teacher daily and unit plans and teacher created formative assessments.	We have not consistently implemented an assessment calendar.  We have not implemented a standard protocol for data review meetings.
<b>District Actions for this Cycle</b>	The district Content Coordinators will provide direct and indirect support to the campus.	The district will provide an electronic platform to support Global PD. The district will make the uploads of student roster to the state testing vendor, and ensure that students have access to the appropriate accommodations when they take the interim assessments.	The district will provide direct and indirect support to teachers in formative test creation and analysis of results.
<b>District Commitments Theory of Action</b>	Charlotte Coffman, Education Specialist, Accountability and Leadership Solutions, Region 4 ESC		

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
Review the protocols for conducting data review meetings with the EOC teachers.	1 2 3	9/27/2019	Data protocol sheet	Principal	Data protocol sheet	11/15/2019		
Consensus reached by faculty and administrators on identifying essential state standards.	1 2 3	10/1/2019	Frequency Charts District Scope and Sequence EOC Blueprints	EOC content teachers Campus administrators	Signed copies of Essential Standards Charts	11/15/2019		

Identify 4-6 high impact readiness standards for prioritization of instruction and development.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10/4/2019	Google Doc	EOC content teachers Campus administrators	BSA Essential Outcomes	11/15/2019		
Set expectations for lesson plan components and for protocols for submitting plans for review.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	10/8/2019	Faculty meeting PLC Agendas	Campus Administrators	Guidelines for BSA Lesson Planning	11/15/2019		
Create a campus formative assessment calendar.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	10/8/2019	Google Calendar	Campus Administrators	Completed assessment calendar	11/15/2019		
Administer 2-3 common formative assessments in the EOC content areas.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10/11/2019	Eduphoria: Aware Lead4Ward Test Bank STAAR EOC Released Tests	EOC content teachers Campus administrators	Student performance reports	11/15/2019		
Review the student tracking document with teachers to prepare for full implementation of students tracking their own progress, which will begin with the second cycle.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	10/11/2019	Student Tracking Form Student access to their own data	Campus Administrators	PLC Agendas	11/15/2019		
Support plan and schedule for Content Coordinators created and initially implemented.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11/1/2019	Global PD	Campus Administrators & Teachers	Completed Global PD Plan	11/15/2019		
Administer TEA interim assessment to students in the initial instruction English II course.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	11/5/2019	Chromebooks	English II Teacher	Individual Student Reports	11/15/2019		
	<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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	By the end of the 2019-2020 school year, EOC tested content teachers will be able to write formative assessments that are fully aligned to the teacher identified 4-6 essential state standards and reflect the rigor needed to accurately assess student readiness to pass End-of-Course assessments. Teachers will also be able to identify and use with fidelity the right resource needed to support student learning.	By the end of the 2019-2020 school year, EOC subject teachers will be writing objective-driven lesson plans aligned with the district instructional calendar, and in which activities reflect the effective use of resources and appropriate levels of rigor, and that are differentiated to the needs of all learners.	By the end of the 2019-2020 school year, teachers, with the support of district content coordinators and campus administrators, will use common protocols for analyzing data from formative assessments that were administered in alignment with the campus assessment calendar. Teachers will use findings to inform instructional and intervention planning as demonstrated by lesson plans and prime time assignments.
<b>Desired 90-day Outcome</b>	By the end of Cycle 2, teachers will have unpacked essential standards and begun writing formative assessments aligned to the depth, complexity and rigor of the standards.	By the end of the second cycle, teachers will deliver objective-driven lesson plans for review that reflect alignment with the district instructional calendar, and that include activities that reflect the effective use of resources and appropriate levels of rigor, and that are differentiated to the needs of all learners.	By the end of the second cycle, teachers will use the Common Protocols for Analyzing Data to analyze results from formative assessments and Curriculum-Based Assessments to identify students in need of additional support and intervention. Students will begin tracking their credit progress in credit recovery classes, and their EOC readiness in EOC classes.
<b>Barriers to Address During this Cycle</b>	<p>Accepting that at a dropout recovery campus, teaching essential learning standards is sufficient.</p> <p>Time with and access to Content Coordinators to partner with unit planning and common formative assessment creation.</p>	<p>We don't consistently review lesson plans and do not provide feedback on the plans.</p> <p>Expectations have not been established regarding lesson plans and what is in those plans.</p> <p>There is not a campus-level system for collecting and evaluating teacher daily and unit plans and teacher created formative assessments.</p>	<p>We have not consistently implemented an assessment calendar.</p> <p>We have not implemented a standard protocol for data review meetings.</p>
<b>District Actions for this Cycle</b>	The district Content Coordinators will provide direct and indirect support to the campus.	The district Content Coordinators will provide direct and indirect support to the campus.	The district will provide direct and indirect support with accessing and using the data analysis tools in Eduphoria: Aware and On Par: On Data Suite.
<b>District Commitments Theory of Action</b>	Charlotte Coffman, Education Specialist, Accountability and Leadership Solutions, Region 4 ESC		

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 begin using the agreed upon lesson plan template with fidelity.	1 2 3	12/2/2019	Lesson Plan Template	Campus Administrators & Teachers	Teacher Lesson Plans	2/18/2020		
Administrators will review lesson plans and provide feedback and coaching to teachers.	1 2 3	12/2/2019	Lesson Plans Lesson Plan Checklist	Campus Administrators	Teacher Lesson Plan Checklists	2/18/2020		
The administrative team will provide teachers with a set of guiding questions to use when having individual student progress conversations.	1 2 3	12/2/2019	Guided Student Reflection Questions	Campus Administrators	Student Conference Questions Teacher Conference Logs	2/18/2020		

Teachers will be supported by the district Content Coordinators in unpacking student expectations, planning units and writing formative assessments based on identified essential learning standards.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1/7/2020	Content Coordinators Support Plan & Schedule	District Content Coordinators & Teachers	Teacher Lesson Plans Teacher Formative Assessments	2/18/2020		
Teachers will provide weekly interventions based on results from three-week common formative assessments	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1/13/2020	Common Formative Assessments Data Analysis Tool	Teachers	Teacher Lesson Plans Teacher Data Protocol Sheets Student Assessment Data	2/18/2020		
Students will track their credit recovery and EOC readiness progress, and will discuss their progress with teachers.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1/13/2020	Student Credit Tracking Sheet Student Essential Standards Tracking Sheet	Teachers & Students	Student Data Tracking Sheet Teacher Conference Logs	2/18/2020		
Administer the Admin 2 TEA Interim Assessments to English II, Biology and U.S. History initial instruction students.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2/7/2020	Chromebooks	English 2 Teacher, Biology Teachers, & US History Teacher	Individual Student Reports	2/18/2020		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>



Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	By the end of the 2019-2020 school year, EOC tested content teachers will be able to write formative assessments that are fully aligned to the teacher identified 4-6 essential state standards and reflect the rigor needed to accurately assess student readiness to pass End-of-Course assessments. Teachers will also be able to identify and use with fidelity the right resource needed to support student learning.	By the end of the 2019-2020 school year, EOC subject teachers will be writing objective-driven lesson plans aligned with the district instructional calendar, and in which activities reflect the effective use of resources and appropriate levels of rigor, and that are differentiated to the needs of all learners.	By the end of the 2019-2020 school year, teachers, with the support of district content coordinators and campus administrators, will use common protocols for analyzing data from formative assessments that were administered in alignment with the campus assessment calendar. Teachers will use findings to inform instructional and intervention planning as demonstrated by lesson plans and prime time assignments.
<b>Desired 90-day Outcome</b>	By the end of the third cycle, formative assessments will be fully aligned with the 4-6 essential state standards for all EOC tested subjects. Teachers will be using the right resources effectively and with fidelity that are needed to support student learning.	By the end of the third cycle, EOC subject teachers will be writing objective-driven lesson plans aligned with the district instructional calendar, and in which activities reflect the effective use of resources and appropriate levels of rigor, and that are differentiated to the needs of all learners.	By the end of the third cycle, teachers will have used the Common Protocols for Analyzing Data from formative assessments to effectively identify student learning gaps, and will have addressed those gaps through in-class interventions, and through tutoring during Phoenix Time.
<b>Barriers to Address During this Cycle</b>	<p>Accepting that at a dropout recovery campus, teaching essential learning standards is sufficient.</p> <p>Time with and access to Content Coordinators to partner with unit planning and common formative assessment creation.</p>	<p>We don't consistently review lesson plans and do not provide feedback on the plans.</p> <p>Expectations have not been established regarding lesson plans and what is in those plans.</p> <p>There is not a campus-level system for collecting and evaluating teacher daily and unit plans and teacher created formative assessments.</p>	<p>We have not consistently implemented an assessment calendar.</p> <p>We have not implemented a standard protocol for data review meetings.</p>
<b>District Actions for this Cycle</b>	The district Content Coordinators will provide direct and indirect support to the campus.	The district Content Coordinators will provide direct and indirect support to the campus.	The district will provide direct and indirect support with accessing and using the data analysis tools in Eduphoria: Aware and On Par: On Data Suite.
<b>District Commitments Theory of Action</b>	Charlotte Coffman, Education Specialist, Accountability and Leadership Solutions, Region 4 ESC		

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
Administrators and teachers will evaluate formative assessment exemplars to identify areas of strength to be replicated, and areas of deficiency to be addressed in 2020-2021.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5/15/2020	Teacher Formative Assessments	Campus Administrators	Formative Assessment Evaluation Tool	5/15/2020		
Administrators will provide each individual teacher with lesson plan feedback, and help them set improvement targets for 2020-2021 as part of their annual summative evaluation.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	5/15/2020	Teacher Lesson Plans	Campus Administrators	Lesson Plan Checklist	5/15/2020		

Teachers will identify essential learning standards on which students have not demonstrated sufficient mastery and provide intensive reteach and review in the final days leading up to the Spring STAAR EOC administration.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	5/15/2020	Individual Student Data Reports	Teachers	Teacher Lesson Plans Teacher Data Protocol Sheets	5/15/2020		
Administrators and teachers will evaluate the Targeted Improvement Plan and use their evaluation, along with the ESF Diagnostic Report, to plan Cycle 4 and write the 2020-2021 Targeted Improvement Plan.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	5/15/2020	ESF Campus Self Assessment Tool ESF Diagnostic Report	Campus Administrators Campus Leadership Team DCSI Principal Supervisor	2020-2021 Targeted Improvement Plan	5/20/2020		
	<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 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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	By the end of the 2019-2020 school year, EOC tested content teachers will be able to write formative assessments that are fully aligned to the teacher identified 4-6 essential state standards and reflect the rigor	By the end of the 2019-2020 school year, EOC subject teachers will be writing objective-driven lesson plans aligned with the district instructional calendar, and in which activities reflect the effective use of resources and appropriate levels of rigor, and that	By the end of the 2019-2020 school year, teachers, with the support of district content coordinators and campus administrators, will use common protocols for analyzing data from formative assessments that were administered in alignment with the campus
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**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
<b>Essential Action</b>	By the end of the first cycle, teachers will have identified the essential state standards in EOC assessed subjects, and a support plan and schedule will be created and initially implemented with district Content Coordinators whereby they will provide curriculum and instruction support to EOC content teachers.	By the end of the first cycle, teachers will reach consensus on expectations for lesson plan components and for protocols for submitting plans for review. Teachers will have reviewed the PLC process using the resource Global PD, and administered first administration TEA Interim Assessments to English II initial instruction students.	By the end of the first cycle, administrators will review the protocols for conducting data review meetings with the EOC teachers, administered 2-3 common formative assessments in the EOC content areas, and created a campus formative assessment calendar.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>	Charlotte Coffman, Education Specialist, Accountability and Leadership Solutions, Region 4 ESC		

**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 checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							

**Reflection and Planning for Next 90-Day Cycle**

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