

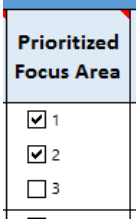
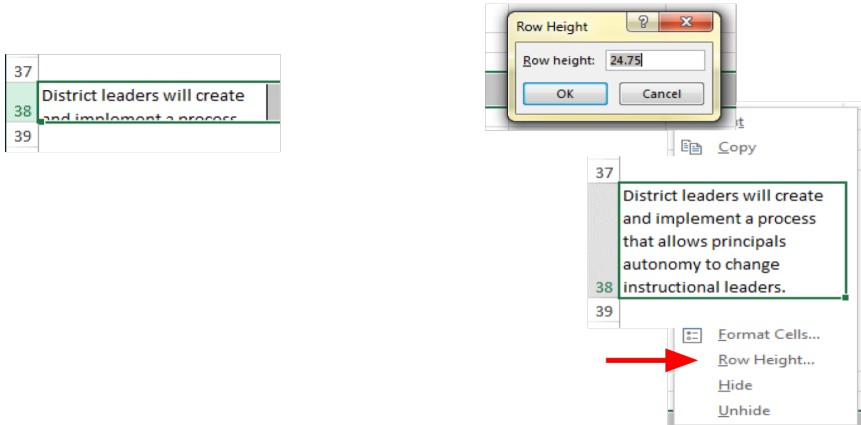
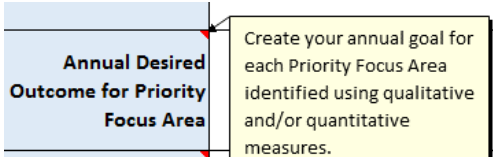
Campus Targeted Improvement Plan

Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	
Viewing cell tips	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	

<p>Printing the Template</p>	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>Barriers to address </p> <p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>
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Campus Information

District Name	Georgetown ISD	Campus Name	Cooper Elementary School	Superintendent	Fred Brent	Principal	Tish Ptomey
District Number	246904	Campus Number	000000104	District Coordinator of School Improvement (DCSI)	Gabi Niño	ESC Support	Kendra Monk

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.	Gabi Niño 9/25/2019
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.	Gabi Nino and Malinda Golden, 9/6/19
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.	Tish Ptomey, Sept. 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 - increase approaches by 10% to 73, meets by 10% to 40 and masters by 10% to 24 resulting in overall domain score of 74. Based on Domain 1 score of 74, result would be Domain 2 increase to 74. Domain 3 - increase of 10% in every student group would result in 75 overall Domain 3 score. The three Domain scores would result in an overall rating of 78 - C.
	What changes in student group and subject performance are included in these goals?	Our student outcomes are low in both overall achievement and each domain and student group. To achieve these goals in Domain 2 and 3 almost all of our student groups (low SES, hispanic, African American, SPED and LEP) will have to experience significant increases. We would like to see our "meets" achievement indicator increase by 10% points across the board.
	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.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
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.	1
Prioritized Focus Area #1	Prioritized Focus Area #2
	Prioritized Focus Area #3

Essential Action	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.
Rationale	District has adopted new ELAR resources which teachers are needing ongoing support with implementation. Campus has been inconsistent with using curriculum documents and resources. Teachers are not unpacking HPLS before designing lessons.	Teachers need support in developing lesson plans that use data to inform instruction. Teachers are unclear of how to use formative assessments.	We have not had a consistent and effective approach to collecting and using data to inform instruction in the past. Data was not received consistently across the campus. Teachers did not have ownership of data and if students were learning what they needed to learn.
Desired Annual Outcome	Teachers will have a deeper understanding of what students are expected to learn and to what depth. Then teachers will design learning experiences and assessments around the learning objectives.	Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions and administration & interventionist give feedback in meetings to help improve lesson plans.	PLCs are lead by administration or interventionist and follow the Leading Learning Document protocol after all unit tests and formative assessments. Formative assessments include retest on reteach items.
Barriers to Address During the Year	Teachers do not currently have a depth of knowledge about the TEKS. Teachers are not unpacking the TEKS before lesson planning.	Lack of knowledge on formative assessment and how to collect and use the data.	Data is not easily accessible. We do not have effective ongoing systems in base to collect data.

District Commitment Theory of Action:	If the district provides access to assessments aligned to the standards and the expected level of rigor and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection and the district ensures access to high-quality common formative assessment resources aligned
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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	
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	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	
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Prioritized Focus Areas for Improvement	Capacity Builder
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Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	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.
Desired Annual Outcome	Teachers will have a deeper understanding of what students are expected to learn and to what depth. Then teachers will design learning experiences and assessments around the learning objectives.	Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions and administration & interventionist give feedback in meetings to help improve lesson plans.	PLCs are lead by administration or interventionist and follow the Leading Learning Document protocol after all unit tests and formative assessments. Formative assessments include retest on reteach items.
Desired 90-day Outcome	Teacher will unpack their standards when lesson planning in order to understand what the student learning objective is.	Teachers will begin setting achievement goals and creating common formative assessments to measure success.	Develop a system and expectation for PLCs. Teachers begin collecting data to discuss student achievement. Student groupings in class and with interventionist is made based on evidence of mastery or the lack of on the standards.
Barriers to Address During this Cycle	Newly adopted TEKS and curriculum resources	Teachers are not currently setting achievement goals and we do not have a common formative assessment.	Teachers are learning the PLC process and expectations. Teachers do not have ownership of the PLCs and rely on others to facilitate. Administration is not able to attend on PLC mtgs. Interventionist that lead the meetings are learning the process of PLCs.
District Actions for this Cycle	Professional learning on how to unpack the standards and how to use new curriculum resources along with data.	Provide training on tools for formative assessments and how to use formative assessments. Provide item banks to use for formative assessments.	Professional learning designed around the Leading Learning document and how to use it when designing engaging work for students.
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days and we will be able to use data to inform instructional needs of students more frequently than BOY, MOY, and EOY which will lead to personalizing based on individual needs.		

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
Establish a weekly PLC mtg	#1, 2, 3	August 26, 2019	Calendar, Agendas	Admin, Interventionist	Agenda	Ongoing		
Partner w/ESC 13 for PLC Coaching	#1, 2, 3	October 4, 2019	None	Admin	Agenda, ESC feedback	Ongoing		
Through PLCs teachers will be coached on how to unpack the standards/HPLS in order to have a deeper understanding before designing the how	#1, 2	Beginning Oct. then ongoing	Curriculum Docs Schlechty Unpacking document	Admin, Interventionist	Unpacking docs, lesson plans	Ongoing		
Grade level teams will learn how to create & use a common formative assessment to measure student mastery	#1, 2, 3	Beginning Oct. then ongoing	Curriculum docs, Unpacked standards, SMART goal worksheet	Admin, Interventionist	Lesson plans, Rtl data	Ongoing		
Teachers will set mastery goals for student learning objectives, plan how learning targets are communicated with students, and how progress towards targets will be measured.	#1, 2, 3	Beginning Oct. then ongoing	Curriculum docs, Unpacked standards, SMART goal worksheet	ESC, Admin, Interventionist	SMART goal worksheet	Ongoing		
Teachers will begin reviewing and learning how to use MAP data to inform groupings for extension & intervention	#2, 3	Ongoing	MAP reports Grouping data collection tool	Admin, Interventionist	Progress on MOY MAP test	BOY, MOY, EOY		
Provide professional learning for unpacking standards	#1, 2	Sept - Oct.	Schlechty Unpacking doc	District	Copies of Schlechty docs, lesson plans	Ongoing		
Professional learning on formative assessments	#2, 3	Sept - Oct.	Link to website created for PL by district	District	Copies of formative assessments per grade level	Ongoing		

Establish procedures for bi-weekly adult learning needs and schedule meetings based on needs.	#1, 2, 3	Started in Aug.	Calendar, Agendas, Curriculum Doc, Leading Learning Doc	Admin, Interventionist, District staff	Surveys, Agenda, Lesson Plans	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
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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

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
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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	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.
Desired Annual Outcome	Teachers will have a deeper understanding of what students are expected to learn and to what depth. Then teachers will design learning experiences and assessments around the learning objectives.	Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions and administration & interventionist give feedback in meetings to help improve lesson plans.	PLCs are lead by administration or interventionist and follow the Leading Learning Document protocol after all unit tests and formative assessments. Formative assessments include retest on reteach items.
Desired 90-day Outcome	Teacher will unpack their standards when lesson planning in order to understand what the student learning objective is and create common formative assessment that will measure student mastery	Teachers make adjustments to lesson plans based on recurring analysis of common formative assessments (observed by PLC lead (Interventionist) in PLCs)	80% of students master HPLS after reteach
Barriers to Address During this Cycle	Newly adopted TEKS and curriculum resources	Teachers are not currently setting achievement goals and we do not have a common formative assessment.	Teachers are learning the PLC process and expectations. Teachers do not have ownership of the PLCs and rely on others to facilitate. Administration is not able to attend on PLC mtgs. Interventionist that lead the meetings are learning the process of PLCs.
District Actions for this Cycle	Continual professional learning opportunities on how to unpack the standards and how to use new curriculum resources along with data.	Continual training on tools for formative assessments.	Professional learning designed around multiple ways to use data to inform instruction and how to provide Tier 2 instruction in the classroom.
District Commitments Theory of Action	If The district provides access to assessments aligned to the standards and the expected level of rigor and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days and we will be able to use data to inform instructional needs of students more frequently than BOY, MOY, and EOY which will lead to personalizing based on individual needs.		

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
Continue a weekly PLC mtg	#1, 2, 3	Started in Aug.	Calendar, Agendas	Admin, Interventionist	Agenda	Ongoing		
Teachers are setting daily goals for student learning objectives where students begin to monitor their own progress.	#1, 2, 3	Began Oct. then ongoing	Curriculum docs, Unpacked standards, SMART goal worksheet	ESC, Admin, Interventionist	SMART goal worksheet	Ongoing		
Intervention grouping will be fluid based on student mastery of standards.	#2, 3	Ongoing	MAP reports Grouping data collection tool	Admin, Interventionist	Progress on MOY MAP test	BOY, MOY, EOY		
Bi-weekly adult learning meeting designed around the needs of the staff.	#1, 2, 3	Started in Aug.	Calendar, Agendas, Curriculum Doc, Leading Learning Doc	Admin, Interventionist, District staff	Surveys, Agenda, Lesson Plans	Ongoing		

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	Teachers will have a deeper understanding of what students are expected to learn and to what depth. Then teachers will design learning experiences and assessments around the learning	Teachers use weekly PLC meetings to collaboratively unpack standards/HPLS and design their lessons using the 4 critical questions and administration & interventionist give feedback in meetings to help improve lesson plans.	PLCs are lead by administration or interventionist and follow the Leading Learning Document protocol after all unit tests and formative assessments. Formative assessments include retest on reteach items.
Did the campus achieve the desired outcome? Why or why not?			

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

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the ' <i>Self-Assessment</i> ' section. Continue to the next section titled, ' <i>ESF Diagnostic Results</i> '
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.

Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress