

Campus Information

District Name	San Angelo ISD	Campus Name	McGill Elementary	Superintendent	Dr. Carl Dethloff	Principal	Dr. John Rueter
District Number	226 903	Campus Number	226903115	District Coordinator of School Improvement (DCSI)	Mr. Wes Underwood	ESC Support	Mr. David Bedford Robin Graves

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.	Wes Underwood, 27 September 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.	Wes Underwood, 27 September 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.	Dr. John D. Rueter, September 25, 2019
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 80, Domain 2: 80, Domain 3: 80
	What changes in student group and subject performance are included in these goals?	Our students' outcomes need to continue to increase by at a minimum 10% by 2020.
	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
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.	2
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.	3

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	Staff have been indoctrinated on the school's mission and vision. Practice will help all to readily articulate the vision and mission which will enhance the culture of learning and success at McGill. All students will understand and respond to the expectation of excellence. Safety protocol has been initiated with fidelity.	Data sources are either already in place or developing enabling staff to determine which areas of curriculum focus need to be initiated. McGill has some data structures and processes in place that have impacted student achievement, but need to be refined to further inform instruction and student need.	
Desired Annual Outcome	Staff and students will be able to easily articulate the school's mission and vision. Safety protocol has been initiated with fidelity.	Student will experience growth by at a minimum 10% in all areas assessed.	
Barriers to Address During the Year	Lack of resources at the beginning of the school year.	Data sources. Trust in the process and in the monitoring. Time constraints.	

District Commitment Theory of Action: If campus leadership puts systems in place to advance the campus and district vision and mission, implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", the district ensures that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic If the district provides campus with a GVC and a scope and sequence and ensures that campuses are conducive to learning, then the students at McGill will experience at least one year's growth this school year.

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	Staff and students will be able to easily articulate the school's mission and vision. Safety protocol has been initiated with fidelity.		
Desired 90-day Outcome	Goals and vision in visible areas. Continue safety protocol.	BOY MAP data will give a good baseline for data analysis.	
Barriers to Address During this Cycle	Hesitation from teachers to include this in daily actions.	Enough computers and bandwidth to enable to all students to complete BOY MAP.	
District Actions for this Cycle	Clear vision and district goals.	Providing adequate resources to enable all to complete tasks in allowable time frame.	
District Commitments Theory of Action	If campus leadership puts systems in place to advance the campus and district vision and mission, implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", the district ensures that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.		

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
BOY MAP data review with leadership team.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sep-19	Computers	Staci Londerholm	MAP data	Oct-19		
CLT planning to develop a clear vision for McGill that will be disseminated to all constituents.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Sep-19	Website manage, materials for publication	John Rueter	Posted vision and goals	Sep-19		
Clear, concise lesson plans developed with YAG and utilizing curriculum which will be uploaded to Eduphoria and monitored regularly in classroom walkthroughs.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Sep	None/Eduphoria	John Rueter, Staci Londerholm	Plans in Eduphoria	Sep-19		
PLC minutes documenting data discussions coupled with expectations for clear planning and reteach opportunities.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sep-19	None/Eduphoria	John Rueter, Staci Londerholm	PLC minutes, Data collection sources	Oct-19		
Walkthrough documentation of implementation of curriculum coupled with follow-up with teachers individually and in PLC with recommendations and clear expectations for any needed adjustment.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Sep-19	None/Eduphoria	John Rueter, Staci Londerholm	Documentation in Eduphoria	Oct-19		
Safety protocol will be practiced, reviewed, and implemented with fidelity.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sep-19	None/Eduphoria	John Rueter	Documentation in Safety binder	Sep-19		

All staff will be trained in developing a social contract with their classrooms. This will be modeled as a campus as we develop school-wide social contract.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Aug-19	None	John Rueter	Social contract displayed in common area. Social contracts in classroom.	Sep-19		
	<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	Staff and students will be able to easily articulate the school's mission and vision. Safety protocol has been initiated with fidelity.		
Desired 90-day Outcome	All constituents will be aware of and will be able to articulate school's mission, vision, and goals.	PLC led by principal and data discussed in relation to student growth data	
Barriers to Address During this Cycle	Lack of awareness	Time constraints on principal	
District Actions for this Cycle	Continue to provide clarity on SAISD mission and goals.	Protection of time for principal to enable him to develop a keen understanding of data	
District Commitments Theory of Action	If campus leadership puts systems in place to advance the campus and district vision and mission, implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", the district ensures that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.		

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
MOY MAP data review with leadership team to determine campus needs for reteach and extension opportunities.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Jan-20	Computers, time	John Rueter, Staci Londerholm	MOY MAP data	Feb-20		
Clear, concise lesson plans developed with YAG and utilizing curriculum will be reviewed for depth and complexity and alignment with district curriculum and state objectives.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Dec-19	None	John Rueter, Staci Londerholm	Documentation in Eduphoria	Dec-19		
PLC minutes documenting data discussions looking for evidence of incremental student growth.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Dec-20	None	John Rueter, Staci Londerholm	PLC minutes, discussions	Jan-20		
Walkthrough documentation of implementation of curriculum with individual teacher conferences focusing on curriculum implementation and student growth.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Dec-19	Eduphoria data	John Rueter.	Documentation in Eduphoria	14-Dec-19		
Safety protocol will be practiced for identified emergency situations which will serve to create a safe learning environment conducive to student achievement.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Jan-20	None	John Rueter	Documentaion in Safety Binder	6-Jan-20		

Social contracts will be in evidence in all classrooms.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Dec-19	None	Teachers, John Rueter	Social contracts displayed in all classrooms	16-Dec-19		
	<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 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	Staff and students will be able to easily articulate the school's mission and vision. Safety protocol has been initiated with fidelity.		
Desired 90-day Outcome	All constituents will be aware of and will be able to articulate school's mission	PLC led by principal and data discussed in relation to student growth data	
Barriers to Address During this Cycle	Apathy. Detachment due to testing.	Time constraints	
District Actions for this Cycle	Continue to provide clarity and focus for district objectives.	Continued protection of principal time. Development of understanding of curriculum for principals.	
District Commitments Theory of Action	If campus leadership puts systems in place to advance the campus and district vision and mission, implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", the district ensures that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.		

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
EOY MAP data reviewed by CLT.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Apr-20	None	Staci Londerholm	EOY MAP data	May-20		
PLC minutes documenting data discussions leading to student growth.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	May-20	None	John Rueter	PLC minutes	May-20		
T-TESS documentation of all required staff.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Apr-20	Eduphoria, Time	John Rueter	Documentation of TTESS	Apr-20		
Safety protocol practiced and documented leading to an environment conducive to student learning.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	May-20	None	John Rueter	Documentation of all safety protocol in Safety binder	May-20		
Social contracts displayed and behavior practiced.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	May-20	None	John Rueter	Student discipline data will indicate decline in discipline referrals.	May-20		
	<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

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Staff and students will be able to easily articulate the school's mission and vision. Safety protocol has been initiated with fidelity.		
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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Goals and vision in visible areas. Continue safety protocol.	BOY MAP data will give a good baseline for data analysis.	
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							
	<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							
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	<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 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