

**Campus Information**

<b>District Name</b>	San Angelo ISD	<b>Campus Name</b>	Goliad Elementary	<b>Superintendent</b>	Carl Dethloff	<b>Principal</b>	Zach Ramirez
<b>District Number</b>	226903	<b>Campus Number</b>	000000113	<b>District Coordinator of School Improvement (DCSI)</b>	Shelly Huddleston	<b>ESC Support</b>	Randy Gartman

**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>Shelly Huddleston, September 24, 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>Shelly Huddleston, September 24, 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>Zach Ramirez, September 24, 2019</b>
<b>Board Approval Date</b>		

**Needs Assessment**

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Our goal is to achieve a "D" Domains 2 & 3 with a scale score of a 60 and a "C" in student achievement with a scale score of a 70.
	What changes in student group and subject performance are included in these goals?	Our goal is to grow from 31% to 40% of eco dis students to perform at the meets or masters GL performance on STAAR.
	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)
<b>1.1</b> Develop campus instructional leaders with clear roles and responsibilities.	<b>3</b>
<b>2.1</b> Recruit, select, assign, induct and retain a full staff of highly qualified educators.	<b>3</b>

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.	4
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
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Rationale</b>	We were lacking a common template for lesson plans, formative assesments arent all aligned with objectives. This year we will utilize a researched based template for ELAR.	We recognized in the past few years that focusing on only one piece of data was not giving a true picture of student success. We will use District templats of 3 data sources that will allow for teacher and adminstration to have a much better picture of sucess for students and allow data driven instrution	
<b>Desired Annual Outcome</b>	To have an objective based lesson plan that meets the needs of a diverse learning population.	To become a data driven culture that makes informed decisions for all students that is based around multiple data points.	
<b>Barriers to Address During the Year</b>	Setting an expectation and efficiency to provide quality feedback	using all data points during a data dig	

**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
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			

**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
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	To have an objective based lesson plan that meets the needs of a diverse learning population.	To become a data driven culture that makes informed decisions for all students that is based around multiple data points.	
<b>Desired 90-day Outcome</b>	To have a system in place that all ELAR teachers are implementing a common lesson plan.	To have 3 data points in order to compare during that cycles data dig	
<b>Barriers to Address During this Cycle</b>	Ensuring that we have all the material necessary to implement the lesson plans.	ensuring that all three data points are completed by the data dig date	
<b>District Actions for this Cycle</b>	SAISD will ensure that 1st and 2nd nine weeks curriculum in accurate and accessible to all teachers. PLC protocols and provided.	SAISD will provide access to NSGRA an MOY MAP assessments to track student progress. District will ensure 1nd and 2nd nine week curriculum is posted, available and accurate.	
<b>District Commitments Theory of Action</b>	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
Initiate PLC's	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sept. 3	PLC time	Ashley Bishop, Zach Ramirez, Judy Knight	Agenda	Oct 1, Nov.5		
Initiate Bi-weekly PLC -	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Sept. 20	PLC time	Ashley Bishop, Zach Ramirez, Judy Knight	Agenda	Oct 1, Nov.5		
Common Lesson Plans demonstrated	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sept. 17	Google folder	Ashley Bishop, Zach Ramirez, Judy Knight	Agenda	Oct 19-End of 1st Nine Weeks		
Grade level Data digs	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Oct. 8,10	substitutes, NSGRA data, MAP data, STAAR data	Ashley Bishop, Zach Ramirez, Judy Knight	Agendas and goal setting	23-Oct		
NSGRA- DATA compiled	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	3-Sep	chromebooks	Ashley Bishop, Zach Ramirez, Judy Knight	Summary Report	Sept. 30		
MAP Data Compiled	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Oct.4	chromebooks	Ashley Bishop, Zach Ramirez, Judy Knight	Summary Report	23-Oct		

	<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>

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	To have an objective based lesson plan that meets the needs of a diverse learning population.	To become a data driven culture that makes informed decisions for all students that is based around multiple data points.	
<b>Desired 90-day Outcome</b>	To have common lessons implemented across ELAR	To impenent lessons that reflect the data dig	
<b>Barriers to Address During this Cycle</b>	teacher stamina, student stamina	time to implement the interventions with fidelity	
<b>District Actions for this Cycle</b>	Dsistrict will ensure 3rd nine weeks curriculum is posted and accurate and	District will provide MOY MAP assesment and time for professional learning on 1/20	
<b>District Commitments Theory of Action</b>	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
completed 9 Bi-weekly PLC	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Jan. 13	formative assesments	Ashley Bishop, Zach Ramirez, Judy Knight, and all teachers	Agendas	Jan. 20		
Lesson Feedbacks	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Dec.1	lesson plans, google folder	Ashley Bishop, Zach Ramirez, Judy Knight, and all teachers	lesson plan, walk through feedback forms	1-Dec		
100% of 3-5 ELAR teachers have had learning walks with meaningful feedback based on their lesson plans	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Dec. 15	lesson plans, google folder	Ashley Bishop, Zach Ramirez, Judy Knight, and all teachers	lesson plan, walk through feedback forms	dec. 15		
Completed a Second data dig with Grade levels	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	17-Jan	map data, NSGRA data	Ashley Bishop, Zach Ramirez, Judy Knight, and all teachers	agenda. Goal sheets	Jan. 17		
MAP Data Compiled	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	24-Jan	map data, NSGRA data	Ashley Bishop, Zach Ramirez, Judy Knight, and all teachers	data summary	Jan. 24		
NSGRA data	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	17-Jan	map data, NSGRA data	Ashley Bishop, Zach Ramirez, Judy Knight, and all teachers	data summary	Jan. 17		

	<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>

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	To have an objective based lesson plan that meets the needs of a diverse learning population.	To become a data driven culture that makes informed decisions for all students that is based around multiple data points.	
<b>Desired 90-day Outcome</b>	100% of ELAR teachers are implenting the lesson plan with fidelity and understanding	To adjust lessons based of the last data dig to begin the needed interventions for students	
<b>Barriers to Address During this Cycle</b>	complete understaning of balance literacy	ensuring that all three data points are completed and students are giving 100% effort on all formative assesments	
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>	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
Completed 12 Bi-weekly PLC	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	3/16/-5/15/19	agendas, scheduled time for the second PLC	Ashly, Judy, Zach	PLC agendas	15-May		
50% of 3-5 ELAR teachers have had 2 learning walks with meaningful feedback based on their lesson plans	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Apr.15	Scheduled walks, scheduled time to discuss feedback	Ashly, Judy, Zach	Learning walk forms, lesson plans. Admin calendars w/ feedback sessions	22-May		
Completed a 3rd data dig with Grade levels	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Apr.15	Sub, schedule, and agendas	Ashly, Judy, Zach,Teachers	MAP/NSGRA Data, PLC agenda	15-Apr		
MAP Data Compiled	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	6-May	Chromebooks, schedule for all to complete the MAP tesging	ashley, judy, Zach, Teachers	MAP data	6-May		
NSGRA data compiled	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Apr 6	NSGRA testing kits, Time s	Ashley, Judy, Zach, Teachers	NSGRA data	15-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							
	<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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	To have an objective based lesson plan that meets the needs of a diverse learning population.	To become a data driven culture that makes informed decisions for all students that is based around multiple data points.	
<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.

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>	To have a system in place that all ELAR teachers are implementing a common lesson plan.	To have 3 data points in order to compare during that cycles data dig	
<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>			

#### 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							

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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							

**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>