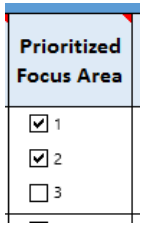
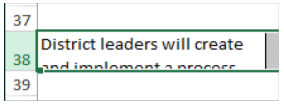
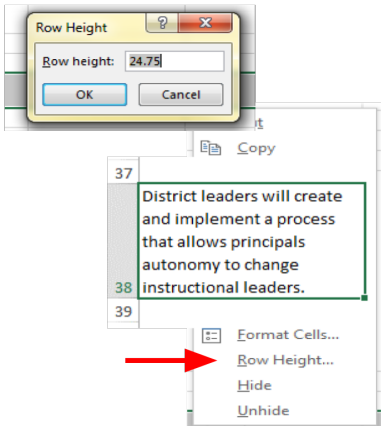
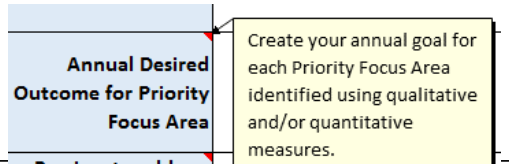
Campus Targeted Improvement Plan

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

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

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

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

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

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

District Name	Georgetown ISD	**Campus Name**	Forbes Middle School	**Superintendent**	Fred Brent	**Principal**	Justin Del Bosque
District Number	246904	**Campus Number**	000000042	**District Coordinator of School Improvement (DCSI)**	Gabi Nino	**ESC Support**	Kendra Monk

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Gabi Nino, 9/13/19**
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.	**Dr. Malinda Golden**
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.	**Justin Del Bosque 09/06/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 80- 10% increase in Approaches, 10% increase in Meets, 5% in Masters would result in 80 B Domain 2: 70- 7% increase in Math Growth, 7% increase in Reading Domain 3: 70- 3 out of 16 indicators met in Academic Achievement and Growth, ELP indicator met, 2 student success indicators met.
	What changes in student group and subject performance are included in these goals?	Our student outcomes are low across the board. To achieve these goals in Domain 2 and 3 almost all of our student groups (low SES, hispanic, African American, SPED and LEP) will have to experience 10% gains in the meets or above range. We would like to see our "meets" achievement indicator increase by 10% points across the board.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
5.1 Objective-driven daily lesson plans with formative assessments.	**1**

5.3 Data-driven instruction.	**1**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Rationale	We are embarquing on the process of identifying high priority focus standards in core content areas, developing common quick assessements based on the individual standards, and providing remediation and enrichment opportunities for students each day based on this data.	Currently it is an expectation to have "unit plans." There is not a formal process for collecting or viewing daily lesson plans to make sure it is objective aligned.	We currently do not have job descriptions for Department Heads or Team Leads. Lack of expectations creates uncertainty in the leadership role. As a campus we will invest in Learning for our Teacher Leaders.
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	To allow for specific feedback to be provided on daily lesson planning that will ensure objective alignement with standards.	Establish clear roles and responsibilities for campus leaders. As a campus we will invest in Learning for our Teacher Leaders.
Barriers to Address During the Year	No formal leadership around this from administration until this August. Because of that this whole process is new.	No formal leadership around objective driven daily lesson plans with formative assessments. Our leadership team has to establish what this will look like.	No formal job descriptions for Department Heads or Team Leads.

District Commitment Theory of Action:	If the district recognized the unique needs of low-performing schoos, provides flexibility to address those needs and ensures access to high-quality common formative assessment tools and reliable curriculum resources aligned to state standards for all tested areas, and improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for

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 (NWEA MAP BOY)			Cycle 2 (NWEA MAP MOY)			Cycle 3 (NWEA MAP EOY)			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Reading	Other	28%	46%	Other	49		Other	52		STAAR	56	
6	Math	Other	31%	42%	Other	45		Other	48		STAAR	52	
7	Reading	Other	36%	44%	Other	47		Other	50		STAAR	54	
7	Math	Other	39%	43%	Other	46		Other	49		STAAR	53	
7	Writing	Other	25.00%		Other	28		Other	31		STAAR	35	
8	Reading	Other	37%	45%	Other	48		Other	52		STAAR	55	
8	Math	Other	35%	41%	Other	44		Other	47		STAAR	50	
8	Science	Other	42.00%		Other	45		Other	48		STAAR	51	
8	Social Studies	Other	31.00%		Other	31		Other	34		STAAR	38	
EOC	ALG1	Other	25%		Other	28		Other	31		STAAR	35	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	To allow for specific feedback to be provided on daily lesson planning that will ensure objective alignement with standards.	Establish clear roles and responsibilities for campus leaders. As a campus we will invest in Learning for our Teacher Leaders.
Desired 90-day Outcome	Content partners identify "all in" standards. "All in" standards are unpacked. 4-6 question common assessments are built to assess mastery of "all in" standards. Students that perform unsuccessfully	Determine what our picture of success is on campus in regards to objective-driven daily lesson plans. We are building the assessments during this phase as identified in prioritized focus area #1.	Collectively discuss and establish what roles and responsiblilites should/will be for department heads and team leads moving forward.
Barriers to Address During this Cycle	We are in the building phase. We will try to navigate burnout.	Weighing benefits with creating another thing teachers are responsible for.	Things that we have or have not done in these roles just because "that is the way it has alwa
District Actions for this Cycle	The District will explore formative assessment resources that will support the work of PLC Teams in Design	The district will provide professional learning that supports teams in adding depth of understading to instrutional design using the Lead Learning Documents and MAP data	The distrcit will provide regular and ongoing coaching support for the campus leader.
District Commitments Theory of Action	If the district recognized the unique needs of low-performing schoos, provides flexibility to address those needs and ensures access to high-quality common formative assessment tools and reliable curriculum resources aligned to state standards for all tested areas, and improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLC and guided by The Leading Learning Document while also providing ongoing opportunities of support to campus leaders and instructional leadership teams through coaching and feedback, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

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
Teachers select "All In" standards for core content areas	1 & 2	Septemeber 18th	*District Curriculum Docs *Lead4ward Curriculum Docs	Campus Admin	*Standards Turn In *Grade Level Essential Standards Doc	September 18	On Track	
Teachers create mini assessments for "All In" standards	1 & 2	First Friday of Each Month	*Test Bank *Lead4ward Questions	District Admin Campus Admin	*Mini Assessments in Drive	Ongoing	Some Progress	
Intervention system for remediation of "All In" standards	1 & 2	Every 3 Weeks	*Standards based intervention materials	Teachers	SOAR lists & intervention materials	Ongoing	Some Progress	
Team Lead and Department Chair Job Descriptions	3	October	*Sample Job Descriptions	Admin and Teacher Leaders	Job Description Creation	October	Some Progress	
Campus Administration Meeting to align thinking on daily lesson planning expectations.	2	November	*Current Unit Plans	Teachers and Admin	Meeting Agenda	November	No Progress	

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

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	To allow for specific feedback to be provided on daily lesson planning that will ensure objective alignement with standards.	Establish clear roles and responsibilities for campus leaders. As a campus we will invest in Learning for our Teacher Leaders.
Desired 90-day Outcome	Mini assessments built to measure mastery of "All In" standards.	Work with teacher leaders to create campus vision for unit/lesson plans.	Communicate roles and responsibilities for teacher leaders.
Barriers to Address During this Cycle	Time	Weighing benefits with creating another thing teachers are responsible for.	Negative reactions/feelings toward roles and responsibilities.
District Actions for this Cycle	The district will have secured tools that provide access to high quality qu	The district will support the work of the campus leader through coaching for lesson d	The district will provide professional learning opportunities to suppor gowth of camp
District Commitments Theory of Action	If the district recognized the unique needs of low-performing schoos, provides flexibility to address those needs and ensures access to high-quality common formative assessment tools and reliable curriculum resources aligned to state standards for all tested areas, and improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLC and guided by The Leading Learning Document while also providing ongoing opportunities of support to campus leaders and instructional leadership teams through coaching and feedback, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Continue to have mini assessments built for "All In" standards as they are presented in the YAG.	1 & 2	First Friday of Every Month	*Question Bank *Lead4ward Bank	District & Campus Admin	Mini assessments in drive	February	Some Progress	
Meeting with teacher leaders to discuss unit/lesson planning	2	February	*Sample Unit Plans *Sample Lesson Plans	Campus Admin	Agenda Minutes	February	No Progress	
Job Descriptions communicated to staff	3	December	*Collaboratively developed job descriptions	Campus Admin	Forbes Focus (Staff Weekly Update)	December	Some Progress	

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	1.1 Develop campus instructional leaders with clear roles and responsibilities.
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	To allow for specific feedback to be provided on daily lesson planning that will ensure objective alignement with standards.	Establish clear roles and responsibilities for campus leaders. As a campus we will invest in Learning for our Teacher Leaders.
Desired 90-day Outcome	Mini assessments built to measure mastery of "All In" standards.	Conversations with Teams about Unit/Lesson planning moving forward.	Application process/selection for teacher leader roles for the upcoming school year.
Barriers to Address During this Cycle	Time	Negaitve feelings/thoughts toward a possible new requirement	None that I can think of.
District Actions for this Cycle	The district will ensure that the campus is provided just in time data for analysis in the PLC and instructional design process	The district will continue to provide support in the use of data to inform lesson design as well as professional learning in the use of DuFor aligned questions through the Lead Learning Documets.	Continue to support the campus leadership team through coaching not only for the campus principal but identified campus leaders.
District Commitments Theory of Action	If the district recognized the unique needs of low-performing schoos, provides flexibility to address those needs and ensures access to high-quality common formative assessment tools and reliable curriculum resources aligned to state standards for all tested areas, and improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLC and guided by The Leading Learning Document while also providing ongoing opportunities of support to campus leaders and instructional leadership teams through coaching and feedback, then the campus will be able to plan experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

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
Mini Assessments created for "All In" standards complete for the year and moving forward until TEKS changes!	1 & 2	End of May	*Question Bank *Lead4ward Bank	District and Campus Admin	Mini Assessments in Drive	May	Some Progress	
Team Meetings around Unit/Lesson plans	2	End of May	Samples	Admin and Teachers	Team Meeting Agenda	May	No Progress	
Applications for teacher leadership positions sent out before May	3	End of April	Teacher Leader Application (Department Head & Team Lead)	Admin	Submitted Applications	May	No Progress	

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

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome		To allow for specific feedback to be provided on daily lesson planning that will ensure objective alignement with standards.	Establish clear roles and responsibilities for campus leaders. As a campus we will invest in Learning for our Teacher Leaders.
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Content partners identify "all in" standards. "All in" standards are unpacked. 4-6 question common assessments are built to assess mastery of "all in" standards. Students that perform unsuccessfully on mastery checks are provided intervention during the school day during "SOAR." PLC process started and running.	Determine what our picture of success is on campus in regards to objective-driven daily lesson plans. We are building the assessments during this phase as identified in prioritized focus area #1.	Collectively discuss and establish what roles and responsiblilites should/will be for department heads and team leads moving forward.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

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

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

Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress