

Campus Information

District Name	Liberty-Eylau	Campus Name	Liberty-Eylau Elementary	Superintendent	Ronnie Thompson	Principal	Kristi Brown
District Number	019908	Campus Number	019908103	District Coordinator of School Improvement (DCSI)	Daryl Cameron	ESC Support	Angela Hastings

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.	Daryl Cameron 9/6/2019
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.	Ceretha Levingston 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.	Kristi Harris Brown 9/6/2019
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: C Rating Domain 2: C Rating Domain 3: C Rating
	What changes in student group and subject performance are included in these goals?	All three domains are below the target goals across the board. No student will fall below their previous score for the 2020 STAAR. We want to increase Domain I component score by 13%.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results
(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
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.	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action:	
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ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	2019-05-16
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	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	The campus creates a system to develop a positive school culture, beginning with our revised mission and vision statement and developing a catch phrase to reinforce the vision.	The teachers will create complete standards-based lesson plans using a uniformed lesson plan template where plans are due every Friday at 4:00 p.m. PLCs will become teacher-led and will focus on student data and lesson planning.	

<p>Barriers to Address During the Year</p>	<p>Mindsets-Administrators and teacher "buy in" is important to making effective change on the campus. Behaviors- Aligning district and campus behaviors with the vision and mission of the campus is a critical need of the change process. Ensuring district guidance and support for campus decisions is another behavior needed to support a positive school culture. Resources- Establishing a common vision and mission is necessary to begin creating a positive school culture. A campus administrator mentor, with experience as a principal guiding a school through improvement efforts, is an additional resource that could help the instructional leader establish a positive school culture.</p>	<p>Mindsets-Teacher "buy in" is key to improving the lesson planning process. Involving teachers in aligning the process with success criteria will be a critical part of the change process. It is important that administrators continue to demonstrate a growth mindset and enhance their own leadership skills to support effective lesson planning. Behaviors- Changing the time lesson plans are submitted is key behavior that will need to be addressed. The submission timeline will need to be updated so lesson plans are submitted early enough for the feedback cycle to impact instruction and learning. Enhancing the PLC process is another behavior that will support effective instruction through objective-driven daily lesson plans. Sharing ideas and collaborating on successful lessons is another behavior that will contribute to effective lesson planning. Resources- Providing an exemplar lesson plan and training for PLC leaders on facilitation of adult learning and leadership are resources needed to support effective lesson planning. An effective data-analysis protocol is needed to support the PLC agenda.</p>	
<p>District Commitment Theory of Action</p>		<p>If the principal supervisor supports the principal 's development of the instructional staff by providing needed on-going effective professional development in all core areas and provide opportunities for informative collaborations and engagement of parents and the district ensures that the campus leadership and identified instructional team receives Texas Instructional Leadership DDI training for all core tested areas and the district provides access to assessment data resources and results are shared within two days and data meetings are held the following week to guide reteaching and the district will provide an opportunity for all stakeholders to revise/create vision, mission, and values and the district will work to maintain a positive, safe and inspiring environment for educators, parents, and community members by assessing school culture and providing access to collected data to all stakeholders then the campus will be able to establish effective on-going professional development, implement TIL-DDI practices with fidelity in all core tested areas, utilize assessment data to drive instruction, provide opportunities for parent engagement and work to maintain a positive school culture.</p>	
<p>Prioritized Focus Areas for Improvement</p>	<p>Capacity Builder</p>		
<p>5.1</p>	<p>Texas Instructional Leadership-Data Driven Instruction Region 8 ESC</p>		
<p>5.1</p>	<p>Texas Lesson Study Region 8 ESC</p>		

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	5.1 Objective-driven daily lesson plans with formative assessments	
Desired Annual Outcome	Instructional Leadership Team engages stakeholders in creating a new vision statement for the campus. Campus stakeholders will have a shared vision and mission. All stakeholders will take ownership of the vision of	Teachers will use a uniform lesson plan template. Lessons will be engaging, rigorous and on grade level.	
Desired 90-day Outcome	The campus will revise the vision statement and be able to articulate the vision without being prompted.	The desired outcome is that teachers will know how to effectively plan their daily lessons to include daily formative assessments. The will yield higher student achievement on benchmarks and state assessments.	
Barriers to Address During this Cycle	"Buy in" to prioritize the vision of the campus.	The barriers are teachers not using the template with fidelity. Lack of understanding of what formative assessments are in daily lesson plans.	
District Actions for this Cycle	The district will ensure policies and practices align with and promote positive school culture	The district will ensure policies and practices support effective instruction in schools.	
District Commitments Theory of Action	If the principal supervisor supports the principal 's development of the instructional staff by providing needed on-going effective professional development in all core areas and provide opportunities for informative collaborations and engagement of parents and the district ensures that the campus leadership and identified instructional team receives Texas Instructional Leadership DDI training for all core tested areas and the district provides access to assessment data resources and results are shared within two days and data meetings are held the following week to guide reteaching and the district will provide an opportunity for all stakeholders to revise/create vision, mission, and values and the district will work to maintain a positive, safe and inspiring environment for educators, parents, and community members by assessing school culture and providing access to collected data to all stakeholders then the campus will be able to establish effective on-going professional development, implement TIL-DDI practices with fidelity in all core tested areas, utilize assessment data to drive instruction, provide opportunities for parent engagement and work to maintain a positive school culture.		

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
LEES 3.1/5.1-Establish common campus language for the shared vision of the campus.	3.1	September 10th	ILT, teachers	Ms. Kristi Brown	Campus stakeholders will be able to use common campus language	Ongoing		
LEES 5.1 Campus principal attends First-Time Admin Academy participating in a book study of <i>Get Better Faster</i> and begin implementing the learned practices.	3.1	September 18th, November 16th	Region 8 ESC	Ms. Kristi Brown	Principal will implement tools that have been learned to improve the campus culture.	Ongoing		
LEES 3.1-New teachers will attend COMP (classroom management) training and begin implementing processes learned	3.1	November 5th & 6th	First year teachers	Ms. Kristi Brown/ Mr. Samuel Coston/Ms. Julie Ratcliff	Teachers will have improved classroom management. Teachers share what knowledge they gained with	November 8th and ongoing monitoring of implementation of new classroom management		
LEES 5.1-PLCs have been established to meet weekly to discuss student data using exit tickets and unit assessment data.	5.1	August 27th	Teachers, campus administration	ILT	Teachers are using data to make instructional decisions. Students are receiving targeted	Ongoing		
LEES 3.1 Meeting with faculty to develop a Learner's Creed. The creed will be recited daily by the teachers and students.	3.1	September 25th	Teachers, campus administration	Ms. Kristi Brown/ Mr. Samuel Coston/Ms. Julie Ratcliff	Students are taking ownership of their learning and their behavior.	Ongoing		

LEES/ECC 3.1- College and Career Day. Students will dress up as what they want to be when they grow up.	3.1	October 31st/Nov. 1st	All campus staff	LEES/ ECC Staff	Students have an awareness of future goals.	Culmination of the dress up day.		
LEES-5.1- Curriculum & Instruction will provide aligned Six Weeks Assessments for STAAR tested subject areas.	5.1	(Aug. 5-9/ 1st Six Wks.) (Sept. 2-6/ 2nd Six Wks.) (Oct. 14-18/ 3rd Six Wks.) (Nov. 18-22/ 4th Six Wks.)	DMAC and TEKS Resource System Assessment Creator	Curriculum Department	Students will be exposed to STAAR formatted questions and will be able to answer the questions with fidelity.	Each six weeks		
LEES- 5.1 Teachers began using a uniformed lesson plan template. The template includes student friendly learning objective, student questioning, closing task, differentiation, time allotments, assesments and reteaching.	5.1	August 8th	All certified personnel	Curriculum Department/Ms. Kristi Brown	Teachers will prepare lessons that are aligned to the TEKS.	Weekly		
LEES- 5.1 Stepped back and created, designed and trained teachers on the lesson plan template using an Exemplar lesson plan provided by campus principal.	5.1	September 10th	Lesson Plan Template	Ms. Brown	Teachers improved their lesson planning after being provided with an exemplar of the lesson plan template.	Weekly		
LEES-5.1 First and second grade math teachers are participating in Texas Lesson Study, under the weekly direction of an ESC8 consultant.	5.1	September 9th	Region 8 ESC	Ms. Brown	Teachers will have an awareness of where they need to improve classroom instruction.	Ongoing		
LEES 5.1 Teachers are displaying classroom work and displaying the TEKS in which the work is addressing to promote mastery of the TEKS.	5.1	We will check the displays each time work is displayed. (Weekly)	Teachers	Teachers/Campus administration	Teachers are ensuring that work that is displayed is aligned to the lessons and addressed a TEK.	Ongoing		
LEES-5.1- Curriculum & Instruction provide training to Math & ELAR teachers on how to design a fully aligned intervention block to be implemented during the school day in grades three and four.	5.1	September 13th	Intervention plan, Curriculum Dept., Campus admin.	Curriculum Department	Administration monitoring intervention blocks.	Weekly		
3rd & 4th grade math and reading teachers attend 6 week lesson planning at ESC 8 where they will break down standard and plan lessons for upcoming six weeks	5:1	September 15th	ESC 8	Teachers/ESC8 Consultant/Principal	Evidence shown in lesson plan templates of increased rigorous activities	Every six weeks		
LEES 5:1-Coaching session with ESC8 TIL Coordinator to improve DDI meetings	5:1	September 30th	ESC 8	ESC8 Consultant/Principal	Improvement of leading DDI Meeting	November 4th		
ECC 5.1-PLCs restructured lesson planning process to focus on performance assessments found in the IFDs to ensure rigor aligned with state standards. Lesson plan template modified to meet the criteria of the Effective	5.1	August 21st	TEKS Resource System Lesson Plan Templates	ILT	Lesson Plans, Agendas, Sign-In Sheets	After each PLC		
ECC-5.1-Redesigned 6 weeeeks assessments to align with the rigor of the TEKS	5.1	Each Six Weeks	TEKS Resource System IFD	Interventionist Teachers ELAR Curriculum Coordinator	Six Weeks Assessments & Assessment Data	Each six weeks		

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