

Campus Information							
District Name	San Angelo ISD	Campus Name	Alta Loma Elementary	Superintendent	Carl Dethloff	Principal	Lauri Herndon
District Number	226903	Campus Number	226903-101	District Coordinator of School Improvement (DCSI)	Shelly Huddleston	ESC Support	David Bedford Randy Gartman

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.
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.
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.
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

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.	5.3 Data-driven instruction.	
Rationale	Focus goals on student social emotional and academic growth by using processes and procedures aligned with campus and district mission and vision.	Analysis of data will determine focused instruction.	
Desired Annual Outcome	100% of staff will follow Capturing Kids'Hearts components: greeting, celebrations, social contract, affirmation	80% of students will show growth on formative assessments over one year.	
Barriers to Address During the Year	Staff not following through with expectations of modeling and reteaching Capturing Kids' Hearts expectations and behaviors.	Finding time to use desagregating data.	

District Commitment Theory of Action: SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set

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

Cycle 1 90-day Outcomes (September - November)			
	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.	5.3 Data-driven instruction.	
Desired Annual Outcome	90% of staff will follow Capturing Kids'Hearts components: greeting, celebrations, social contract, affirmation in order to promote positive climate of high expectations and student success.	80% of students will show growth on formative assessments over one year.	
Desired 90-day Outcome	Clearly established campus and classroom expectations; developed Social Contract to be displayed in all Learning Areas	Baseline for MAP Reading and Math	
Barriers to Address During this Cycle	Staff not following through with behavioral expectations. Lack of refocusing students according to CKH expectations	Finding time to use desagregating data.	
District Actions for this Cycle	Process Champions District Meeting 9/11	Early Release Data Day 10/23 to review evidence and track student growth.	
District Commitments Theory of Action	SAISD will provide training to all Alta Loma staff in Capturing Kid's Hearts and provide additional training for Process Champions. access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, NSGRA and IStation in order to track student growth and set goals for each student's learning.		

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
In cycle1, all teachers will trained in using of BOY MAP Data to inform lesson design and interventions.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	October	NWEA; Chromebooks	Lauri Herndon, Stacie Fischer	% on test, lesson plans	November		
100% of ELAR teachers will be trained in using Next Steps in Guided Reading Assessment to appropriately place students into reading groups.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	September	Scholastic Materials;	Lauri Herndon, Stacie Fischer, Scholastic Literacy Coach	% on test	October		
Social Contracts posted in all Learning Areas	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	September	CKH Training/Protocol	Lauri Herndon, Christina Colwell	Posted information	September		
Weekly PLC meetings to review student data and target areas of weakness for intervention and reteach	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	September	PLC Agenda	Teachers, Stacie Fischer, Lauri Herndon	PLC Agendas, Data trackers	November		
	<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?	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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	100% of staff will follow Capturing Kids'Hearts components: greeting, celebrations, social contract, affirmation	80% of students will show growth on formative assessments over one year.	
Desired 90-day Outcome	Clearly established campus and classroom expectations; developed Social	Baseline for growth MAP Reading and Math	
Barriers to Address During this Cycle	Lack of onsistent modeling of CKH practices in refocusing students	Time to disaggregate data; Subs for extended planning; intervention schedule	
District Actions for this Cycle	Learning Walks by district administrators looking for CKH implementation	Ensure that curriculum for 3rd nine weeks is available and accurate. Access to MOY M	
District Commitments Theory of Action	SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set goals for each student's learning.		

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
Promote culture of consistently redirecting students by using "4 big questions"-CKH	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December	CKH Refresher, time for faculty meeting	Staff, process champions	Decreased Behaviors requiring office intervention	February		
Decreased number of referrals to the office	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	February	Data from Eschool	Lauri Herndon	Data Numbers	February		
Mid Year assessment data shows consistent academic growth for 75% of students	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	February	MAP data and tracking tools	Lauri Herndon	Score Reports	February		
100% teachers will be able to use MOY MAP data to inform lesson design and interventions	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	February	MAP data	teachers, Stacie Fischer	MOY MAP, lesson plans, data trackers	February		
100% of ELAR teachers will work with Scholastic Literacy coaches to use reading data to track student reading progress	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	December	NSGRA data, Scholastic	teachers, Stacie Fischer, Scholastic Literacy specialist.	NSGRA Mid-year data, running records	February		
	<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							
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	<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?	Carryover Milestones	New Milestones

Cycle 3 90-Day Outcomes (March-May)			
	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.	5.3 Data-driven instruction.	
Desired Annual Outcome	100% of staff will follow Capturing Kids'Hearts components: greeting, celebrations, social contract, affirmation	80% of students will show growth on formative assessments over one year.	
Desired 90-day Outcome	Clearly establish campus and classroom expectations; developed Social Contract to be displayed in all Learning Areas	Baseline for MAPS Reading and Math	
Barriers to Address During this Cycle	Lack of refocusing students	Finding time to use disaggregating data.	
District Actions for this Cycle	Learning Walks by district administrators looking for CKH implementation.	District will provide access to EOY MAP assessments and provide time for teachers to review evidence and make necessary instructional adjustments.	
District Commitments Theory of Action	SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set goals for each student's learning.		

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
100% of staff using Capturing Kids' Hearts as the basis for expectations in classrooms and campus	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March	Feedback from Stakeholders	Lauri Herndon	Survey	March		
100% of teachers will develop Lesson Plans reflecting use of student data to make instructional decisions	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March	Teachers' Lesson Plans	Lauri Herndon, Stacie Fischer	data based lessons planning	April		
Continued decrease in discipline referrals	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March	Discipline data	Lauri Herndon	Discipline data	May		
100% of ELA teachers will work with Scholastic Literacy coaches to develop guided reading lessons plans using data to track student progress	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March	NSGRA, GR Lesson plan templates	Lauri Herndon, Stacie Fischer, Scholastic Coach	NSGRA, running records	May		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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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			
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

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	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Clearly established campus and classroom expectations; developed Social Contract to be displayed in all Learning Areas	Baseline for MAP Reading and Math	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
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	<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 summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones