

Campus Information

District Name	Cypress-Fairbanks	Campus Name	Bane ES	Superintendent	Mark Henry	Principal	Carrie Marz
District Number	101-907	Campus Number	101-907-101	District Coordinator of School Improvement (DCSI)	Ashley Clayburn	ESC Support	N/A

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.	Ashley Clayburn October 9, 2019
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.	Christina Cole October 9, 2019
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.	Carrie Marz October 9, 2019
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I: 76 Domain II Part A: 80 Domain II Part B: 85 Domain III: 80
	What changes in student group and subject performance are included in these goals?	Increase in student performance in each student group and content area for each domain.
	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.		4	
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.		4	
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.		3	
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	Teachers are getting accustomed to "extended planning" (planning two weeks ahead of time). Weekly review of lesson plans reveals that consistency among plans, regarding level of detail, is needed. Teams of teachers are working to ensure consistent alignment of the written, taught, and tested curriculum. Teams of teachers need to identify (and include in lesson plans) ideal student responses (formalized exemplars) to questions in formative assessments.	Teachers have become more proficient at reviewing and analyzing data to identify areas for improvement. Continued training and support are needed in developing and implementing instructional plans that address data-identified needs.	
Desired Annual Outcome	Extended planning is part of the school culture. Detailed lesson plans demonstrate that teachers are thoughtful and purposeful in their instruction to impact student progress. Lesson plans show ideal student responses (formalized exemplars) to ensure that assessments measure active student engagement and learning.	Teachers are proficient in using data to plan for and implement effective first-time instruction and targeted remediation to improve student academic progress.	
Barriers to Address During the Year	Barriers include: accepting change to collaborative planning routines, managing time effectively	Barriers include: transferring learning from the data review into instructional plans, providing remediation while continuing to move forward in the curriculum	
District Commitment Theory of Action:		If district policies and practices support effective instruction in schools, then the campus will use data to improve the quality of lesson plans through weekly collaborative planning meetings in an effort to improve first-time instruction.	

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	Checkpoint	35		DPM	40		Benchmark	45		STAAR	45	
3	Math	Checkpoint	35		DPM	40		Benchmark	45		STAAR	45	
4	Reading	Checkpoint	35		DPM	40		Benchmark	45		STAAR	45	
4	Writing	Checkpoint	35		DPM	40		Benchmark	45		STAAR	45	
4	Math	Checkpoint	35		DPM	40		Benchmark	45		STAAR	45	
5	Reading	Checkpoint	35		DPM	40		Benchmark	45		STAAR	45	
5	Math	Checkpoint	35		DPM	40		Benchmark	45		STAAR	45	
5	Science	Unit Test	35		DPM	40		Benchmark	45		STAAR	45	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Extended planning is part of the school culture. Detailed lesson plans demonstrate that teachers are thoughtful and purposeful in their instruction to impact student progress. Lesson plans show ideal student responses (formalized exemplars) to ensure that assessments measure active student engagement and learning.	Teachers are proficient in using data to plan for and implement effective first-time instruction and targeted remediation to improve student academic progress.	
Desired 90-day Outcome	Weekly grade-level collaborative planning sessions will result in completion of lesson plans two weeks prior to their implementation target date.	Data are used to drive instructional planning.	
Barriers to Address During this Cycle	Barriers include: planning ahead while continuing to implement the lessons for the current week.	Barriers include: restructuring collaborative team planning sessions to include time for purposeful analysis of data to drive instructional planning.	
District Actions for this Cycle	District content-area coaches make weekly campus visits to support teachers during collaborative planning sessions. The Assistant Superintendent for School Leadership and the Assistant Superintendent for School Improvement and Transformation collaborate to plan with the leadership team weekly as the campus receives added support through the CFISD Monitor School process.	District content-area coaches make weekly campus visits to support teachers during collaborative planning sessions. The Assistant Superintendent for School Leadership and the Assistant Superintendent for School Improvement and Transformation collaborate to plan with the leadership team weekly as the campus receives added support through the CFISD Monitor School process.	
District Commitments Theory of Action	If district policies and practices support effective instruction in schools, then the campus will use data to improve the quality of lesson plans through weekly collaborative planning meetings in an effort to improve first-time instruction.		

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
Lesson plans are submitted on Monday mornings for the following week.	1	Beginning 9/9/2019	Calendar denoting weeks to plan and submission dates; Google drive for lesson plan submission, lesson plan template	Teachers, Instructional Specialists	Submitted lesson plans	Every Tuesday		
Leadership team meetings provide a consistent message by using a standing agenda item to discuss lesson planning and ways to support teachers through the new two-week process.	1	Beginning 8/6/2019	Leadership team agenda	Principal	Leadership team minutes	Every Tuesday		

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
Meetings between district content-area coordinators and assistant superintendents explain the rationale for two-week planning cycles, the need for teachers to be given time in planning to discuss the upcoming week, and the need for the district instructional coaches to support this process.	1	Beginning 10/4/2019	Document outlining the rationale, how this schedule should look, and ways to respond to teacher concerns	Assistant Superintendent of School Improvement and Transformation	Leadership team observations during collaborative planning meetings	Weekly during planning meetings		
A standardized collaborative planning meeting agenda specifically includes time for data review.	2	Beginning 9/23/2019	Agenda template	Instructional Specialists	Review of collaborative team planning agendas	Weekly during planning meetings		
Leaders collect timely and relevant data and include it on the collaborative planning weekly agenda.	2	Beginning 9/23/2019	Agenda template	Instructional Specialists	Review of collaborative team planning agendas	Weekly during planning meetings		
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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Extended planning is part of the school culture. Detailed lesson plans demonstrate that teachers are thoughtful and purposeful in their instruction to impact student progress. Lesson plans show ideal student responses (formalized exemplars) to ensure that assessments measure active student engagement and learning.	Teachers are proficient in using data to plan for and implement effective first-time instruction and targeted remediation to improve student academic progress.	
Desired 90-day Outcome	Lesson plans are consistently detailed across all grade levels.	Teachers plan and implement (with fidelity) effective first-time instruction based on data analysis.	
Barriers to Address During this Cycle	Barriers include: developing teacher "ownership" in lesson plans, existing mindsets around lesson planning, addressing variations in teachers' levels of proficiency	Barriers include: using planning time effectively, managing the breath and depth of curriculum, addressing variations in teachers' levels of proficiency	
District Actions for this Cycle	District content-area coaches make weekly campus visits to support teachers during collaborative planning sessions. The Assistant Superintendent for School Leadership and Assistant Superintendent for School Improvement and Transformation collaborate to plan with the leadership team weekly as the campus receives added support through the CFISD Monitor School process.	District content-area coaches make weekly campus visits to support teachers during collaborative planning sessions. The Assistant Superintendent for School Leadership and Assistant Superintendent for School Improvement and Transformation collaborate to plan with the leadership team weekly as the campus receives added support through the CFISD Monitor School process.	
District Commitments Theory of Action	If district polices and practices support effective instruction in schools, then the campus will use data to improve the quality of lesson plans through weekly collaborative planning meetings in an effort to improve first-time instruction.		

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
Leadership team will standardizes methods for providing teachers with lesson plan feedback.	1	Beginning 12/3/2019	Exemplars of standardized feedback	Leadership team	Samples of feedback given to teachers by the leadership team	Weekly after December 3, 2019		
Leaders provide teachers with exemplar lesson plans to analyze and improve practice.	1	Beginning 12/6/2019	Exemplars of lesson plans	Leadership team	Teacher lesson plans are consistently detailed	Weekly after December 6, 2019		
Teachers adhere to "Bane's Best Practices For Effective First Instruction" document.	2	Beginning 8/26/2019	"Bane's Best Practices For Effective First Instruction" document	Teachers, Instructional Leadership Team	Lesson plans and observations	Ongoing		

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 receive instructional coaching based on data collected during Power Walks (classroom observations) and through SIBME video coaching.	2	Power Walks occur daily and SIBME video coaching has three phases implemented throughout the school year	Power Walk web-based data collection and analysis system and SIBME web-based video collection and analysis system	Instructional Leadership Team	Data reports, SIBME reflections, teacher success plan	Ongoing		
Teachers participate in long-range planning sessions.	1, 2	Beginning November 21, 2019	Agendas and lesson plans	Teachers, Instructional Leadership Team	Lesson plans	After every long-range planning session		
Teachers observe their peers to reinforce best practices.	1, 2	Beginning November 21, 2019	Observation reflection sheet	Teachers, Instructional Leadership Team	Observation reflection sheet	After every teacher observation		
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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Extended planning is part of the school culture. Detailed lesson plans demonstrate that teachers are thoughtful and purposeful in their instruction to impact student progress. Lesson plans show ideal student responses (formalized exemplars) to ensure that assessments measure active student engagement and learning.	Teachers are proficient in using data to plan for and implement effective first-time instruction and targeted remediation to improve student academic progress.	
Desired 90-day Outcome	Teams of teachers identify (and include in lesson plans) ideal student responses (formalized exemplars) to open-ended questions in formative assessments.	Teachers use data to plan for and implement targeted remediation.	
Barriers to Address During this Cycle	Barriers include: requiring change in practice	Barriers include: using planning time effectively, managing the breath and depth of curriculum, addressing variations in teachers' levels of proficiency	
District Actions for this Cycle	District content-area coaches make weekly campus visits to support teachers during collaborative planning sessions. The Assistant Superintendent for School Leadership and Assistant Superintendent for School Improvement and Transformation collaborate to plan with the leadership team weekly as the campus receives added support through the CFISD Monitor School process.	District content-area coaches make weekly campus visits to support teachers during collaborative planning sessions. The Assistant Superintendent for School Leadership and Assistant Superintendent for School Improvement and Transformation collaborate to plan with the leadership team weekly as the campus receives added support through the CFISD Monitor School process.	
District Commitments Theory of Action	If district polices and practices support effective instruction in schools, then the campus will use data to improve the quality of lesson plans through weekly collaborative planning meetings in an effort to improve first-time instruction.		

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
Leaders train teachers on the rationale, creation, and use of exemplars for formative assessments.	1	Beginning 1/10/2020	Examples of exemplars	Instructional Leadership Team	Exemplars being used in the classroom	January 13, 2020		
Collaborative planning meetings use a standardized agenda that specifically includes planning for remediation.	2	Beginning 1/10/2020	Agenda template	Instructional Specialists	Review of collaborative team planning agendas	Weekly during planning meetings		

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	Extended planning is part of the school culture. Detailed lesson plans demonstrate that teachers are thoughtful and purposeful in their instruction to impact student progress. Lesson plans show ideal student	Teachers are proficient in using data to plan for and implement effective first-time instruction and targeted remediation to improve student academic progress.	
Did the campus achieve the desired outcome? Why or why not?			