

Campus Information							
District Name	San Angelo ISD	Campus Name	Belaire Elementary	Superintendent	Carl Dethloff	Principal	Lindsay Carr
District Number	226903	Campus Number	226903-103	District Coordinator of School Improvement (DCSI)	Shelly Huddleston	ESC Support	ESC Region XV-David Bedford

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. <p style="text-align: right;">Shelly Huddleston, Septemebr 23, 2019</p>
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. <p style="text-align: right;">Shelly Huddleston, Septemebr 23, 2019</p>
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. <p style="text-align: right;">Lindsay Carr September 11, 2019</p>
Board Approval Date	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 36 obtain a scale score of 62; Domain 2: 39 obtain a scale score of 63; Domain 3: 25 to obtain a scale score of 61
	What changes in student group and subject performance are included in these goals?	We are low in all areas, so we believe we must focus on all subjects and student groups.
	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.	4
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3

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.	3
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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction	
Rationale	We need to ensure that instruction is aligned to lesson plans and District Curriculum/State Standards and is objective-driven. Giving feedback to teachers will help to build solid plans that align with actual instruction.	With our administrative team being aware of data, we can work better with teacher teams to guide data digs and instruction based on data. We need to focus on making sure that common assessments are built into the schedule/PLC process. Students must know how to track their own data and	
Desired Annual Outcome	All teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans consistently.	All teachers take time during planning meetings before each 9-weeks to look at upcoming high-priority learning standards and develop common assessments. 100% of teachers will effectively track student data and converse during PLCs to determine effective Tier 2 and Tier 3 instruction and track progress after the	
Barriers to Address During the Year	Teachers' comfort level in getting used to true collaborative planning. Rather than just showing up and trading plans, they need to have interdependency that is centered on objectives. They will have to get used to having conversations and true collaboration.	Developing an effective system to track data and make instructional decisions based on that data. Building time into the work day schedule to create (at least) 1/2 day planning days per team. Sub availability is also a barrier.	

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 reteach 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

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction	
Desired Annual Outcome	All teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans consistently.	Teachers take time before each 9 weeks to plan out high priority learning standards and develop common assessments. 100% of teachers will track student data. 100% of students will track their own data.	
Desired 90-day Outcome	60% of teachers will meet weekly in planning sessions. The week of October 7th teach	60% of teachers will meet weekly in planning sessions. The week of October 7th teach	
Barriers to Address During this Cycle	Setting the expectation of planning sessions' success criteria	Sub availability, developing and adhering to an effective planning/data tracking system	
District Actions for this Cycle	Ensure that curriculum for 2nd 9-weeks is posted, available, and accurate	Ensure that curriculum for 2nd 9-weeks is posted, available, and accurate. Provide acc	
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 reteach 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
Make a schedule of planning sessions for each grade level and make plans for a member of the admin. team to join the planning session.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Sep-19	Master schedule, Outlook Calendar	Principal	PLC Agendas	Every 3 weeks-October 1, 2019		
Schedule subs to cover for half days for teachers in October	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	23-Sep-19	budget for subs	Principal	Frontline report	30-Oct-19		
Alignment in lesson plans between teachers in the same grade level and actual lessons being carried out.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Sep-19	Google Form	Principal and IC	Google forms, lesson plans in Forethought	Every Friday. October 1, 2019		
Common assessments developed in math and reading for 2nd 9 weeks	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	15-Oct-19	subs, Aware access in Eduphoria for teachers	Principal, IC	Common Assessments and data in Aware	30-Oct-19		
All teachers have data trackers in place for all students	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	15-Oct-19	Aware access, Technology access to Google Sheets	Teachers, IC	Data trackers	1-Nov-19		
100 % of teachers' lesson plans and white boards have Learning Intention and Success Criteria	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	15-Oct-19	Forethought Access, classroom walkthrough Google form	Teachers, IC, Principal	Forethought Access	1-Nov-19		

Teachers will meet with Scholastic Coaches to work on guided reading lesson plans	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	30-Sep-19	Leveled Books, GR lesson plan templates	Teachers, IC, Principal	GR Lesson plans	1-Nov-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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction	
Desired Annual Outcome	All teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans consistently.	Teachers take time before each 9 weeks to plan out high priority learning standards and develop common assessments. 100% of teachers will track student data. 100% of students will track their own data.	
Desired 90-day Outcome	75% of teachers will meet weekly in planning sessions. The week of January	100% of teachers will meet weekly in planning sessions and be able to effectively plan	
Barriers to Address During this Cycle	Setting the expectation of planning sessions' success criteria	Sub availability, developing and adhering to an effective planning/data tracking system	
District Actions for this Cycle	Ensure that curriculum for 3rd 9-weeks is posted, available, and accurate	Ensure that curriculum for 3rd 9-weeks is posted, available, and accurate. Access to 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 reteach 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
Schedule subs to cover for half days for teachers the first week of February to plan lessons aligned to TEKS	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	9-Jan-20	budget for subs	Principal	Frontline absence report	15-Feb-20		
Alignment in lesson plans between teachers in the same grade level and actual lessons being carried out	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	7-Jan-20	Forethought plans; Google forms for walkthroughs	Principal, IC	Google forms	15-Feb-20		
Common assessments developed in math and reading for 3rd 9 weeks	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec-19	subs, Aware access in Eduphoria for teachers	Principal, IC	Common Assessments and data in Aware	20-Dec-19		
All teachers use data trackers to inform instruction without being prompted	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	15-Dec-19	Forethought plans; Google forms for walkthroughs	Principal and IC	Lesson Plans, Data Trackers	30-Jan-20		
Students will be able to have conversations about their data, their growth, and refer to their personal data trackers	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec-19	walkthroughs; google forms	Prncpal and IC	Google Forms; walkthroughs	20-Dec-19		
Teachers will work with Scholastic Literacy Coaches to create Guided Reading Lesson Plans	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	11-Nov-19	Leveled Books, GR lesson plan template	Teachers, Pincipal and IC	GR Lesson plans	15-Feb-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							

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction	
Desired Annual Outcome	All teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans consistently.	Teachers take time before each 9 weeks to plan out high priority learning standards and develop common assessments. 100% of teachers will track student data. 100% of students will track their own data.	
Desired 90-day Outcome	100% of teachers will meet weekly in planning sessions. The week of Mar	75% of teachers will meet weekly in planning sessions. The week of March 1st teacher	
Barriers to Address During this Cycle	Motivating teachers to stay the course and continue having high expecta	Sub availability, developing and adhering to an effective planning/data tracking system	
District Actions for this Cycle	Ensure that curriculum for 4th 9-weeks is posted, available, and accurate	Ensure that curriculum for 4th 9-weeks is posted, available, and accurate	
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 reteach to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Aseessments 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% Alignment in lesson plans between teachers in the same grade level and evidence of lesson plans being followed with fidelity.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	9-Mar-20	Forethought plans, Google forms for walkthroughs	Principal	Google forms, lesson plans	22-May-20		
Common assessments developed in math and reading for 4th nine weeks	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	9-Mar-20	subs, Aware access in Eduphoria	Principal, IC, Teachers	Common Assessment loaded in Aware	24-Apr-20		
All teachers use data trackers to inform instruction without being prompted	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	9-Mar-20	forethought plans, Google forms for walkthroughs	Principal, IC, Teachers	Lesson plans, data trackers	24-Apr-20		
Students will be able to have concersations about their data, their growth and refer to their personal data trackers	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	9-Mar-20	walkthroughs, Google forms	Principal and IC	Google forms, student conferences	24-Apr-20		
Teachers will work with Scholastic Literacy Coaches to plan guided reading lessons	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	9-Mar-20	leveled book, GR lesson plan templates	Principal and IC	GR lesson plans	22-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	All teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans consistently.		
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	60% of teachers will meet weekly in planning sessions. The week of October 7th teachers will have a half day for planning for the 2nd 9 weeks. They will develop a common assessment for Math and Reading.	60% of teachers will meet weekly in planning sessions. The week of October 7th teachers will have a half day for planning for the 2nd 9 weeks. They will develop a common assessment for Math and Reading. 100% of teachers will have a system for	
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							
	<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 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