Sheldon Independent School District

Monahan Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 19, 2021
Public Presentation Date: October 19, 2021

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Comprehensive Needs Assessment

Revised/Approved: June 1, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

The campus site based team convened on June 1, 2021, to facilitate the development of the campus comprehensive needs assessment and the campus goals and objectives. The site-based team consisted of the following:

Name	Position
Cheri Dixon	Principal
Shara Hightower	Classroom Teacher
Ashley Aguilar	Classroom Teacher
Jennifer Weeks	Classroom Teacher
Jacqueline Miller	Classroom Teacher
Ernestine Jackson	ELA CIS
Monica Adams	Parent

The campus reviewed the following data:

- Mock assessment scores
- District Assessment data
- Istation/DRA data
- Discipline referrals
- Staff and student attendance
- Staff resignations
- Parent Engagement activities
- Remote Learning experiences

Focus areas for the upcoming school year will include the following:

1. The implementation of Early literacy instruction to improve in all academic content areas

2. The increase in the number of students at the "meets" standard on STAAR in reading and math

3. Student growth in 4th and 5th grade in reading and math

4. Continue to monitor office referrals in order to keep students in class and learning

5. The offering of enrichment activities to promote a well-rounded education for all students that supports the whole child

6. The implementation of strategies that will support the concept of differentiated instruction through the development of meaningful plans for special education and EL

students.

The campus improvement plan and parent and family engagement policy are available on campus in the front office, the campus library, the foyer of the Ney Administration building, and at the local community library.

Sheldon ISD values the support and feedback of our parents and community. To ensure that the community is well informed of campus and district information, communication is provided to all parents in both English and Spanish throughout the district. Sheldon ISD continues to expand every school year with a growing number of different languages represented in the district. To continue our commitment towards building a strong home to school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language.

Demographics

Demographics Summary

Monahan Elementary is located in Sheldon ISD on the east side of Houston, Texas.

A. Student Enrollment

Year	Enrollment
2018-2019	572
2019-2020	619
2020-2021	661

B. Student Demographic by Ethnicity

Ethnicity	Campus	District
Hispanic	62%	71.3%
African American	34%	21.1
White	2%	5.6%
Two or More Races	1%	1.2%

D. Student Demographics by Gender

Gender	Campus	District	State
Female	47.5%	49.6%	49%
Male	52.5%	50.4%	51%

E. Student Demographics by Special Populations

Special Population	Campus	District	State
Special Education	16%	7.9%	9.6%
ELL	42%	33.2%	19.7%
Gifted & Talented	5%	5.3%	8.1%
Section 504	3%	2.4%	6.5%

Special Population	Campus	District	State
Economically Disadvantaged	91.38%	82.6%	60.6%

F. Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
African American	30%	32%	10.1%
Hispanic	33%	28.7%	27.7%
White	36%	33.1%	58.4%
Asian	0%	1.1%	1.5%

G. Staff Demographics by Gender

Gender	Campus	District	State
Female	94%	77.2%	76.2%
Male	6%	22.8%	23.8%

H. Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
1st year	15%	6.8%	7.0%
1-5 years	47%	38.4%	28.9%
6-10 years	5%	20.7%	19.0%
11-20 years	28%	27.4%	29.3%
20+ years	5%	6.8%	15.7%

Demographics Strengths

- Student enrollment continues to increase each year.
- Staff population is evenly split by race.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Monahan hires a higher percentage of new teachers each year, as compared to the district. **Root Cause:** Increases in student population require more teaching staff, resulting in hiring new teachers to the campus.

Student Achievement

Student Achievement Summary

STAAR Results 20-21

Grade Level/Subject: Grade 3 Reading

Students	% Did Not Meet	% Approaching	% Meets	% Masters
All	56	44	12	3
Hispanic	54	46	11	1
African American	59	41	15	7
Economically Advantaged	56	44	11	3
LEP	44	56	9	0
Bilingual				
ESL				
Special Education	86	14	0	0
Gifted & Talented				

Grade Level/Subject: Grade 3 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	55	45	11	4
Male				
Female				
Hispanic	49	51	16	7
African American	68	32	2	0
Economically Advantaged	56	44	10	3
LEP	47	53	20	7
Bilingual				
ESL				
Special Education	82	18	5	0

Students	% Did Not Meet	% Approaching	% Met	% Masters
Gifted & Talented				

Grade Level/Subject: Grade 4 Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	70	30	9	5
Male				
Female				
Hispanic	69	31	11	7
African American	71	29	6	2
Economically Advantaged	73	27	7	3
LEP	71	29	10	8
Bilingual				
ESL				
Special Education	91	9	0	0
Gifted & Talented				

Grade Level/Subject: Grade 4 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	79	21	8	5
Male				
Female				
Hispanic	75	25	10	6
African American	85	15	6	4
Economically Advantaged	79	21	7	3
LEP	75	25	13	6
Bilingual				
ESL				
Special Education	96	4	4	4
Gifted & Talented				

Grade Level/Subject: Grade 4 Writing

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	78	28	11	3
Male				
Female				
Hispanic	66	34	16	4
African American	78	22	6	2
Economically Advantaged	74	26	9	3
LEP	69	31	15	6
Bilingual				
ESL				
Special Education	100	0	0	0
Gifted & Talented				

Grade Level/Subject: Grade 5 Science

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	50	50	15	5
Male				
Female				
Hispanic	46	54	17	6
African American	55	45	12	5
Economically Advantaged	51	49	16	5
LEP	50	50	13	6
Bilingual				
ESL				
Special Education	77	23	5	5
Gifted & Talented				

Grade Level/Subject: Grade 5 Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	45	55	25	16

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male				
Female				
Hispanic	39	61	25	17
African American	57	43	24	14
Economically Advantaged	46	54	24	14
LEP	44	56	21	10
Bilingual				
ESL				
Special Education	57	43	9	4
Gifted & Talented				

Grade Level/Subject: Grade 5 Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
All	41	59	25	9
Male				
Female				
Hispanic	32	68	33	13
African American	60	40	12	5
Economically Advantaged	43	57	23	10
LEP	35	65	35	13
Bilingual				
ESL				
Special Education	74	26	9	4
Gifted & Talented				

Istation Achievement (EOY):

Grade Level	Percent at Tier 1 and 2
1st Grade	51%
2nd Grade	65%
3rd Grade	58%
4th Grade	18%

Grade Level	Percent at Tier 1 and 2
5th Grade	64%

Student Achievement Strengths

Current reading assessment data indicates that our second and fifth grade students had an average percentage reading on level as measured on Istation.

44% of 5th grade special education students scored approaching or higher on the Reading STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement in all content and all grade levels decreased during the 20-21 school year. **Root Cause:** Hybrid learning, student attendance, and COVID 19 affected student and staff engagement in learning, resulting in low student achievement.

School Culture and Climate

School Culture and Climate Summary

School wide management continues to be a focus area for Monahan Elementary. After a boundary change in the 19-20 school year, limited educational opportunity during the pandemic, and increased overall student enrollment, students continue to need social emotional supports, including structured classrooms with clear expectations. Discipline referrals continue to decrease each year. Student attendance also showed a decreased in the 20-21 school year, by 3%. Staff attendance was also an area to watch, as many staff members had more than 10 days of absence (not including COVID related absences). Following COVID 19 recommendations, Monahan continued to work on staff morale throughout the year, by providing staff incentives and climate building activities when possible.

School Culture and Climate Strengths

There were 17 discipline referrals and 2 In School Suspension placements during the 20-21 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Social emotional support for students and staff will be required in the 21-22 school year. **Root Cause:** The COVID 19 pandemic resulted in an increase in students and staff absentee rates, which affected student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

During the 20-21 school year, student enrollment increased. This is resulting in a need for more staff, based on student/teacher classroom ratios. In addition, Monahan had 5 resignations and two transfers of teachers at the end of the school year. 2 of the 4 new hires from 20-21 have not yet passed their certification assessments, which could result in a need to hire two additional bilingual teachers for the upcoming year.

During 20-21, Monahan provided a mentor program for both 1st year and 2nd year teachers. These staff members (a total of 7 teachers) met regularly with their lead mentor, and were all assigned an additional mentor for support. Mentors were trained to provide a high level of support for both new and 2nd year teachers.

Team leaders participated in leadership training with the principal at the beginning of the year, with follow up throughout the year. Training focused on ways to support teams during the pandemic, and building cohesive working teams that support each other.

Work continues to ensure that teachers have opportunities for leadership and growth on campus. One 5th grade teacher is being transitioned into a support role on campus for the upcoming year. The math instructional specialist has become the school counselor. Opportunities are provided to those teachers who want to attend/participate in district training or leadership opportunities as well. The campus continues to have a goal of growing leaders within so that everyone has the opportunity to achieve at their highest level.

With an increase in student enrollment, transfers, promotions, and resignations, Monahan will be hiring 15 staff members, including an assistant principal.

Staff Quality, Recruitment, and Retention Strengths

5 teachers have resigned this year.

2 teachers are transferring within the district.

3 staff members have been "promoted" within the campus to leadership roles.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New staff members will need training and support to fill roles within the campus. **Root Cause:** Due to increased student enrollment and resignations or transfers, new staff members are being hired.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and support staff worked through learning how to provide the Sheldon ISD curriculum, while using hybrid learning strategies. At the beginning of 20-21, 50% of our students were online. By May of 2021, 75% of our students were back on campus. Throughout the year, however, many students moved back and forth from face to face and online learning, which created inconsistencies with instructional practices in the classrooms. This also resulted in a lower average daily attendance, and while students did login for synchronous and asynchronous learning, the quality of work produced by students was not at the same levels as we have seen in past years.

During the year, our math/science instructional specialist was moved into the counselor position, which left a vacancy in that role from the end of February to the final day of school. The principal and other district personnel supported teachers during planning and a new math/science instructional specialist has been hired to begin the 21-22 school year. We will continue to have a strong support staff, including the following team members:

- ELA Instructional Specialist
- Math/Science Instructional Specialist
- Dyslexia/Intervention Teacher
- Title 1 Intervention Teacher
- 4 Campus Support Teachers
- LPAC Paraprofessional
- Title 1 Paraprofessional
- Campus Support Paraprofessional

STAAR assessment results were affected by the COVID pandemic this year. We saw a decline in all grade levels and content areas. Looking at comparisons, our biggest area of concern will be our 5th grade students for the 21-22 school year. Plans are in place to support each grade level, with the use of the Support Team, in the areas of Math and Reading.

Our ELA classrooms will continue to focus on a balanced literacy program, with an emphasis on daily guided reading. We will be part of the CRIMSI grant with TEA for the 21-22 school year, which will focus on a solid ELA curriculum supporting diverse groups of students and closing gaps due to COVID 19. Math and Science teachers will continue to utilize the district curriculum for instructional planning.

Special education services will be reviewed for all students in the program and adjusted as needed. During the 20-21 school year, schedules needed adjustments to accommodate learning environments and needs of students. STAAR and other achievement data shows that our students in special education struggled to show the normal growth seen each year. Additional intervention and tutorials supports will be needed for these students as well.

Monahan continues to see a gap in overall performance of all students as compared to our African American students. Focusing on monitoring these students growth and achievement throughout the year will be necessary to ensure the gap can decrease and overall student performance can increase.

Curriculum, Instruction, and Assessment Strengths

ELA teachers completed the Reading Academy (Science of Teaching Reading) this year with supports from district personnel.

All teachers are becoming more independent in the practice of planning Tier 1 instructional activities that align with the state curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Monahan will adopt a new ELA curriculum this upcoming year, and will need additional training and planning supports for implementation. **Root Cause:** Due to COVID and achievement gaps in student populations, a more detailed ELA program is needed to support student learning.

Problem Statement 2: Special education students did not show growth in academic areas based on assessments results. **Root Cause:** Special education students inconsistently attended face to face instruction on campus, requiring adjustments in support schedules during the 20-21 school year.

Problem Statement 3: New teachers will need extra support in planning effective Tier 1 instructional activities aligned to the rigor of the state curriculum. **Root Cause:** Monahan is experiencing increased student enrollment, resulting in hiring new teachers on campus.

Parent and Community Engagement

Parent and Community Engagement Summary

During the 20-21 school year, family activities were limited due to the COVID 19 safety protocols. Family engagement activities were planned each 9 weeks, but there was limited participation by parents. The campus was unable to hold the face to face events that are scheduled each year (fall festival, holiday choir performance, award ceremonies) in order to follow safety protocols on campus. The Monahan PTO did not form and the parent volunteer program did not exist during the past school year.

With the easing of COVID restrictions, plans are underway to bring back these activities, while still following CDC and district guidelines for safety. In addition, the school counselor and a committee of staff members will implement the Parenting Partnership Program, which provides supports to families in learning how to assist their children in learning activities. The program also provides leadership opportunities for parents to train other parents, as the school year progresses. The school counselor and principal have also developed a plan for parent learning opportunities throughout the school year, so that parents are well equipped to understand school expectations and could better support their children in the event of a major catastrophe in the future.

Parent and Community Engagement Strengths

Most parents indicate that although the year was difficult, teachers provided effective communication to families in regard to student learning requirements.

Parents have discussed with the principal the need for supports on how to best assist their children with academic gaps caused by the COVID 19 learning environments.

Parents are eager to get back on campus to volunteer and be part of the school community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Monahan experienced a severe decrease in the number of parent/community participants in school events during the 20-21 school year. **Root Cause:** COVID 19 restrictions limited parent involvement in school activities.

School Context and Organization

School Context and Organization Summary

Monahan is predicted to enroll 665 students for the 21-22 school year. This will result in 35 total classrooms. The breakdown is as follows:

- 7 1st grade classrooms (1 additional teacher)
- 8 2nd grade classrooms (2 additional teachers)
- 7 3rd grade classrooms
- 7 4th grade classrooms
- 6 5th grade classrooms (1 additional teachers)

Monahan has a high number of students serviced through special education. Students will participate in one or more of the following special education programs, if assigned:

- Life Skills (1 teacher, 1 paraprofessional)
- Structure Unit (1 teacher, 2 paraprofessionals)
- BEST - Behavior Program (1 teacher, 2 paraprofessionals)
- Resource Math (1 teacher)
- Resource Reading (1 teacher)
- In Class Support (2 paraprofessionals)

The office staff consists of the following staff members:

- Principal
- Assistant Principal
- Counselor
- Secretary
- Attendance Clerk
- PEIMS Clerk

Students rotate daily in the Specials/Ancillary classes. The following classes are provided to students:

- Music
- Art
- PE
- Library
- Computer Lab - Digital Citizenship Class
- Social Emotional Learning Class

Two instructional specialists (ELA and Math/Science) are included on the support team, in addition to 7 intervention/support teachers and 3 paraprofessionals.

Daily PLC/Intervention time is built into the master schedule to support all students, regardless of their level, to achieve at their potential.

Monahan will have a dual language program to support EL and some non-EL students on campus in each grade level. In addition, Monahan is a Technology focused Compass School, with emphasis on incorporating technology into the implementation and enrichment of the district curriculum.

School Context and Organization Strengths

Monahan has an after school program, provided through the YMCA that students can attend at no cost.

A strong campus support team is organized to provide reading and math intervention support to every grade level.

A variety of support is in place for our students serviced through special education services.

The campus layout supports the needs of all students and staff in a way that is organized and conducive to learning.

Technology

Technology Summary

Monahan Elementary is a Technology focused Compass School. The implementation began in the 18-19 school year with 1st grade students. Each year, an additional grade level is added to the support with technology implementation. The campus also incorporates technology activities into the Specials/Ancillary classes. The following technology activities will be implemented in 21-22:

- Technology programs implemented during work stations in classrooms
- Touch screen capabilities in all grade levels
- Use of swivls equipment in classrooms for student presentations
- Green Screen/Recording station in Fine Arts area
- Virtual reality system to support learning in content areas
- Coding, Maker's Space, and robotics during intervention time
- Online reading programs to enhance students' literacy love
- Various presentation programs for student use in daily classroom activities
- One to one chrome book implementation for all students
- Digital citizenship in Specials rotation

Technology Strengths

Teachers learned several ways to incorporate effective technology use during hybrid learning.

Specials teachers have plans for technology enrichment activities during PLC time.

Students have knowledge of how to use programs and devices with little support.

Problem Statements Identifying Technology Needs

Problem Statement 1: Continue to implement technology based on Compass Schools plan, while keeping academics as a priority, after experiencing loss of learning during the COVID 19 pandemic. **Root Cause:** Students have gaps in skills due to interrupted learning in 20-21. Teachers will need additional time to provide students with appropriate interventions that support growth, while still knowing how to effectively incorporate technology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 19, 2021

Goal 1: Maximize student learning for ALL.

Performance Goal: By June 2022, Monahan Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 1: Reading STAAR Grades 3-5

The percentage of students at Approaches will increase from 43% to 65%.
The percentage of students at Meets will increase from 15% to 25%.
The percentage of students at Masters will increase from 8% to 12%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue current plan. Met the preliminary results at 62% approaching, 33% meets, 16% masters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Offer an After School Program to address students' academic and social developmental needs in a safe and inclusive environment while engaging families in each student's education which includes enrichment activities such as karate, dance, cooking, fine arts, etc. (August, September, December 2021, January, March, April 2022) **Strategy's Expected Result/Impact:** * Student attendance in the after school program * Student participation in the intervention program * Parent participation in workshops **Staff Responsible for Monitoring:** Principal, After School Program Team Leader, After School Program, Partnership Project Coordinator, and Director of Grant Development & Compliance **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Supplies and materials - $10,000, Contracted experts for enrichment activities - $1,500, academic support services - 211-Title I - $2,000	50%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold spring after school tutorials, including after school program students, for students in grades 3-5, who are not meeting standards on district assessments. January to April 2022 **Strategy's Expected Result/Impact:** 65% of all students will meet the approaches level, 25% will meet the meets level, and 12% will meet the masters level on STAAR Reading. **Staff Responsible for Monitoring:** Administrators Instructional coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** supplemental pay - 199-State Comp. Ed. - $3,500	30%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold weekly PLC sessions for teachers to ensure instructional activities align to rigor of STAAR assessments and the ELA TEKS. August 2021 to May 2022. **Strategy's Expected Result/Impact:** STAAR Reading performance increase, lesson plans showing alignment of instruction. **Staff Responsible for Monitoring:** Instructional coach Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** planning time, instructional materials (district curriculum, STAAR resources, STAAR4ward materials), guided reading/small group materials, intervention materials - 211-Title I - $2,000	50%	70%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide specific training for the After School Program Site Coordinator and staff by attending local, state and national conferences, in-district training and other training resources as required or deemed necessary. (August, October 2021, January, February, April, and June 2022) **Strategy's Expected Result/Impact:** * Principal walkthoughs * CASE report on student and parent participation * Implementation of program schedule **Staff Responsible for Monitoring:** Principal, After School Program Team Leader, After School Program, Partnership Project Coordinator, and Director of Grant Development & Compliance **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** Professional Development - 185 Partnership After-School Program (Fee-Based) - $1,500	50%	50%	70%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. September, November 2021, January, March, and June 2022 **Strategy's Expected Result/Impact:** Increased reading comprehension and critical thinking skills in students. 75% of all students meet approaches level, 36% meet meets level, and 17% meet masters level on STAAR Reading. **Staff Responsible for Monitoring:** AVID teachers Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** AVID resources, teacher collaboration time, lesson plans - 211-Title I - $6,000	50%	70%	90%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide accelerated learning support for students in grades 3-5 to increase percentages of Approaches and Meets on STAAR. September, November 2021, January, March, May 2022 **Strategy's Expected Result/Impact:** Increase in percent of students at approaching and meets on STAAR Reading **Staff Responsible for Monitoring:** Principal Instructional specialists Campus Support Teachers Campus interventionists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** intervention materials - 211-Title I - $500	60%	70%	90%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement Amplify curriculum in ELA classrooms. **Strategy's Expected Result/Impact:** Increased performance on STAAR Reading. **Staff Responsible for Monitoring:** Campus Instructional Specialist, Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** curriculum materials - 199-General funds - state grant - $0				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: The counselor will offer a transition program for students moving from kindergarten to 1st grade and students moving from 5th grade to 6 grade to provide support while creating a positive learning environment. **Strategy's Expected Result/Impact:** Students' attendance and participation in the event. **Staff Responsible for Monitoring:** Counselor and principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	N/A	N/A	N/A	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Maximize student learning for ALL.

Performance Goal: By June 2022, Monahan Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 2: Achieve 60% of students in grades 1 and 2 on grade level for reading, based on End of Year Reading assessment.

Targeted or ESF High Priority

Evaluation Data Sources: EOY Reading Assessment

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal into 22-23 school year with modification.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning meetings focused on effective implementation of balanced literacy to meet student needs. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Lesson plans Classroom observation data Planning minutes **Staff Responsible for Monitoring:** Instructional coach Campus administrators Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Curriculum documents, Planning templates, Leveled readers, Guided reading materials, teacher training - 211-Title I - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide student interventions for students below grade level in Reading October 2021 to May 2022 **Strategy's Expected Result/Impact:** Increase in percent of students on level in reading **Staff Responsible for Monitoring:** Principal Campus instructional specialists Campus support teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Intervention materials - 211-Title I - $400	50%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement Amplify curriculum in ELA classrooms. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased number of students reading on level **Staff Responsible for Monitoring:** Campus Instructional Specialist Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** curriculum materials - 199-General funds - state grant - $0	50%	60%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Maximize student learning for ALL.

Performance Goal: By June 2022, Monahan Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 3: Math STAAR Grades 3-5

The percentage of students at Approaches will increase from 41% to 65%.
The percentage of students at Meets will increase from 15% to 25%.
The percentage of students at Masters will increase from 6% to 12%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to implement Eureka math in 3rd grade. Focus on 4th grade math program and instructional supports for next year's 5th grade students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold collaborative planning sessions for teachers in grades 1-5, that focuses on TEKS review and effective instructional strategies aligned to the rigor of STAAR assessments. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** 65% of students will meet approaches level, 25% will meet meets level, and 12% will meet masters level on Math STAAR. **Staff Responsible for Monitoring:** Administrators Instructional coaches Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Curriculum documents, lesson plan templates, math materials and resources, TEKS review documents - 211-Title I - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide weekly PLC sessions that focus on instructional activities aligned to the curriculum and vertical alignment concerns. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased knowledge of math resources by math teachers. 65% of all students will meet approaches level, 25% will meet meets level, and 12% will meet masters level on STAAR Math. **Staff Responsible for Monitoring:** Principal Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** curriculum documents, student work samples - 211-Title I - $500	50%	60%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize AVID WICOR strategies in AVID classrooms with AVID trained teachers. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** 65% of students will meet approaches level, 25% will meet meets level, and 12% will meet masters level on STAAR Math. **Staff Responsible for Monitoring:** Principal AVID Site Team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** AVID organization materials - 211-Title I - $1,200	50%	60%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Hold after-school tutorials for students in grades 3-5 that are below passing campus and district assessments. January - April 2022 **Strategy's Expected Result/Impact:** 65% of all students will meet standard on Math STAAR. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** supplemental pay - 199-State Comp. Ed. - $3,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create a coding and robotics club for students that will enhance their knowledge of mathematics. January -May 2022 **Strategy's Expected Result/Impact:** Increased interest in mathematics Increased performance for identified students in mathematics **Staff Responsible for Monitoring:** Principal Coding Club Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum **- Targeted Support Strategy** **Funding Sources:** Coding software, time, supplemental pay - 199-State Comp. Ed. - $1,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide Accelerated Learning support for students below approaching on STAAR Math September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased number of students at approaching and meets on STAAR Math **Staff Responsible for Monitoring:** Principal Campus instructional specialists Campus support teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Intervention materials - 211-Title I - $500	60%	70%	90%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Maximize student learning for ALL.

Performance Goal: By June 2022, Monahan Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 4: Science STAAR

The percentage of students at Approaches will increase from 50% to 65%.
The percentage of students at Meets will increase from 15% to 25%.
The percentage of students at Masters will increase from 5% to 12%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Science program with some modifications to science lab usage and other interventions for Science. Made progress in meets and masters areas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assist teachers in planning science instruction that focuses on knowledge of the TEKS, effective instructional strategies, and alignment to the STAAR rigor and expectations. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Lesson plans aligned with district curriculum 50% of all students will meet standard on Mock Science. 65% of all students will meet approaches level, 25% will meet the meets level, and 12% will meet the masters level on STAAR Science. **Staff Responsible for Monitoring:** Math/Science Instructional Coaches Campus administrators Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Planning and instructional materials including STEMScopes, technology materials for science lab - 211-Title I - $500	50%	65%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold Science Fair and Science Extravaganza to prepare and showcase students science projects aligned to science TEKS. October 2021 , March and/or April 2022 **Strategy's Expected Result/Impact:** 65% of all students will meet standard on STAAR Science and end of year science assessments. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Project boards, awards, schedule - 211-Title I - $1,000	30%	50%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Maximize student learning for ALL.

Performance Goal: By June 2022, Monahan Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 5: Increase student performance of all sub-population groups (ELL, Special Ed, African American) by 10% on STAAR in May 2022.
AA - R: 36% to 46%, M: 28% to 38%, Sc: 44% to 54%
ELL - R: 47% to 57%, M: 48% to 58%, Sc: 48% to 58%
Sped - R: 23% to 33%, M: 16% to 26%, Sc: 21% to 31%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal into 22-23 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold staff development and support sessions for special ed and general ed teachers on accommodations/ modifications/test supports for students in special education. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased passing percentage of special ed students on Mock assessments and STAAR. **Staff Responsible for Monitoring:** District special ed staff Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** training, time, materials, student IEPs - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor student progress in all content areas and utilize date to drive instructional plans for all student sub-groups. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased passing percentage of students in special sub-populations identified on all campus, district, and state assessments **Staff Responsible for Monitoring:** Campus administrators Special Ed Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** assessment data - 199-General funds - $500	50%	70%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Review ELL student progress on all students from TELPAS, STAAR, and district assessments to plan instruction based on student needs. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased performance on district and state assessments for ELL students. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Student assessment and classroom progress data - 199-General funds - $200	50%	70%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monitor performance of African American students in grades 1-5, during PLC data review sessions, on all district assessments throughout the year. September, October, December 2021, March, May 2022 **Strategy's Expected Result/Impact:** Increased performance on Mock assessments and STAAR. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Assessment data, teacher reflection documents - 199-General funds - $200	50%	65%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a dual language program in 1st through 5th grade to support the needs of our ELL students. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased performance of ELL students on district assessments. **Staff Responsible for Monitoring:** Campus administrators Instructional coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Curriculum documents and resources in English and Spanish, leveled readers in Spanish - 199-General funds - $500	60%	70%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Maximize student learning for ALL.

Performance Goal: By June 2022, Monahan Elementary will increase the overall STAAR component score from 20 to 34 by increasing the number of students who achieve meets and masters.

Performance Objective 6: Math Grade 1-2

By May 2022, 70% of students will score 70% or higher on the end of the year assessment.

Targeted or ESF High Priority

Evaluation Data Sources: End of Year Math Assessment

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue use of Eureka Math program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide weekly collaborative planning sessions focusing on all components of the TEKS. August 2020 - June 2021 **Strategy's Expected Result/Impact:** Increased percent of students meeting standard on End of Year Math district assessments **Staff Responsible for Monitoring:** Principal Math Instructional specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Funding Sources:** planning documents - 199-General funds - $0	50%	65%	90%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

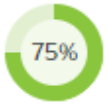
Goal 2: Attract, develop, and retain highly effective staff.

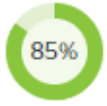
Performance Objective 1: Reduce the number of resignations of staff from 7 in 2020-2021 to no more than 5 in 2021-2022.
September, October, December 2021, January, March, April, May 2022

Evaluation Data Sources: Staff retention information

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to work on hiring practices and teacher retention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentor support for new and 2nd year teachers, including monthly meetings with principal. August 2021-May 2022 **Strategy's Expected Result/Impact:** Retention of new hires on campus **Staff Responsible for Monitoring:** Principal Campus mentors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **- Comprehensive Support Strategy** **Funding Sources:** Mentors, meeting materials - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold three climate building activities per semester for staff. August 2021 - May 2022 **Strategy's Expected Result/Impact:** Retention of staff on campus **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Comprehensive Support Strategy** **Funding Sources:** Materials for activities - 199-General funds - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide coaching support for teachers who need additional support with classroom management or instructional effectiveness. September 2021 - May 2022 **Strategy's Expected Result/Impact:** Retention of staff on campus **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **- Comprehensive Support Strategy** **Funding Sources:** Time, coaching materials - 199-General funds - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish clear roles and responsibilities for all instructional leaders. August 2021 - May 2022 **Strategy's Expected Result/Impact:** Meet campus goals for academics, behavior, and attendance. **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Comprehensive Support Strategy** **Funding Sources:** none - 199-General funds - $0				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Align planning and instructional practices to ensure classroom instruction meets the needs of all students. August 2021 - May 2022 **Strategy's Expected Result/Impact:** Meet campus academic goals **Staff Responsible for Monitoring:** Campus administrators Instructional specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Funding Sources:** none - 199-General funds - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Promote parent/community engagement.

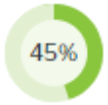
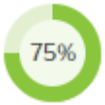
Performance Objective 1: Increase opportunities for parental engagement from 4 in the 2020-2021 school year to 7 in the 2021-2022 school year.
September, October, December 2021, January, March, April, May 2022

Evaluation Data Sources: Parent engagement session logs

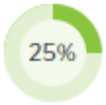
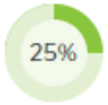
Summative Evaluation: Met Objective

Next Year's Recommendation: Held 7 events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a campus PTO group. October 2021 - May 2022 **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Campus administrators Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Comprehensive Support Strategy** **Funding Sources:** Materials for start up - 199-General funds - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide parent volunteer program. October 2021 - May 2022 **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Comprehensive Support Strategy** **Funding Sources:** Flyers - 199-General funds - $50				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold a quarterly event on campus (in conjunction with PTO) at flexible times for family participation. September 2021 - May 2022 **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Campus administrators Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Comprehensive Support Strategy** **Funding Sources:** Decorations, materials, refreshments, awards, additional staff - 211-Title I - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Hold quarterly AVID parent meetings at flexible times to ensure student success. September 2021 - May 2022 **Strategy's Expected Result/Impact:** Increased parent knowledge of program **Staff Responsible for Monitoring:** AVID Site Team **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum **- Comprehensive Support Strategy** **Funding Sources:** Parent meeting supplies - 211-Title I - $300				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Revise Parent Engagement/Involvement Policy and School-Parent Compact for the 2021-2022 school year with our Parent Advisory Committee. August 2021 **Strategy's Expected Result/Impact:** Updated policy posted on website and available to parents **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Copy of policy - 199-General funds - $0				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide parents the Parent Engagement Policy in English and Spanish at the Title 1 Parent Meeting in September, and place on the campus website. September 2021 **Strategy's Expected Result/Impact:** Parents receive policy **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Policy - 199-General funds - $0				

 No Progress  Accomplished  Continue/Modify  Discontinue

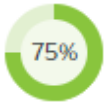
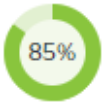
Goal 4: Ensure a safe and positive environment.

Performance Objective 1: 97% of students on average will attend school daily during the 2021-2022 school year.
September, October, December 2021, January, March, April, May 2022

Evaluation Data Sources: ADA reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Made some attendance progress but need to continue to focus in this area.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor student attendance daily. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Attendance clerk Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Funding Sources:** Daily attendance report - 199-General funds - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide student attendance data to staff weekly. August 2021 - May 2022 **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Assistant Principal Attendance Clerk **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** weekly report - 199-General funds - $0				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide incentives and intervention to students based on attendance data. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** PBIS team **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Funding Sources:** Attendance data, incentives - 211-Title I - $1,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Ensure a safe and positive environment.

Performance Objective 2: Provide transitional activities for students coming to 1st grade and 6th grade.

Evaluation Data Sources: Session log and flyer

Summative Evaluation: Met Objective

Next Year's Recommendation: Completed activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold a transition day for students in kindergarten transitioning to 1st grade. May 2022 **Strategy's Expected Result/Impact:** Attendance at transition day **Staff Responsible for Monitoring:** Counselor Early Childhood staff Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** none - 199-General funds - $0	20%	50%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold a campus visit at the middle school for students transitioning to middle school. March - April 2022 **Strategy's Expected Result/Impact:** Attendance at middle school visit **Staff Responsible for Monitoring:** Counselor Campus administrator Middle school staff **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** none - 199-General funds - $0	20%	35%	90%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Ensure a safe and positive environment.

Performance Objective 3: Transition campus to high tech campus.

Evaluation Data Sources: Technology use reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with modifications in 22-23.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Integrate technology into instructional activities. September 2020-June 2021 **Strategy's Expected Result/Impact:** Increased understanding of appropriate technology use **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Learning.com program, online resources - 211-Title I - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Ensure a safe and positive environment.

Performance Objective 4: Implement PBiS supports and strategies throughout the campus to improve student behavior management.
September, October, December 2021, January, March, April, May 2022

Evaluation Data Sources: Discipline referrals
Suspension rates

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with modifications for 22-23, based on discipline data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide training to staff on campus wide management plan. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Decreased office referrals **Staff Responsible for Monitoring:** Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Training resources - 199-General funds - $200	50%	50%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide student incentives for positive behavior. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Decreased office referrals **Staff Responsible for Monitoring:** Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Incentives - 211-Title I - $2,000	50%	60%	90%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: SISD will maintain and monitor systems to ensure financial accountability across the district.

Performance Objective 1: Follow district guidelines for responsible spending of campus budget.

Evaluation Data Sources: Campus budget reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to monitor budget reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Spend campus based budgets according to district guidelines and campus needs. September, October, December 2021, January, March, April, May 2022 **Strategy's Expected Result/Impact:** Balanced budget **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** campus budgets - 199-General funds - $0	50%	70%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hold weekly budget meetings with the campus secretary to review spending. September 2021 - May 2022 **Strategy's Expected Result/Impact:** Balanced budget **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** budget - 199-General funds - $0	50%	65%	80%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Charlotte Eggert	Interventionist	Title I	1
Joyce Burrell	Paraprofessional	Title I	1
Laura Hensley	Interventionist	Title I	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	curriculum materials	state grant	$0.00
1	2	3	curriculum materials	state grant	$0.00
1	5	1	training, time, materials, student IEPs		$500.00
1	5	2	assessment data		$500.00
1	5	3	Student assessment and classroom progress data		$200.00
1	5	4	Assessment data, teacher reflection documents		$200.00
1	5	5	Curriculum documents and resources in English and Spanish, leveled readers in Spanish		$500.00
1	6	1	planning documents		$0.00
2	1	1	Mentors, meeting materials		$500.00
2	1	2	Materials for activities		$2,000.00
2	1	3	Time, coaching materials		$500.00
2	1	4	none		$0.00
2	1	5	none		$0.00
3	1	1	Materials for start up		$500.00
3	1	2	Flyers		$50.00
3	1	5	Copy of policy		$0.00
3	1	6	Policy		$0.00
4	1	1	Daily attendance report		$0.00
4	1	2	weekly report		$0.00
4	2	1	none		$0.00
4	2	2	none		$0.00
4	4	1	Training resources		$200.00
5	1	1	campus budgets		$0.00
5	1	2	budget		$0.00
				Sub-Total	$5,650.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	supplemental pay		$3,500.00
1	3	4	supplemental pay		$3,500.00
1	3	5	Coding software, time, supplemental pay		$1,000.00
				Sub-Total	$8,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	academic support services		$2,000.00
1	1	3	planning time, instructional materials (district curriculum, STAAR resources, STAAR4ward materials), guided reading/small group materials, intervention materials		$2,000.00
1	1	5	AVID resources, teacher collaboration time, lesson plans		$6,000.00
1	1	6	intervention materials		$500.00
1	2	1	Curriculum documents, Planning templates, Leveled readers, Guided reading materials, teacher training		$500.00
1	2	2	Intervention materials		$400.00
1	3	1	Curriculum documents, lesson plan templates, math materials and resources, TEKS review documents		$1,000.00
1	3	2	curriculum documents, student work samples		$500.00
1	3	3	AVID organization materials		$1,200.00
1	3	6	Intervention materials		$500.00
1	4	1	Planning and instructional materials including STEMScopes, technology materials for science lab		$500.00
1	4	2	Project boards, awards, schedule		$1,000.00
3	1	3	Decorations, materials, refreshments, awards, additional staff		$500.00
3	1	4	Parent meeting supplies		$300.00
4	1	3	Attendance data, incentives		$1,000.00
4	3	1	Learning.com program, online resources		$2,000.00
4	4	2	Incentives		$2,000.00
				Sub-Total	$21,900.00

185 Partnership After-School Program (Fee-Based)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional Development		$1,500.00
				Sub-Total	$1,500.00

Addendums

Campus Information

District Name	Sheldon ISD	**Campus Name**	Monahan Elementary	**Superintendent**	King Davis	**Principal**	Cheri Dixon
District Number	101-924	**Campus Number**	000000104	**District Coordinator of School Improvement (DCSI)**	Christie Gates	**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.	**Christie Gates, Chief Administrative Officer, 11/4/2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	
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.	**Cheri Dixon, Principal, 11/4/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 72, Domain 2: 75, Domain 3: 70
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	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.	**3**
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.	**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
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Clear job descriptions and performance goals are in place, but we need to establish protocols for day to day practices to ensure they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI practices and generally improve as a campus.	Teachers complied with completing and submitting a lesson plan. Lesson plans were not meeting the needs of the students or aligned to the level of rigor of the TEKS. There was no feedback on lesson plans including follow up with how planning affected classroom instruction. If DDI is going to be effective, we need to strengthen both lesson plans and our feedback on them.	Have had PLCs, but they didn't focus on effective responses (reteach) from the data analysis; no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Barriers to Address During the Year	Two - 1) culturally getting teachers comfortable with a more active ILT in PLCs, and 2) the ILT's comfort and skill in observing, provide effective feedback, and coaching teachers.	Teacher receptivity to planning (and feedback) and following developed lesson plans in the classroom	ILTs ability to roll out DDI to teachers (from a teacher buy in standpoint); time management for ILT to ensure action plans are completed and followed at a high quality level

District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

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**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Benchmark	75	41	Benchmark	75		Benchmark	75		STAAR	75	
3	Math	Benchmark	75	40	Benchmark	75		Benchmark	75		STAAR	75	
4	Reading	Benchmark	75	44	Benchmark	75		Benchmark	75		STAAR	75	
4	Writing	Benchmark	55	23	Benchmark	55		Benchmark	55		STAAR	55	
4	Math	Benchmark	75	58	Benchmark	75		Benchmark	75		STAAR	75	
5	Reading	Benchmark	75	43	Benchmark	75		Benchmark	75		STAAR	75	
5	Math	Benchmark	75	52	Benchmark	75		Benchmark	75		STAAR	75	
5	Science	Benchmark	70	56	Benchmark	70		Benchmark	70		STAAR	70	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT establishes recurring bi-weekly meetings; a plan for observing and coaching teachers	Establish PLC agendas and provide feedback to every teacher on lesson plans	Every PLC, led by a member of the ILT, follows DDI protocol after return of assessment results and reteach of prioritized standards occurs within a week of DDI meetings
Barriers to Address During this Cycle	ILT's comfort with observing and coaching teachers	Teachers understanding of the components of an effective lesson cycle	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and begins every other week coaching of principal, with coaching focus on implementation plan, professional development plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
Establishment of recurring bi-weekly ILT meeting	1.1	Aug. 26	ILT calendar	Dixon	ILT calendar; meeting minutes	Ongoing		
Completed teacher training (through PLCs and faculty meeting) on components of an effective lesson plan	5.1	Oct. 14	PD materials (facilitator notes, slides, tools, examples/videos)	ILT	Lesson plans	Ongoing		
Completed teacher training (through PLCs) on formative assessment creation and analysis	5.1	Oct. 18	PD materials (facilitator notes, slides, tools, examples)	ILT	Teacher work products from training	Ongoing		

Finalization of data tracking tool for CIS	1.1	Nov. 1st	Data tracking tool	CIS	Existence of data tracking tool	Nov. 8		
Weekly Planning PLC focused on planning with real-time guidance from CIS	5.1	Nov. 1st	Planning PLC agenda	ILT	Principal and Assistant Principal obs of PLC meetings	Nov. 1st		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	5.3	Nov. 8	Data tracker, obs calendars	Dixon and Hollier	Obs calendars	Ongoing		
Weekly assessments include retest of retaught standards	5.3	Nov. 4	CIS need data trackers, prioritized standards, sample assessment questions	ILT	Copies of weekly assessments w/ retested standards	Ongoing		
Teachers and PLC leads use data tracker for all district and campus assessments	5.3	Nov. 4	Data tracker	ILT and Teachers	Data tracker	Ongoing		
Review and provide feedback on teacher lesson plans, including follow up in classroom observations for effectiveness of instructional activities	5.1	Sept. 16	Lesson plans and feedback emails	Dixon and Hollier	Feedback emails	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**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT reviews assessment data and aligns observation schedule with test results	Teachers plan for teaching of prioritized standards with formative assessments on a recurring basis as outlined in PLC sessions	PLCs conduct data meetings with fidelity for common weekly assessments as well as Mock Assessments.
Barriers to Address During this Cycle	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported not targeted	Maintain quality/frequency of feedback from ILT	Ensure quality of weekly assessments by reviewing data and assessment questions in PLC sessions.
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan for instruction; 3) Full data meeting on Mock Assessment results	5.3	Dec. 6	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		
Weekly meetings with Principal and ILT start	1.1	Jan. 8	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	Ongoing		

ILT meetings analyze test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery		Jan. 8	Data tracker, obs calendars	Principal	Obs calendars	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**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILTs calendars show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards	Teachers make adjustments to lesson plans based on recurring analysis of formative assessments (observed by PLC lead in PLCs).	80% of students master priority standards after reteach
Barriers to Address During this Cycle	Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.)	Balancing planning adjustments w/ space in the scope and sequence; plan STAAR review with quality materials	Nothing new - quality/rigor of weekly assessments
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a focus on high-quality reteach plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
All students track their data on mastery and update regularly to show progress	5.3	March 1st	Student data trackers (hard copy for student binders/folders)	ILT (to train/push out to teachers)	Copies of student trackers	March 1st (although should be rolled out starting Jan.)		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1.1	March 25th	Data tracker, obs calendars	Principal	Obs calendars	March 25th		
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan (K&S and exit tickets) 3) Full data meeting on common assessment results	5.3	Ongoing (routine established in Cycle 2)	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		

Weekly meetings with Principal and ILT continue	1.1	Ongoing (routine established in Cycle 2)	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	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	0	0	0

Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Did the campus achieve the desired outcome? Why or why not?			

Campus Information

District Name	Sheldon ISD	**Campus Name**	Monahan Elementary	**Superintendent**	King Davis	**Principal**	Cheri Dixon
District Number	101-924	**Campus Number**	000000104	**District Coordinator of School Improvement (DCSI)**	Christie Gates	**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.	**Christie Gates, Chief Administrative Officer, 11/4/2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	
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.	**Cheri Dixon, Principal, 11/4/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 72, Domain 2: 75, Domain 3: 70
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.
	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.	**3**
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.	**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
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Clear job descriptions and performance goals are in place, but we need to establish protocols for day to day practices to ensure they are better aligned with instructional leadership best practices. This will help us effectively implement strong DDI practices and generally improve as a campus.	Teachers complied with completing and submitting a lesson plan. Lesson plans were not meeting the needs of the students or aligned to the level of rigor of the TEKS. There was no feedback on lesson plans including follow up with how planning affected classroom instruction. If DDI is going to be effective, we need to strengthen both lesson plans and our feedback on them.	Have had PLCs, but they didn't focus on effective responses (reteach) from the data analysis; no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Barriers to Address During the Year	Two - 1) culturally getting teachers comfortable with a more active ILT in PLCs, and 2) the ILT's comfort and skill in observing, provide effective feedback, and coaching teachers.	Teacher receptivity to planning (and feedback) and following developed lesson plans in the classroom	ILTs ability to roll out DDI to teachers (from a teacher buy in standpoint); time management for ILT to ensure action plans are completed and followed at a high quality level

District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

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**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Benchmark	75	41	Benchmark	75		Benchmark	75		STAAR	75	
3	Math	Benchmark	75	40	Benchmark	75		Benchmark	75		STAAR	75	
4	Reading	Benchmark	75	44	Benchmark	75		Benchmark	75		STAAR	75	
4	Writing	Benchmark	55	23	Benchmark	55		Benchmark	55		STAAR	55	
4	Math	Benchmark	75	58	Benchmark	75		Benchmark	75		STAAR	75	
5	Reading	Benchmark	75	43	Benchmark	75		Benchmark	75		STAAR	75	
5	Math	Benchmark	75	52	Benchmark	75		Benchmark	75		STAAR	75	
5	Science	Benchmark	70	56	Benchmark	70		Benchmark	70		STAAR	70	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT establishes recurring bi-weekly meetings; a plan for observing and coaching teachers	Establish PLC agendas and provide feedback to every teacher on lesson plans	Every PLC, led by a member of the ILT, follows DDI protocol after return of assessment results and reteach of prioritized standards occurs within a week of DDI meetings
Barriers to Address During this Cycle	ILT's comfort with observing and coaching teachers	Teachers understanding of the components of an effective lesson cycle	Knowledge of effective reteach (PLC leads and teachers); "public" analysis of assessment results in DDI meetings
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and begins every other week coaching of principal, with coaching focus on implementation plan, professional development plan for DDI roll out, and systems that protect ILT's time to focus on instructional leadership.	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
Establishment of recurring bi-weekly ILT meeting	1.1	Aug. 26	ILT calendar	Dixon	ILT calendar; meeting minutes	Ongoing		
Completed teacher training (through PLCs and faculty meeting) on components of an effective lesson plan	5.1	Oct. 14	PD materials (facilitator notes, slides, tools, examples/videos)	ILT	Lesson plans	Ongoing		
Completed teacher training (through PLCs) on formative assessment creation and analysis	5.1	Oct. 18	PD materials (facilitator notes, slides, tools, examples)	ILT	Teacher work products from training	Ongoing		

Finalization of data tracking tool for CIS	1.1	Nov. 1st	Data tracking tool	CIS	Existence of data tracking tool	Nov. 8		
Weekly Planning PLC focused on planning with real-time guidance from CIS	5.1	Nov. 1st	Planning PLC agenda	ILT	Principal and Assistant Principal obs of PLC meetings	Nov. 1st		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	5.3	Nov. 8	Data tracker, obs calendars	Dixon and Hollier	Obs calendars	Ongoing		
Weekly assessments include retest of retaught standards	5.3	Nov. 4	CIS need data trackers, prioritized standards, sample assessment questions	ILT	Copies of weekly assessments w/ retested standards	Ongoing		
Teachers and PLC leads use data tracker for all district and campus assessments	5.3	Nov. 4	Data tracker	ILT and Teachers	Data tracker	Ongoing		
Review and provide feedback on teacher lesson plans, including follow up in classroom observations for effectiveness of instructional activities	5.1	Sept. 16	Lesson plans and feedback emails	Dixon and Hollier	Feedback emails	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**

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILT reviews assessment data and aligns observation schedule with test results	Teachers plan for teaching of prioritized standards with formative assessments on a recurring basis as outlined in PLC sessions	PLCs conduct data meetings with fidelity for common weekly assessments as well as Mock Assessments.
Barriers to Address During this Cycle	Shift from observations conducted routinely for all teachers to more frequent observations for struggling teachers - have to ensure struggling teachers feel supported not targeted	Maintain quality/frequency of feedback from ILT	Ensure quality of weekly assessments by reviewing data and assessment questions in PLC sessions.
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan for instruction; 3) Full data meeting on Mock Assessment results	5.3	Dec. 6	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		
Weekly meetings with Principal and ILT start	1.1	Jan. 8	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	Ongoing		

ILT meetings analyze test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery		Jan. 8	Data tracker, obs calendars	Principal	Obs calendars	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**

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Desired 90-day Outcome	ILTs calendars show 40% of time on IL actions, with time prioritized on teachers whose data shows significant gaps in student mastery of prioritized standards	Teachers make adjustments to lesson plans based on recurring analysis of formative assessments (observed by PLC lead in PLCs).	80% of students master priority standards after reteach
Barriers to Address During this Cycle	Time management of the ILT; systems to protect/prioritize IL time (discipline, parents, etc.)	Balancing planning adjustments w/ space in the scope and sequence; plan STAAR review with quality materials	Nothing new - quality/rigor of weekly assessments
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a focus on high-quality reteach plans	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
All students track their data on mastery and update regularly to show progress	5.3	March 1st	Student data trackers (hard copy for student binders/folders)	ILT (to train/push out to teachers)	Copies of student trackers	March 1st (although should be rolled out starting Jan.)		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1.1	March 25th	Data tracker, obs calendars	Principal	Obs calendars	March 25th		
PLCs follow 5 week cycle - 1) Common assessment planning; 2) Plan (K&S and exit tickets) 3) Full data meeting on common assessment results	5.3	Ongoing (routine established in Cycle 2)	PLC calendar and PLC agendas	ILT	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		

Weekly meetings with Principal and ILT continue	1.1	Ongoing (routine established in Cycle 2)	Meeting agendas, ILTs' calendars, data trackers	Principal	Calendar; agendas	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	0	0	0

Desired Annual Outcome	Instructional leadership team adds structure to two specific areas - leading PLCs so that they lead to effective collaborative planning, data analysis, and reteach plans, and effective and regular ILT meetings so that we are more strategic in how we plan our time, including a plan for observing and coaching teachers.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (TEKS covered, an outline of activities, journal entries, and formative assessments) and ILT leading meetings and give feedback to help improve lesson plans.	PLCs are lead by ILT and follow DDI protocol after all district created and for campus assessments (weekly assessments). Weekly assessments include retest on reteach items.
Did the campus achieve the desired outcome? Why or why not?			