

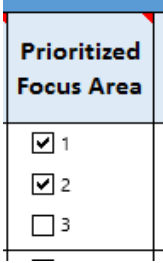
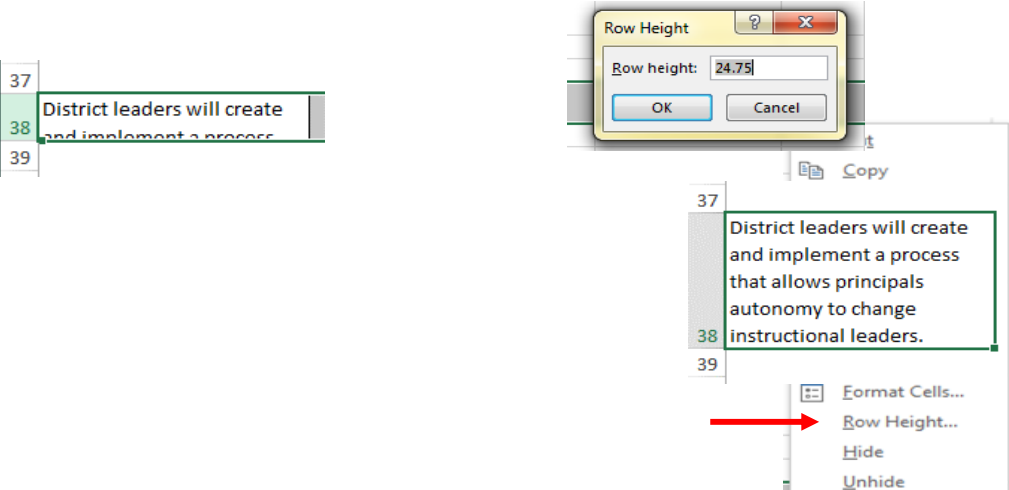
Campus Targeted Improvement Plan

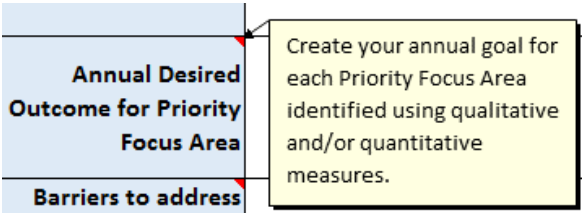
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

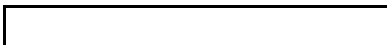
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- 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.	

<p>Viewing cell tips</p>	<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>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>



Campus Information

District Name	Rice Consolidated ISD	Campus Name	Eagle Lake Intermediate School	Superintendent	Bill Hefner, IV	Principal	Gene Glover
District Number	045903	Campus Number	000000105	District Coordinator of School Improvement (DCSI)	Melody Grigar	ESC Support	

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.	Melody Grigar, October 24, 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.	Melody Grigar, October 24, 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.	Gene Glover, October 24, 2019
Board Approval Date	2019-11-18	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 = 72, Domain 2 = 82 (Growth), Domain 3 = 75
	What changes in student group and subject performance are included in these goals?	Reading 4, Math 4, All Students, Hispanics, Economically Disadvantaged, Special Ed and ELs
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not applicable.

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.	5
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.	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.	3
5.3 Data-driven instruction.	3

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	Lesson plan design is good but delivery of the plans is inconsistent.	While data is reviewed regularly, more training is needed on how to adjust instruction for effective reteaching.	
Desired Annual Outcome	Approved lesson plans will be delivered with fidelity in all classrooms.	Formative and summative assessments will drive adjustments to instruction that will lead to greater success for all students.	
Barriers to Address During the Year	Creating time in the principal's and DCSI's schedule to read lesson plans and document walk-throughs to monitor implementation.	Building the capacity of the leadership team to facilitate better data analysis and planning.	
District Commitment Theory of Action:		If the district allows time for the DCSI/principal supervisor to support the leadership in monitoring instruction and the campus is provided training on monitoring and adjusting instruction after assessment, then the campus instruction will become more effective.	

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	Approved lesson plans will be delivered with fidelity in all classrooms.	Formative and summative assessments will drive adjustments to instruction that will lead to greater success for all students.	
Desired 90-day Outcome	Each core content teacher will have 2 documents walk-throughs - 1 by the principal and one by the DCSI or DCSI's designee. Teachers identified as Tier 2 and Tier 3 will have 2 additional walk-throughs documented. Walk-through data should verify if the lesson plan is being executed with fidelity.	The leadership team will observe a data meeting on a highly effective campus in another district to learn processes and strategies for analyzing data and adjusting instruction accordingly. The team will also participate in a Lead4ward training session on intervening after a test and will apply at least 1 strategy suggested.	
Barriers to Address During this Cycle	Time must be created in the Principal's and DCSI's calendar to allow for walk-throughs and for reading lesson plans to verify alignment.	Time will need to be made in the math and reading facilitator's schedules for the campus visit and to watch the video.	
District Actions for this Cycle	The district will provide time for the DCSI and other central office staff to allow for walk-throughs.	The district will provide funds for travel to the neighboring district. The DCSI will have to facilitate the video training.	
District Commitments Theory of Action	If the district allows time for the DCSI/principal supervisor to support the leadership in monitoring instruction and the campus is provided training on monitoring and adjusting instruction after assessment, then the campus instruction will become more effective.		

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
Facilitators will assure that common lesson plans are designed for reading and math classes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ongoing	TEKS Resource System scope and sequence, classroom instructional resources	Carrie Grigar, Leigh Ann Hudgins	Planning meeting records, lesson plans submitted by each teacher	23-Oct	Met	
Create a list of Tier 2 and Tier 3 teachers	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	23-Oct	Principal and facilitator's observations, teacher experience, prior year test scores	Gene Glover	List of teachers	23-Oct	Met	
Approve walk-through form	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	23-Oct	Previous walk-through form	Melody Grigar	Final approved form	23-Oct	Met	
Create walk-through schedule	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	23-Oct	Principal's and DCSI's schedule	Gene Glover, Melody Grigar	Finalized calendar of walk-throughs	23-Oct	Met	

Weekly walk-throughs completed	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	October 23 and ongoing throughout the year	Walk-through form, calendars	Gene Glover, Melody Grigar	Walk-through data uploaded in DMAC	Ongoing	Significant Progress	None needed. Absence of a teacher prevented schedule from being met.
Schedule and attend campus visit.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	23-Oct	None	Carrie Grigar	Summary of visit and implementation plans	29-Oct	Met	
Schedule and view Lead4ward video	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Oct. 31	Computer	Melody Grigar	Sign in sheet from viewing, plans for implementation	29-Oct	No Progress	Video viewing will be scheduled before semester exams.
	<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?	The DCSI iis the only person with access to the video and she could not be present for viewing before the dealine. That viewing will occur in December. One teacher was not observed the required number of times due to a long absence.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Student goals were not met for the first cycle except in Math 5. Writing 4 achieved 90% of its goal. All other student achievement was within 3 - 6 points of the goal. The biggest concern is Reading 5, which was 10 points below goal. A plan must be developed for accelerating the performance in that subject. RLA teachers are struggling with new TEKS and aligning tests, with 1 teacher being 1st year. In Math 3, one teacher is new to the content. Facilitators are providing more support in those areas.
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
	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Reviewing the videon on adjusting instruction after assessment will be carried over to next cycle. </div> <div style="width: 45%; text-align: center;"> New Milestones Tutorial plan will be implemented early for grade 5 reading. </div> </div>

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	Approved lesson plans will be delivered with fidelity in all classrooms.	Formative and summative assessments will drive adjustments to instruction that will lead to greater success for all students.	
Desired 90-day Outcome	Each core content teacher will have 2 documented walk-throughs - 1 by the principal and one by the DCSI or DCSI's designee. Teachers identified as Tier 2 and Tier 3 will have 2 additional walk-throughs documented. Walk-through data should verify if the lesson plan is being executed with fidelity.	Facilitators will lead data review meetings and guide necessary adjustments to instruction. The leadership team will plan in-school tutorials based on student performance data.	
Barriers to Address During this Cycle	The principal and DCSI will be out for 4 days to attend Mid-Winter Conference in January so will have to work around that commitment in completing walk-throughs.	None noted.	
District Actions for this Cycle	The district will prioritize the principal and DCSI's time for instructional leadership.	The district will allow time for DCSI to train the facilitators and teachers in the use of the Lead4ward template for tracking student growth.	
District Commitments Theory of Action	If the district allows time for the DCSI/principal supervisor to support the leadership in monitoring instruction and the campus is provided training on monitoring and adjusting instruction after assessment, then the campus instruction will become more effective.		

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
Review and revise the list of Tier 2 and Tier 3 teachers.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ongoing	Walk-through data	Gene Glover	Notes from Leadership Team meetings.	11-Feb		
Track growth of teachers in instruction and adherence to lesson plans.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Monthly, at meetings	Walk-through data, lesson plans	Carrie Grigar, math; Leigh Ann Hudgins, RLA, Gene Glover, science	T-TESS records in DMAC, growth chart	11-Feb		
Provide staff development for teachers in need of improvement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Dec - Feb	Walk-through date, teacher growth charts	Melody Grigar	PD plans for specific teachers	11-Feb		
Create growth plans for Tier 3 teachers.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	17-Jan	None	Gene Glover	Growth plans are written and delivered to teachers	11-Feb		

Review data from exams, plan and practice reteach.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	ongoing	DMAC	Carrie Grigar, math; Leigh Ann Hudgins, RLA	Data meeting notes	Ongoing		
Track student growth.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	ongoing	Tracking charts	Carrie Grigar, math; Leigh Ann Hudgins, RLA	Completed charts	Ongoing		
Plan for early support and remediation for grade 5 reading students.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	10-Jan	Tracking charts, DMAC reports	Leigh Ann Hudgins	Tutorial plan put in place and students identified.	17-Jan		
	<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	Approved lesson plans will be delivered with fidelity in all classrooms.	Formative and summative assessments will drive adjustments to instruction that will lead to greater success for all students.	
Desired 90-day Outcome	T-TESS records will document that lesson plans are delivered with fidelity using Proficient instructional practices by those teachers who are recommended for contract renewal.	Benchmark data will be used to drive adjustments to in-school tutorials, and to guide selection of students and practices for out-of-school tutorials.	
Barriers to Address During this Cycle	None noted.	Time for the facilitators to plan for tutorials must be created.	
District Actions for this Cycle	Forward principal's recommendations for teacher contracts to the school board.	Provide needed instructional resources for tutorials.	
District Commitments Theory of Action	If the district allows time for the DCSI/principal supervisor to support the leadership in monitoring instruction and the campus is provided training on monitoring and adjusting instruction after assessment, then the campus instruction will become more effective.		

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 walk-throughs and T-TESS appraisals.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	ongoing	DMAC	Gene Glover	T-TESS records	29-May		
Review benchmark data and compare to 2019 STAAR to measure progress.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	20-Mar	DMAC	Carrie Grigar, math; Leigh Ann Hudgins, RLA	DMAC reports in TEKScore	23-Mar		
Make adjustments to plan for STAAR remediation and tutorial groups, as needed	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	20-Mar	None	Carrie Grigar, math; Leigh Ann Hudgins, RLA	DMAC reports in TEKScore	ongoing		
Review improvement process at year end, make adjustments for 2020-2021 school term	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	29-May	None	Melody Grigar	Benchmark results, STAAR results, teacher growth records, student growth records	29-May		

Make contract recommendations and teacher assignments for 2020-2021	<input checked="" type="checkbox"/>	20-Apr	DMAC	Gene Glover	Principal recommendations, job postings, T-TESS records, completed SLOs	20-Apr		
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							

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	Approved lesson plans will be delivered with fidelity in all classrooms.	Formative and summative assessments will drive adjustments to instruction that will lead to greater success for all students.	
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	Each core content teacher will have 2 documents walk-throughs - 1 by the principal and one by the DCSI or DCSI's designee. Teachers identified as Tier 2 and Tier 3 will have 2 additional walk-throughs documented. Walk-through data should verify if the lesson plan is being executed with fidelity.	The leadership team will observe a data meeting on a highly effective campus in another district to learn processes and strategies for analyzing data and adjusting instruction accordingly. The team will also participate in a Lead4ward training session on intervening after a test and will apply at least 1 strategy suggested.	
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
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							

	1							
	2							
	3							
	1							
	2							
	3							
	1							
	2							
	3							
	1							
	2							
	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

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
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	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.
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 towards achieving this action.
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 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 towards achieving this action.