

Campus Information							
District Name	Brownsville ISD	Campus Name	Morningside Elementary	Superintendent	Dr. Rene Gutierrez	Principal	Jose H. Martinez
District Number	031901	Campus Number	031901129	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	Tuesday, November 5, 2019

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.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
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	
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	Leadership team meets on a weekly basis, but only discussion that takes place are weekly and other upcoming activities. The campus leadership team needs to work towards leading PLC meetings more effectively and fomally regarding data analysis and planning.	Lesson plans are done by teachers and submitted on a regular basis. Teachers are compliant with this requirement, but lesson plans are not reviewed by the leadership team and no feedback is provided to the teachers.	Professional learning communities are in place and data in superficially analyzed, but teachers do not have the opportunity to extensively plan for reteach based on the data anlysis.
Desired Annual Outcome	Instructional leadership team adds structure to instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans. Instructional leadership team meetings will be more strategic in planning time, including on walk through expectation, documentation, and needed instructional modifications and instructional coaching.	Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.	Professional learning communities are lead by instructional leadership team and allow for in-depth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.
Barriers to Address During the Year	Getting teachers comfortable with a more active instructional leadership team and the coaching process. The instructional leadership team's comfort and skill in analysis of data and leading in the planning process.	Instructional leadership team's ability to provide recommendations on content-specific discussions; teachers' receptivity to feedback/constructive feedback.	Time management to ensure that teachers are given sufficient time to plan for data driven instruction in response to data analysis.
District Commitment Theory of Action:		If the district policies and practices prioritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, 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	
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	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 instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans.	Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.	Professional learning communities are lead by instructional leadership team and allow for in-depth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.
Desired 90-day Outcome	50% of time in weekly instructional leadership team meetings will focus on discussions concerning delivery of instruction and possible feedback provided to teachers.	Set up calendar for extended planning periods for PLC to adapt/modify plans of instruction based on data.	Professional learning community meetings led by ILT result in in the production of lesson plans which target defecient TEKS as per most recent data and ensure 3-5 day turn around of reteach instruction.
Barriers to Address During this Cycle	Comfort level of ILT with data and specific subject content to take on a leading role in PLCs	Time availability for extended planning time and possible loss of instructional time.	Specific subject matter content knowledge and ability to analyze data effectively.
District Actions for this Cycle	Schedule leadership team training with district professional development staff.	District monitoring of progress towards 90 day outcome. Observing Professional Learning Community sessions.	District monitoring of progress towards 90 day outcome. Observing Professional Learning Community sessions.
District Commitments Theory of Action	If the district policies and practices prioritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, 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
A common agenda will be used for all weekly instructional leadership meetings.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	30-Sep	Agenda Template	James Crixell	Meeting Agenda Template	11/22/2019		
Establish schedules of weekly professional learning communities.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	30-Sep	Calendar	Lily Cazares	Schedule of Meeting	10/7/2019		
All bi-weekly instructional leadership team lead professional learning community meetings will include topics directly related to data analysis to be used by teachers to adapt instruction as needed.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	9-Oct	Benchmark data, report card data, Testing Data	James Crixell, Jose Martinez	Meeting Agendas, Sign-In Sheets, Teacher Tracking Charts	11/22/2019		
Development of student data tracking tool for all teachers.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	30 Sept.	Data Tracking Tool. Previous testing data	Lily Cazares	Student tracking Charts	11/22/2019		
Instructional leadership team meeting to analyze data of first benchmark and prioritize feedback to teachers.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	18 Novermber	Data Tracking Tool, Testing Data	James Crixell, Jose Martinez	Meeting Agendas, Sign-In Sheet	18-Nov		
Teachers use data tracker for all common assessments and unit tests.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	20-Nov	Data tracker	James Crixell, Lily Cazares, Jose Martinez	Data Tracker	11/20/2019		

Teachers will post a progress tracking chart with no specific identifiable student information.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	11-Oct	Data trackers making materials	James Crixell	Pictures of posted data tracker	10/11/2019		
Schedule dates for teacher to participate in extended planning opportunities to address instructional needs based on benchmark/assessment data.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	2-Oct	Calendar, Agenda	Jose Martinez, James Crixell, Lily Cazares	Calendar	10/8/2019		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

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

Cycle 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 instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans. Instructional leadership team meetings will be more strategic in planning time, including on walk through expectation, documentation, and needed instructional modifications and instructional coaching.	Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.	Professional learning communities are lead by instructional leadership team and allow for in-depth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.
Desired 90-day Outcome	Instructional leadership team will complete a minimum of 10 walk throughs per week and provide feed back that will result in the improvement of instruction.	During extended day planning sessions, teachers will plan reteach lesson plans to address prioritized assessment standards.	Professional learning communities conduct weekly meetings with fidelity to ensure alignment within each grade level of curriculum and assessments.
Barriers to Address During this Cycle	Focus on struggling teachers to provide effective feedback and coaching as needed.	The time required for proper planning, effective analysis of data, and creation of weekly assessments.	All teachers following plans developed with fidelity to ensure data driven instruction.
District Actions for this Cycle	Monitor walkthrough data and offer feedback.	District will provide trainin on new Eduphoria lesson plan template.	District monitoring of progress towards 90 day outcome. Observing Professional Learning Community sessions.
District Commitments Theory of Action	If the district policies and practices prioritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, 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
Individual meeting with 3rd to 5th teachers to review walk through data and provide feedback.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	17-Dec	Walk through data, meeting logs	Lily Cazares, Jose Martinez, James Crixell	Walk through data and meeting logs	2/25/2020		
Instructional leadership team meeting to analyze data of second benchmark and identify groups of greater gaps to provide effective feedback to teachers.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Dec. 20	Benchmark data	Jose Martinez, James Crixell, Lily Cazares	Agenda, Sign-In sheets	2/25/2020		
Review RTI data for 3rd to 5th by Instructional leadership team to ensure proper identification of struggling students and ensure that research based data driven interventions are being provided and development of appropriate	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Dec. 20	RTI Data, Student Tracker	Lily Cazares, Jose Martinez, James Crixell	Agenda, Sign-In Sheets	2/21/2020		
Instructional leadership team will attend Leadership Coaching professional development session provided by BSD Professional Development Department.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	12/13/2019	Agenda, Sign-In Sheets	Jose Martinez, James Crixell, Lily Cazares, Cynthia Castro	Agenda, Sign-In Sheets	Dec. 20		

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 instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans.	Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.	Professional learning communities are lead by instructional leadership team and allow for in-depth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.
Desired 90-day Outcome	Instructional leadership team reviews data and will align observation schedule according test results.	Teachers make adjustments to lesson plans based on recurring analysis of benchmark scores.	Student Learning Objectives and student trackers are reviewed with teachers by instructional leadership team.
Barriers to Address During this Cycle	Time management.	Time management for teachers to plan effectively. Also the amount of standards that may require reteach.	Time availability of instructional leadership team.
District Actions for this Cycle			
District Commitments Theory of Action	If the district policies and practices prioritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, 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
Teachers meet with students individually to review their individual progress using individual tracking chart.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	2/28/2020	Individual tracking document, Student Conference Logs	James Crixell	Student Conference Logs	3/27/2020		
Instructional leadership team continues to lead extended planning sessions with teachers and ensure the completion of reteach plans.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	On going	Lesson plan template, data from most recent benchmark	Jose Martinez, James Crixell, Lily Cazares	Sign-In Sheets, Lesson plans, Agenda	5/29/2020		
Instructional leadership team meeting to analyze data of third benchmark and identify groups of greater gaps to provide effective feedback to teachers.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	4/30/2020	Benchmark data	Jose Martinez, James Crixell, Lily Cazares	Agenda, Sign-In sheets	4/30/2020		
Instructional leadership team meet with all teachers to review progress of Student Learning Objectives and trackers and provide feedback in preparation for end of year and next school year.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	4/10/2020	Student Learning Objectives per teacher, Student Trackers per teacher	Jose Martinez, Lily Cazares	Sign-In Sheets, Meeting Logs	5/30/2020		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							