

Campus Information							
<b>District Name</b>	Killeen Independent School District	<b>Campus Name</b>	Meadows Elementary School	<b>Superintendent</b>	Dr. John Craft	<b>Principal</b>	Dr. Peter Hartley
<b>District Number</b>	014906	<b>Campus Number</b>	000000108	<b>District Coordinator of School Improvement (DCSI)</b>	Mr. David Manley	<b>ESC Support</b>	Region 12 David Hamilton

Assurances	
<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.  <b>Mr. David Manley, 9/23/19</b>
<b>Principal Supervisor</b> <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.  <b>Mr. Steve Hudson, 9/23/19</b>
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.  <b>Dr. Peter Hartley, 9/23/19</b>
<b>Board Approval Date</b>	

Needs Assessment	
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year? Domain 1: 80. Domain 2:80 Domain 3:78
	What changes in student group and subject performance are included in these goals? Student performance is below the district and state expectations in several subject areas and student populations. We want to see a 10% point increase in each STAAR tested subject areas and grade levels.
	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.	2
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.	3
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Rationale</b>	We have established new roles and responsibilities for the core leadership and the various tasks we will perform that are more clearly defined. These include teachers assigned for supervision, designated PLC times for all grade levels, weekly meetings with agendas, a scheduled time to visit classrooms for calibration purposes, and the assignment of grade level team leaders. We have initiated a weekly leadership meeting to review lesson plans, WT data and student performance data to set leadership task priorities.	Although the campus has always had access to great sources of student performance data, no consistent practice was in place in the past that allowed the CLT and teachers to collaboratively analyze and use it to guide instructional practices and determine needs for re-teach and/or interventions.	
<b>Desired Annual Outcome</b>	Instructional Leadership Team will facilitate the work in PLCs to include grade level team planning using the district developed curriculum and planning documents, ensure the common assessment schedule is followed, collaboratively study student performance data and use that data to create opportunities for re-teach and interventions. As a core leadership team, we need to meet on a regular basis and plan specific time to observe teachers and provide meaningful feedback.	During PLCs, the CLT will develop and use a protocol to collaboratively analyze the student performance data on common assessments and use the data to guide future instruction to include re-teach and re-test opportunities.	
<b>Barriers to Address During the Year</b>	1.Helping teachers adjust to focusing PLC work exclusively on planning using the district curriculum documents and regular review of student data in direct collaboration with CLT. 2. Building the CLT's capacity in using the district's curriculum and planning documents and effective data analysis.	Since teachers and some of the campus leaders are not used to reviewing assessment data through an established process, it will take time to build their capacity to do so with ease and comfort.	

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**ESF Diagnostic Results**  
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic		Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>				
<b>Desired Annual Outcome</b>				
<b>Barriers to Address During the Year</b>				

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	Capacity Builder



Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Instructional Leadership Team will facilitate the work in PLCs to include grade level team planning using the district developed curriculum and planning documents, ensure the common assessment schedule is followed, collaboratively study student performance data and use that data to create opportunities for re-teach and interventions. As a core leadership team, we need to meet on a regular basis and plan specific time to observe teachers and provide meaningful feedback.	During PLCs, the CLT will develop and use a protocol to collaboratively analyze the student performance data on common assessments and use the data to guide future instruction to include re-teach and re-test opportunities.	
<b>Desired 90-day Outcome</b>	Instructional Leadership Team establishes semi-weekly PLCs for each grade level. The focus during the first nine weeks is on collaboratively studying the standards, effective planning, best instructional practices and analyzing student performance data.	After receiving the results from the curriculum unit assessments, the CLT will lead each PLC in a collaborative review of the data. Reteach will be provided in the allotted time.	
<b>Barriers to Address During this Cycle</b>	1.Helping teachers adjust to focusing PLC work exclusively on planning using the district curriculum documents and regular review of student data in direct collaboration with CLT. 2. Building the CLT's capacity in using the district's curriculum and planning documents and effective data analysis.	Since teachers and some of the campus leaders are not used to reviewing assessment data through an established process, it will take time to build their capacity to do so with ease and comfort.	
<b>District Actions for this Cycle</b>	Principal supervisor will attend at least one PLC and leadership team meeting and provide any other support the principal needs in order to effectively implement this plan.	The district's Department of Elementary School Curriculum and Instruction ensures that all curriculum planning documents, assessments and answer keys are readily available for teacher use. In addition, they provide quarterly PD on their effective implementation.	
<b>District Commitments Theory of Action</b>	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 assessments for all tested grades and subjects, and ensures that each campus has the tools necessary to determine their assessment results, then the campus will be able to establish strong data-driven instructional practices, improve the quality of lesson design with the use of the district's curriculum planning resources, 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 weekly Instructional Leadership Team Meetings.	1	9th-Sep.	Calendar, Agenda, Template	CLT	Calendar, Agenda, Meeting Minutes	Ongoing		
Lead Team conducts classroom visits to calibrate expectations using Essential 2 Coaching Tool.	1	25th-Oct.	Notepad/Computer or other device used for collecting information and Essential 2 Coaching Tool	CLT	Completed observations with details/notes of each observer	15th-Oct.		

Principal, APS, CIS, district instructional coaches and teachers collaboratively study the district's curriculum planning documents, unpack the standards to identify priority standards, study best instructional practices, identify standards for re-teach and instructional strategies for doing so and analyze student assessment data during PLCs.	1 & 5.3	Week of 9th Sep. and thereafter	Unit Planning Process Document, Unit Learning Progression Chart, Unit Pacing Calendar, IFD, TVD, CUA, YAG and ECD, Eduphoria data	CLT	Classroom observations and student performance data, PLC agenda and minutes	Ongoing		
Implementation of data tracking tool for classroom observations.	1	Week of 30th- Sep.	Unit Pacing Calendar and Essential 2 Coaching Tool for each grade Level, data tracking tool	CLT	Classroom observations and completed data tracking tool	Ongoing		
Establishment of Classroom Observation Schedule.	1	Week of 30th Sep	Calendar	CLT	Classroom observations	Ongoing		
Creation of protocol for analyzing student assessment data.	5.3	26th Sep	Principal PLC- Data Training	CLT	Protocol	Ongoing		
Analyze student performance data on common summative assessments.	5.3	After grade level administers CUAs	Data Analysis Protocol	CLT	Student assessment results	Ongoing-see unit pacing calendar		
Creation of plans for re-teach, re-test and enrichment opportunities after CUA.	5.3	See Unit Pacing Calendar	Teachers share resources, ideas and strategies	CLT	Student assessment results	Ongoing-see unit pacing calendar		
District Instructional Coaches will be assigned to the campus to support teachers with instructional practices.	5.3	27th August	District curriculum and planning documents	CLT	Observations, feedback from coaches	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?			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>Carryover Milestones</b></td> <td style="width: 50%; text-align: center;"><b>New Milestones</b></td> </tr> </table>	<b>Carryover Milestones</b>	<b>New Milestones</b>
<b>Carryover Milestones</b>	<b>New Milestones</b>		

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?

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Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Instructional Leadership Team will facilitate the work in PLCs to include grade level team planning using the district developed curriculum and planning documents, ensure the common assessment schedule is followed, collaboratively study student performance data and use that data to create opportunities for re-teach and interventions. As a core leadership team, we need to meet on a regular basis and plan specific time to observe teachers and provide meaningful feedback.	During PLCs, the CLT will develop and use a protocol to collaboratively analyze the student performance data on common assessments and use the data to guide future instruction to include re-teach and re-test opportunities.	
<b>Desired 90-day Outcome</b>	Instructional Leadership Team establishes semi-weekly PLCs for each grade level. The focus during the first nine weeks is on collaboratively studying the standards, effective planning, best instructional practices and analyzing student performance data.	After receiving the results from the curriculum unit assessments, the CLT will lead each PLC in a collaborative review of the data. Reteach will be provided in the allotted time.	
<b>Barriers to Address During this Cycle</b>	1.Helping teachers adjust to focusing PLC work exclusively on planning using the district curriculum documents and regular review of student data in direct collaboration with CLT. 2. Building the CLT's capacity in using the district's curriculum and planning documents and effective data analysis.	Since teachers and some of the campus leaders are not used to reviewing assessment data through an established process, it will take time to build their capacity to do so with ease and comfort.	
<b>District Actions for this Cycle</b>	Principal supervisor continues to support the campus principal and her leadership team by providing coaching on building the instructional capacity of her team and effective data analysis processes.	District Department of Elementary Curriculum and Instruction will continue to ensure all CUAs are available to the campuses along with timelines for submission.	
<b>District Commitments Theory of Action</b>	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 assessments for all tested grades and subjects, and ensures that each campus has the tools necessary to determine their assessment results, then the campus will be able to establish strong data-driven instructional practices, improve the quality of lesson design with the use of the district's curriculum planning resources, 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 weekly Instructional Leadership Team Meetings.	1	9th-Sep.	Calendar, Agenda, Template	CLT	Calendar, Agenda, Meeting Minutes	Ongoing		
Principal, APS, CIS, district instructional coaches and teachers collaboratively study the district's curriculum planning documents, unpack the standards to identify priority standards, study best instructional practices, identify standards for re-teach and instructional strategies for doing so and analyze student assessment data during PLCs.	1 & 5.3	Week of 9th Sep.and thereafter	Unit Planning Process Document, Unit Learning Progression Chart, Unit Pacing Calendar, IFD, TVD, CUA, YAG and ECD, Eduphoria data	CLT	Classroom observations and student performance data, PLC agenda and minutes	Ongoing		
Implementation of data tracking tool for classroom observations.	1	Week of 30th- Sep.	Unit Pacing Calendar and Essential 2 Coaching Tool for each grade Level, data tracking tool	CLT	Classroom observations and completed data tracking tool	Ongoing		

Establishment of Classroom Observation Schedule.	1	Week of 30th Sep	Calendar	CLT	Classroom observations	Ongoing		
Creation of protocol for analyzing student assessment data.	5.3	26th Sep	Principal PLC- Data Training	CLT	Protocol	Ongoing		
Analyze student performance data on common summative assessments.	5.3	After grade level administers CUAs	Data Analysis Protocol	CLT	Student assessment results	Ongoing-see unit pacing calendar		
Creation of plans for re-teach, re-test and enrichment opportunities after CUA.	5.3	See Unit Pacing Calendar	Teachers share resources, ideas and strategies	CLT	Student assessment results	Ongoing-see unit pacing calendar		
District Instructional Coaches will be assigned to the campus to support teachers with instructional practices.	5.3	27th August	District curriculum and planning documents	CLT	Observations, feedback from coaches	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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Instructional Leadership Team establishes semi-weekly PLCs for each grade level. The focus during the first nine weeks is on collaboratively studying the standards, effective planning, best instructional practices and analyzing student performance data.	During PLCs, the CLT will develop and use a protocol to collaboratively analyze the student performance data on common assessments and use the data to guide future instruction to include re-teach and re-test opportunities.	
<b>Desired 90-day Outcome</b>	Leadership Team Calendars and Essential 2 Coaching Tools show that CLT appraisers are spending more time in the teachers' classrooms whose assessment data indicate a need for extra support.	After receiving the results from the curriculum unit assessments, the CLT will lead each PLC in a collaborative review of the data. Reteach will be provided in the allotted time.	
<b>Barriers to Address During this Cycle</b>	1. Helping teachers adjust to focusing PLC work exclusively on planning using the district curriculum documents and regular review of student data in direct collaboration with CLT. 2. Building the CLT's capacity in using the district's curriculum and planning documents and effective data analysis.	Since teachers and some of the campus leaders are not used to reviewing assessment data through an established process, it will take time to build their capacity to do so with ease and comfort.	
<b>District Actions for this Cycle</b>	Principal supervisor continues to support the campus principal and her leadership team by providing coaching on building the instructional capacity of her team and effective data analysis processes.	District Department of Elementary Curriculum and Instruction will continue to ensure all CUAs are available to the campuses along with timelines for submission.	
<b>District Commitments Theory of Action</b>	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 assessments for all tested grades and subjects, and ensures that each campus has the tools necessary to determine their assessment results, then the campus will be able to establish strong data-driven instructional practices, improve the quality of lesson design with the use of the district's curriculum planning resources, 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 weekly Instructional Leadership Team Meetings.	1	9th-Sep.	Calendar, Agenda, Template	CLT	Calendar, Agenda, Meeting Minutes	Ongoing		
Principal, APS, CIS, district instructional coaches and teachers collaboratively study the district's curriculum planning documents, unpack the standards to identify priority standards, study best instructional practices, identify standards for re-teach and instructional strategies for doing so and analyze student assessment data during PLCs.	1 & 5.3	Week of 9th Sep. and thereafter	Unit Planning Process Document, Unit Learning Progression Chart, Unit Pacing Calendar, IFD, TVD, CUA, YAG and ECD, Eduphoria data	CLT	Classroom observations and student performance data, PLC agenda and minutes	Ongoing		
Implementation of data tracking tool for classroom observations.	1	Week of 30th- Sep.	Unit Pacing Calendar and Essential 2 Coaching Tool for each grade Level, data tracking tool	CLT	Classroom observations and completed data tracking tool	Ongoing		

Establishment of Classroom Observation Schedule.	1	Week of 30th Sep	Calendar	CLT	Classroom observations	Ongoing		
Creation of protocol for analyzing student assessment data.	5.3	26th Sep	Principal PLC- Data Training	CLT	Protocol	Ongoing		
Analyze student performance data on common summative assessments.	5.3	After grade level administers CUAs	Data Analysis Protocol	CLT	Student assessment results	Ongoing-see unit pacing calendar		
Creation of plans for re-teach, re-test and enrichment opportunities after CUA.	5.3	See Unit Pacing Calendar	Teachers share resources, ideas and strategies	CLT	Student assessment results	Ongoing-see unit pacing calendar		
District Instructional Coaches will be assigned to the campus to support teachers with instructional practices.	5.3	27th August	District curriculum and planning documents	CLT	Observations, feedback from coaches	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?

	<b>Carryover Milestones</b>	<b>New Milestones</b>
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Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			

<b>Desired Annual Outcome</b>	Instructional Leadership Team will facilitate the work in PLCs to include grade level team planning using the district developed curriculum and planning documents, ensure the common assessment schedule is	During PLCs, the CLT will develop and use a protocol to collaboratively analyze the student performance data on common assessments and use the data to guide future instruction to include re-teach and re-test opportunities.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>			



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**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>
	<b>New Milestones</b>