

McCamey Independent School District

McCamey Primary School - TIP

2020-2021 Targeted Improvement Plan

Superintendent:
District Coordinator of School
Improvement (DCSI):

Michael Valencia
Michael Valencia

Principal:
ESC Case Manager:
ESC Region:

Michelle Schreiner
Dolores Cano
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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.

Signature: Michael Valencia

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.

Signature: Michael Valencia

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.

Signature: Michelle Schreiner

Attestation

2020-2021 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 20 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the [DCSI Job Description](#), and that the DCSI selected can perform all the duties included in the job description.

DCSI Name: Michael Valencia
DCSI Title/Position: Superintendent

Superintendent Name: Michael Valencia
Date: Wed, Oct 7, 2020

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Data Analysis

Domain 1

Domain 1: Describe your accountability goal for this domain.

The domain one goal for McCamey Primary is 75% Approaches, 45% Meets, and 15% Masters. This will give us a component score of 45 and a scale score of 73. We do feel this an imposing goal considering the following factors: our students normally enter school lacking academic skills and possess underdeveloped noncognitive skills. These deficiencies have been exacerbated due to the extended school closure necessary as a response to the Covid pandemic. Despite the daunting task ahead of us, the staff is committed to meeting this challenge.

Domain 1: Describe the student groups and/or subject areas that need to improve to meet that goal.

The three student groups that will require intensive focus will be all students, Hispanics, and our economically disadvantaged students in reading, math, and writing.

Domain 2B

Domain 2B: Describe your accountability goal for this domain.

The accountability goal for domain 2B is a component score of 45 with a scale score of 77 (75% Approaches, 45% Meets, and 15% Masters) We do feel this an imposing goal considering the following factors: our students normally enter school lacking academic skills and possess underdeveloped noncognitive skills. These deficiencies have been exacerbated due to the extended school closure necessary as a response to the Covid pandemic. Despite the daunting task ahead of us, the staff is committed to meeting this challenge.

Domain 2B: Describe the student groups and/or subject areas that need to improve to meet that goal.

The three student groups that will require intensive focus will be all students, Hispanics, and our economically disadvantaged students in both reading and math.

Domain 3

Domain 3: Describe your accountability goal for this domain.

The accountability goal for domain 3 is a component score of 55 with a scale score of 72 (75% Approaches, 45% Meets, and 15% Masters). We do feel this an imposing goal considering the following factors: our students normally enter school lacking academic skills and possess underdeveloped noncognitive skills. These deficiencies have been exacerbated due to the extended school closure necessary as a response to the Covid pandemic. Despite the daunting task ahead of us, the staff is committed to meeting this challenge.

Domain 3: Describe the student groups and/or subject areas that need to improve to meet that goal.

The three student groups that will require intensive focus will be all students, Hispanics, and our economically disadvantaged students in both reading and math.

Cycles

Cycle 1 - (Sept – Nov)

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale: Some progress has been made in this area, but we need to continue to work on the alignment in both ELAR and math.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time is a constant barrier. The lack of outside specialists to provide additional training. The Covid gap has increased our students' academic deficiencies.

How will you communicate these priorities to your stakeholders? How will create buy-in?: CIT members will share with other staff members. Staff meetings and community meetings will be held.

Buy in will come from the CIT being an integral part of the development of the TIP.

Desired Annual Outcome: All ELAR and math teachers will utilize a lesson plan template that includes all of the required elements. CBAs will be administered across grade levels ELAR (K-2 every 6 weeks and 3-4 every 3 weeks) and at the completion of each math unit.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside consultant who provides assistance in math for grades K-4. Funding is also available to contract with an outside ELAR consultant if one can be identified. Appropriate resources and trainings are available for staff.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Testing calendars established. Data meetings scheduled. Consistent ELAR lesson plan template established. Data analysis forms in place.

Barriers to Address this Cycle: Time for teachers to plan effectively. Time for the principal to evaluate lesson plans and provide feedback. Time for consistent PLCs. Locating or creating a valid ELAR lesson plan

District Actions: The district will provide funding for necessary resources and substitutes.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Identify and emphasis the ELAR and math power standards for grades K-4. Evidence Used to Determine Progress: Generated lists for power standards for each grade level. Person(s) Responsible: Principal Teachers ESC representative Resources Needed: TRS DMAC reports Lead4ward resources Start Date: October 6, 2020 - Frequency: Ongoing - Evidence Collection Date: October 12, 2020	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 2: Formulate a procedure for unpacking standards in both ELAR and math. Evidence Used to Determine Progress: Completed documentation of specific standards per six weeks Person(s) Responsible: Teachers Principal Resources Needed: TRS YAG TRS VAD TRS IFD Document for tracking Start Date: October 30, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 3: Utilize the iReady Teacher Toolbox and data analysis to support differentiated instruction for students who have failed to master grade level power standards. Evidence Used to Determine Progress: Progress monitoring within iReady Person(s) Responsible: Teachers Principal Resources Needed: iReady Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 4: Administer BOY tests to K-4 students to determine gaps and deficiencies . Evidence Used to Determine Progress: Scheduled dates for k-4 reading and math assessments and revising and editing assessment for 4th graders. Person(s) Responsible: Principal Resources Needed: Released STAAR test questions Start Date: September 2, 2020 - Frequency: One Time - Evidence Collection Date: September 4, 2020	Progress toward Action Steps Necessary Adjustments/Next Steps:

Action Step 5: Arrange for outside math consultant to provide ongoing PD and data analysis for K-4 math teachers. Evidence Used to Determine Progress: Calendar of scheduled PD meetings Notes from meetings Person(s) Responsible: Principal Outside consultant Resources Needed: Master calendar Math consultant's availability Start Date: July 28, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 6: ELAR assessments created that are aligned to the TEKS, with a focus on the readiness standards, and at the rigor level of STAAR. They will be administered every 6 weeks for K-2 and every 3 weeks for 3-4. Evidence Used to Determine Progress: ELAR assessments with corresponding dates. Answer keys identifying SEs. Assessment calendars. Person(s) Responsible: Principal Teachers Resources Needed: Released STAAR tests Reading A-Z TAG Past assessments Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
Action Step 7: Math assessments created that are aligned to the TEKS, with a focus on the readiness standards, and at the rigor level of STAAR. They will be administered at the conclusion of each unit. Evidence Used to Determine Progress: Assessment calendars Data analysis reports Person(s) Responsible: Consultant Principal Teacher Resources Needed: Assessments Data Analysis forms Start Date: October 5, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
 No Progress  Accomplished  Continue/Modify  Discontinue	

Cycle 1 - (Sept – Nov)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Progress has been made in this area, but additional work is needed.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time will be a barrier as teachers are required to plan for both in class instruction as well as remote instruction. Time will also be a barrier for the principal as she attends trainings, admin meetings, special population meetings, and addresses the daily occurrences that arise on campus.

How will you communicate these priorities to your stakeholders? How will create buy-in?: Staff meetings, calendars

Desired Annual Outcome: Teachers will be well versed in designing lesson plans utilizing backwards design. Teachers will also be successful in reteaching and reassessing SEs.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside math consultant for grades K-4. Funding is also available for an outside ELAR consultant if one can be located. The district ensures that appropriate resources and trainings are available for the campus.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Teachers will submit weekly lesson plans that include clear objectives, opening activities, time allotments for each step of the lesson, differentiated paths of instruction, and daily formative assessments. Teachers will also prepare exemplar responses to upcoming assessments before they begin teaching the lesson or unit.

Barriers to Address this Cycle: All math assessments are already prepared, but the reading assessments are not. Selecting or creating a lesson plan template for ELAR that fulfills all of the requirements has been very difficult.

District Actions: The district will provide funds for outside consultants as well as for subs for teacher meetings. The district will also provide coverage for the campus when the principal is in training.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Calendar schedule of recurring PLC meetings led by administration to include connections between data analysis, reteach plans, and appropriate instructional materials. Evidence Used to Determine Progress: Agendas Data analysis forms RTI resources Calendar of scheduled PLCS Person(s) Responsible: Teachers Principal Resources Needed: Master schedule Testing schedules School calendar Start Date: September 15, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
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Action Step 2: Exemplar assessments will be completed prior to the beginning of each unit or lesson cycle and be reviewed and disaggregated during PLCs prior to the beginning of the unit or cycle. Evidence Used to Determine Progress: Completed exemplars PLC agendas Notes from PLCs Person(s) Responsible: Teachers Resources Needed: Assessments prior to instruction TRS IFD for SEs Start Date: November 2, 2020 - Frequency: Ongoing - Evidence Collection Date: November 2, 2020	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
Action Step 3: Teachers will submit math and ELAR lesson plans at least one week prior to lesson delivery so that the principal can provide frequent feedback. Evidence Used to Determine Progress: Lesson plans Feedback provided to teachers Person(s) Responsible: Principal Teachers Resources Needed: TRS YAG and IFD Lesson plan template Assessments to backwards design Start Date: November 2, 2020 - Frequency: Ongoing - Evidence Collection Date: December 15, 2020	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
 No Progress  Accomplished  Continue/Modify  Discontinue	

Cycle 2 - (Dec – Feb)

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale: Some progress has been made in this area, but we need to continue to work on the alignment in both ELAR and math.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time is a constant barrier. The lack of outside specialists to provide additional training. The Covid gap has increased our students' academic deficiencies.

How will you communicate these priorities to your stakeholders? How will create buy-in?: CIT members will share with other staff members. Staff meetings and community meetings will be held.

Buy in will come from the CIT being an integral part of the development of the TIP.

Desired Annual Outcome: All ELAR and math teachers will utilize a lesson plan template that includes all of the required elements. CBAs will be administered across grade levels ELAR (K-2 every 6 weeks and 3-4 every 3 weeks) and at the completion of each math unit.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside consultant who provides assistance in math for grades K-4. Funding is also available to contract with an outside ELAR consultant if one can be identified. Appropriate resources and trainings are available for staff.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Testing calendars followed. Data meeting analysis forms completed on time and data meetings held within two day of assessment. Consistent ELAR lesson plan template in place and consistently followed.

Barriers to Address this Cycle: Time for teachers to plan effectively. Time for the principal to evaluate lesson plans and provide frequent feedback. Time for consistent PLCs.

District Actions: The district will provide funding for necessary resources and substitutes.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Unpack power standards in both ELAR and math before instruction begins. Evidence Used to Determine Progress: Completed documentation of specific standards per six weeks Person(s) Responsible: Teachers Principal Resources Needed: TRS YAG TRS VAD TRS IFD Document for tracking Start Date: October 30, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
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Action Step 2: Utilize the iReady Teacher Toolbox and data analysis to support differentiated instruction for students who have failed to master grade level power standards. Evidence Used to Determine Progress: Progress monitoring within iReady Person(s) Responsible: Teachers Principal Resources Needed: iReady Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 3: Track the two most impactful but most unsuccessful SEs from each ELAR and math assessment. reteach those SEs during WIN, and retest students on these SEs on the next assessment. Evidence Used to Determine Progress: WIN reteaching plans Data analysis forms Assessments with retaught SEs Person(s) Responsible: Teachers Principal Resources Needed: Data analysis forms Data meeting minutes Resources to be utilized for reteaching Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
Action Step 4: Benchmark assessments will be administered to all students in K-4 in ELAR and math. Evidence Used to Determine Progress: Benchmarks Assessment calendars Data analysis forms Person(s) Responsible: Principal Teachers Consultant Resources Needed: STAAR released tests TAG Motivation assessments Start Date: December 14, 2020 - Frequency: One Time - Evidence Collection Date: January 5, 2021	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue	

Cycle 2 - (Dec – Feb)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Progress has been made in this area, but additional work is needed.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time will be a barrier as teachers are required to plan for both in class instruction as well as remote instruction. Time will also be a barrier for the principal as she attends trainings, admin meetings, special population meetings, and addresses the daily occurrences that arise on campus.

How will you communicate these priorities to your stakeholders? How will create buy-in?: Staff meetings, calendars

Desired Annual Outcome: Teachers will be well versed in designing lesson plans utilizing backwards design. Teachers will also be successful in reteaching and reassessing SEs.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside math consultant for grades K-4. Funding is also available for an outside ELAR consultant if one can be located. The district ensures that appropriate resources and trainings are available for the campus.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Teachers submit weekly lesson plans that include clear objectives, opening activities, time allotments for each step of the lesson, differentiated paths of instruction, and daily formative assessments. Teachers prepare exemplar responses to upcoming assessments before they begin teaching the lesson or unit.

Barriers to Address this Cycle: Creating valid reading assessments prior to instruction.

District Actions: The district will provide funds for outside consultants as well as for subs for teacher meetings. The district will also provide coverage for the campus when the principal is in training.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Recurring PLC meetings led by administration to include connections between data analysis, reteach plans, and appropriate instructional materials. Evidence Used to Determine Progress: Agendas Data analysis forms RTI resources Calendar of scheduled PLCS Person(s) Responsible: Teachers Principal Resources Needed: Master schedule Testing schedules School calendar Start Date: September 15, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
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Action Step 2: Assessment data will be utilized to drive tier one instruction, as well as WIN time instruction. Evidence Used to Determine Progress: WIN reteaching plans Data analysis agendas Person(s) Responsible: Principal Teachers Resources Needed: Data analysis forms WIN structure Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
 No Progress  Accomplished  Continue/Modify  Discontinue	

Cycle 3 - (Mar – May)

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

Rationale: Some progress has been made in this area, but we need to continue to work on the alignment in both ELAR and math.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time is a constant barrier. The lack of outside specialists to provide additional training. The Covid gap has increased our students' academic deficiencies.

How will you communicate these priorities to your stakeholders? How will create buy-in?: CIT members will share with other staff members. Staff meetings and community meetings will be held.

Buy in will come from the CIT being an integral part of the development of the TIP.

Desired Annual Outcome: All ELAR and math teachers will utilize a lesson plan template that includes all of the required elements. CBAs will be administered across grade levels ELAR (K-2 every 6 weeks and 3-4 every 3 weeks) and at the completion of each math unit.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside consultant who provides assistance in math for grades K-4. Funding is also available to contract with an outside ELAR consultant if one can be identified. Appropriate resources and trainings are available for staff.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Testing calendars followed. Data meeting analysis forms completed on time and data meetings held within two day of assessment. Consistent ELAR lesson plan template in place and consistently followed.

Barriers to Address this Cycle: Time for teachers to plan effectively. Time for the principal to evaluate lesson plans and provide frequent feedback. Time for consistent PLCs.

District Actions: The district will provide funding for necessary resources and substitutes.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Unpack power standards in both ELAR and math before instruction begins. Evidence Used to Determine Progress: Completed documentation of specific standards per six weeks Person(s) Responsible: Teachers Principal Resources Needed: TRS YAG TRS VAD TRS IFD Document for tracking Start Date: October 30, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
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Action Step 2: Utilize the iReady Teacher Toolbox and data analysis to support differentiated instruction for students who have failed to master grade level power standards. Evidence Used to Determine Progress: Progress monitoring within iReady Person(s) Responsible: Teachers Principal Resources Needed: iReady Start Date: September 29, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 3: Track the two most impactful but most unsuccessful SEs from each ELAR and math assessment. reteach those SEs during WIN, and retest students on these SEs on the next assessment. Evidence Used to Determine Progress: WIN reteaching plans Data analysis forms Assessments with retaught SEs Person(s) Responsible: Teachers Principal Resources Needed: Data analysis forms Data meeting minutes Resources to be utilized for reteaching Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
 No Progress  Accomplished  Continue/Modify  Discontinue	

Cycle 3 - (Mar – May)

Essential Action 5.1: Objective-driven daily lesson plans with formative assessments.

Rationale: Progress has been made in this area, but additional work is needed.

How will the campus build capacity in this area? Who will you partner with?: We will build capacity by utilizing an outside math consultant. All K-3 reading teachers, SPED teacher, Dyslexia teacher, and principal are enrolled in the Reading Academy. The principal will attend TIL training through Region 18 ESC.

Barriers to Address throughout this year: Time will be a barrier as teachers are required to plan for both in class instruction as well as remote instruction. Time will also be a barrier for the principal as she attends trainings, admin meetings, special population meetings, and addresses the daily occurrences that arise on campus.

How will you communicate these priorities to your stakeholders? How will create buy-in?: Staff meetings, calendars

Desired Annual Outcome: Teachers will be well versed in designing lesson plans utilizing backwards design. Teachers will also be successful in reteaching and reassessing SEs.

District Commitment Theory of Action: The district allots in the campus budget funding to contract with an outside math consultant for grades K-4. Funding is also available for an outside ELAR consultant if one can be located. The district ensures that appropriate resources and trainings are available for the campus.

Implementation Level: Partial Implementation

Desired 90-day Outcome: Teachers will submit weekly lesson plans that include clear objectives, opening activities, time allotments for each step of the lesson, differentiated paths of instruction, and daily formative assessments. Teachers will also prepare exemplar responses to upcoming assessments before they begin teaching the lesson or unit.

Barriers to Address this Cycle: All math assessments are already prepared, but the reading assessments are not. Selecting or creating a lesson plan template for ELAR that fulfills all of the requirements has been very difficult.

District Actions: The district will provide funds for outside consultants as well as for subs for teacher meetings. The district will also provide coverage for the campus when the principal is in training.

Did you achieve your desired 90-day outcome? Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

Action Step 1: Recurring PLC meetings led by administration to include connections between data analysis, reteach plans, and appropriate instructional materials. Evidence Used to Determine Progress: Agendas Data analysis forms RTI resources Calendar of scheduled PLCS Person(s) Responsible: Teachers Principal Resources Needed: Master schedule Testing schedules School calendar Start Date: September 15, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
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Action Step 2: Assessment data will be utilized to drive tier one instruction, as well as WIN time instruction. Evidence Used to Determine Progress: WIN reteaching plans Data analysis agendas Person(s) Responsible: Principal Teachers Resources Needed: Data analysis forms WIN structure Start Date: November 3, 2020 - Frequency: Ongoing - Evidence Collection Date: May 21, 2021	Progress toward Action Steps Necessary Adjustments/Next Steps:
Action Step 3: STAAR released math and reading assessments will be administered to 3rd and 4th graders. A revising and editing assessment will also be administered to the 4th graders. Evidence Used to Determine Progress: Assessments Data analysis forms Person(s) Responsible: Principal Teachers Resources Needed: STAAR released tests Start Date: March 1, 2021 - Frequency: One Time - Evidence Collection Date: March 3, 2021	Progress toward Action Steps: No Review Necessary Adjustments/Next Steps:
 No Progress  Accomplished  Continue/Modify  Discontinue	

Cycle 4 - (Jun – Aug)

Addendums

