

Campus Information							
District Name	Brownsville ISD	Campus Name	Canales Elementary	Superintendent	Dr. Rene Gutierrez	Principal	Myrta I Garza
District Number	031901	Campus Number	031901101	District Coordinator of School Improvement (DCSI)	Dr. Roni Louise Rentfro	ESC Support	Region One

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.
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
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.
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

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.	3
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Rationale	The campus is combining faculty and staff from 2 individual campuses and needs to create a new vision, mission, goals and values to bring the two groups together to form a unified campus focused on high expectations.	There is a need to address the usage of data to inform instruction at all grade levels and was the other lowest rated implementation level.	
Desired Annual Outcome	That the merged campus faculty, staff and students will be aligned behind a common mission, goals, a values focused on a safe environment and high expectations.	The daily lessons plans reflect the consistent and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.	
Barriers to Address During the Year	Merging of the two schools into one physically as well effectively.	Using data to revise instruction and understanding how to effectively reteach content and concepts.	

District Commitment Theory of Action: If the district provides support for developing campus commitments to stakeholder created beliefs, vision, mission and goals; and regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and 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 culture and climate will focus on the campus mission, vision and goals to drive school improvement.

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			

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	That the merged campus faculty, staff and students will be aligned behind a common, mission, goals, a values focused on a safe environment and high expectations.	The daily lessons plans reflect the consistent and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.	
Desired 90-day Outcome	Revised campus mission, vision and goals shared with campus stakeholders.	Daily formative assessments for every day for core content.	
Barriers to Address During this Cycle	Time to fully develop the shared mission, vision and goals.	Development of strong and aligned daily formative assessments.	
District Actions for this Cycle	Campus climate survey and DCSI support for revision of mission, vision and goals.	Curriculum Specialists support for data analysis and use in planning instruction.	
District Commitments Theory of Action	If the district provides support for developing campus commitments to stakeholder created beliefs, vision, mission and goals; and regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and 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 culture and climate will focus on the campus mission, vision and goals to drive school improvement.		

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
Team building activities to support the adoption of "One Team, One School"	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	August 17th through weekly	Time and supplies for team building	Principal/Dean	Wearing of team t-shirts on Fridays and campus grade level team displays.	September 27th		
Grade level meetings to work on revising mission, vision and goals	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	October	Time and supplies for team building	Principal/Dean	Wearing of team t-shirts on Fridays and campus grade level team displays.	31-Oct		
Survey of teachers, parents and students to show satisfaction of new combined campuses information.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	October	District campus needs assessment survey	DCSI and Principal	Completed surveys	4-Nov		
Review and analyze data for subpopulations to identify targeted supports.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	September	Special Education STAAR Data, EL data, and IEPs/ARDs	Principal/Dean	Revised IEPs and grouping for testing and support services.	4-Nov		
Monitoring of daily lesson plan inclusion of targeted TEKS and addressing student subpopulation needs.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	September	Lesson plans and lesson plan checklist	Principal/Dean	Lesson plan checklist	4-Nov		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	That the merged campus faculty, staff and students will be aligned behind a common, mission, goals, a values focused on a safe environment and high expectations.	The daily lessons plans reflect the consistent and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.	
Desired 90-day Outcome	Campus culture will begin to embrace and include the revised mission, vision and goals in campus meetings and activities.	Lesson plans will reflect reteach lessons supporting student progress on lowest TEKS and skills.	
Barriers to Address During this Cycle	Combining of two separate faculties and staff into one cohesive academic family.	Teacher ability to analyze data effectively to create reteach lessons.	
District Actions for this Cycle	Opportunity to collaborate with campuses with strong culture of academic success.	Opportunity for teachers to visit other successful teachers including "Blue Ribbon" can	
District Commitments Theory of Action	If the district provides support for developing campus commitments to stakeholder created beliefs, vision, mission and goals; and regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and 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 culture and climate will focus on the campus mission, vision and goals to drive school improvement.		

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
Revised vision, mission and goals posted around campus and included during faculty and stakeholders meetings as focus.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec	Posters and agendas	Principal, Dean and Liaison	Posters and agenda minutes	Feb-20		
Conduct data analysis sessions with all grade levels to determine reteach TEKS/Skills.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec	Benchmark and checkpoint data	Principal, Dean and Assistant principals	Formative assessment results	Feb-20		
Continue to review the TEKS and design aligned lessons that focus on high expectations for all students.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec	Benchmark and checkpoint data and lesson plans	Principal, Dean and Assistant principals	Lesson plans and checklist	Feb-20		
Campus leadership will closely support and monitor progress in addressing misconceptions and low TEKS instruction in lesson plans.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec	Walkthroughs and grade level meeting agendas	Principal, Dean and Assistant principals	walkthrough reports and meeting minutes	Feb-20		
Monitor implementation of lesson plans for presentation of revised plans.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec	Walkthroughs and grade level meeting agendas	Principal, Dean and Assistant principals	walkthrough reports and meeting minutes	Feb-20		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	That the merged campus faculty, staff and students will be aligned behind a common, mission, goals, a values focused on a safe environment and high expectations.	The daily lessons plans reflect the consistent and effective of formative assessments to address needed adjustments to instructional delivery, especially in re-teaching in assessed areas.	
Desired 90-day Outcome	All faculty, staff and students can share the aligned common mission, vision and goals.	Lesson plans include the needed rigor and differentiated instruction to reduce the need of reteach lessons.	
Barriers to Address During this Cycle	combining two different academic cultures	Teacher ability to analyze data effectively to create differentiated lessons that meet the needs of all learners.	
District Actions for this Cycle	District staff support the campus in combining the two cultures through leadership and culture/climate supports.	Curriculum Specialists support for data analysis and use in planning instruction.	
District Commitments Theory of Action	If the district provides support for developing campus commitments to stakeholder created beliefs, vision, mission and goals; and regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and 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 culture and climate will focus on the campus mission, vision and goals to drive school improvement.		

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
Campus activities are all focused around the common revised mission, vision and goals for Canales Elementary focused on high expectations.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Mar-20	Posters and agendas	Principal, Dean and Liaison	Posters and agenda minutes	30-Apr-20		
Refine data analysis sessions with all grade levels to determine reteach TEKS/Skills.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Mar-20	Benchmark and checkpoint data	Principal, Dean and Assistant principals	Formative assessment results	15-May-20		
Conduct data analysis sessions with all grade levels to determine re-teach TEKS/Skills.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Mar-20	Benchmark and checkpoint data and lesson plans	Principal, Dean and Assistant principals	Lesson plans and checklist	15-May-20		
Continue to review the TEKS and design aligned lessons that focus on high expectations for all students.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Mar-20	Walkthroughs and grade level meeting agendas	Principal, Dean and Assistant principals	walkthrough reports and meeting minutes	15-May-20		
Monitor implementation of lesson plans for presentation of plans revised based on feedback.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Mar-20	Walkthroughs and grade level meeting agendas	Principal, Dean and Assistant principals	walkthrough reports and meeting minutes	15-May-20		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							