

Strategy # 1	Professional Learning Communities (PLCs) will be created in all content areas, across all grade levels to ensure instructional planning and delivery with fidelity and time for teachers to analyze data and develop instructional strategies for all students, especially English-Language Learners					
Annual Goal	2018 STAAR results will show at least a 27% reduction in failures compared to the prior year: Reading 64%, Math 64%, Writing 47%, Science 72%, Social Studies 51%					
Problem	2017 STAAR results show a low percentage of students achieved the Approaches standard: Reading 50%, Math 51%, Writing 28%, Science 61%, and Social Studies 33%					
Activity/Objective	Resp	Progress Measuring – includes formative and summative assessments, results, and data results				
		Q1 Status: Aug, Sep, Oct	Q2 Status: Nov, Dec, Jan	Q3 Status: Feb, Mar	Q4 Status: Apr, May, Jun	
		Q1 Goal: 100% of Instructional Coaches and teachers are trained on PLC Model, sheltered instruction, ELL strategies	Q2 Goal: 100% of teachers are effectively utilizing PLC model and sheltered instruction/ELL strategies	Q3 Goal: 2017-18 MOY results show at least a 15% reduction in failers compared to the prior year (goal: Reading 55%, Math 26%, Writing 37%, Science 58%, Social Studies 43%)	Q4 Goal: 2018 STAAR results will show at least a 27% reduction in failures compared to the prior year (goal: Reading 64%, Math 64%, Writing 47%, Science 72%, Social Studies 51%)	
A	Curriculum The campus has dedicated Instructional Coaches (ICs) in all 4 content areas, and a STEM coordinator	Executive Director	<ul style="list-style-type: none"> Assign 3.5 dedicated instructional coaches; Social Studies coach is 50% SIM coach 1 STEM coordinator 	<ul style="list-style-type: none"> # dedicated instructional coaches (goal: 4) # STEM coordinator (goal: 1) 	<ul style="list-style-type: none"> # dedicated instructional coaches (goal: 4) # STEM coordinator (goal: 1) 	<ul style="list-style-type: none"> # dedicated instructional coaches (goal: 4) # STEM coordinator (goal: 1)
B	Professional Learning will be provided to Instructional Coaches and/or teachers on: <ul style="list-style-type: none"> Instructional Coach training PLC model Sheltered Instruction/ELL strategies Co-teaching model SIM Model DMAC Short Cycle Assessments Tracking/monitoring of student progress District systems i.e. LPAS/SEEDS/e504/eCST 	Academic Dean	<ul style="list-style-type: none"> Develop Professional development calendar % of ICs and teachers trained on co-teaching model (goal: 100%) % of ICs and teachers trained on SIM Model (goal: 100%) % of ICs and teachers trained on DMAC (goal: 100%) % of ICs and teachers trained on creating short cycle assessments (goal: 100%) % of ICs and teachers trained on tracking/monitoring of student progress (goal: 100%) % of ICs and teachers trained on how to access LPAS/SEEDS/e504/eCST (goal: 100%) Note: Trainings may occur throughout the year and may not all be completed during Quarter 1; percents based on the number of staff needing the training, not total # of staff 	<ul style="list-style-type: none"> % of teams: <ul style="list-style-type: none"> creating short cycle assessments (goal: 100%) % of teachers: <ul style="list-style-type: none"> utilizing co-teaching model (goal: 100%) utilizing SIM Model (goal: 100%) utilizing DMAC (goal: 100%) tracking/monitoring of student progress (goal: 100%) accessing LPAS/SEEDS/e504/eCST as needed (goal: 100%) 	<ul style="list-style-type: none"> % of teams effectively: <ul style="list-style-type: none"> utilizing PLC model (goal: 100%) creating short cycle assessments (goal: 100%) % of teachers effectively:: <ul style="list-style-type: none"> utilizing sheltered instruction/ELL strategies (goal: 100%) utilizing co-teaching model (goal: 100%) utilizing SIM Model (goal: 100%) utilizing DMAC (goal: 100%) tracking/monitoring of student progress (goal: 100%) accessing LPAS/SEEDS/e504/eCST as needed (goal: 100%) 	<ul style="list-style-type: none"> % of teams effectively: <ul style="list-style-type: none"> utilizing PLC model (goal: 100%) creating short cycle assessments (goal: 100%) % of teachers effectively:: <ul style="list-style-type: none"> utilizing sheltered instruction/ELL strategies (goal: 100%) utilizing co-teaching model (goal: 100%) utilizing SIM Model (goal: 100%) utilizing DMAC (goal: 100%) tracking/monitoring of student progress (goal: 100%) accessing LPAS/SEEDS/e504/eCST as needed (goal: 100%)
C	During PLCs, administrators and instructional coaches work with teachers to: <ul style="list-style-type: none"> Establish PLC protocols Create a pacing calendar Analyze Data Deconstruct the SE's Identify and implement best instructional practices Review and create assessments Plan interventions 	Academic Dean	<ul style="list-style-type: none"> Establish expectations that during PLCs, administrators/ICs/teachers: Establish PLC protocols Create a pacing calendar Analyze Data Deconstruct the SE's Identify and implement best instructional practices Review and create assessments Plan interventions 	<ul style="list-style-type: none"> % of PLCs where administrators/ICs/teachers: <ul style="list-style-type: none"> Establish PLC protocols (goal: 100%) Create a pacing calendar (goal: 100%) Analyze Data (goal: 100%) Deconstruct the SE's (goal: 100%) Identify and implement best instructional practices (goal: 100%) Review and create assessments (goal: 100%) Plan interventions (goal: 100%) 	<ul style="list-style-type: none"> % of PLCs where administrators/ICs/teachers: <ul style="list-style-type: none"> Establish PLC protocols (goal: 100%) Create a pacing calendar (goal: 100%) Analyze Data (goal: 100%) Deconstruct the SE's (goal: 100%) Identify and implement best instructional practices (goal: 100%) Review and create assessments (goal: 100%) Plan interventions (goal: 100%) 	<ul style="list-style-type: none"> % of PLCs where administrators/ICs/teachers: <ul style="list-style-type: none"> Establish PLC protocols (goal: 100%) Create a pacing calendar (goal: 100%) Analyze Data (goal: 100%) Deconstruct the SE's (goal: 100%) Identify and implement best instructional practices (goal: 100%) Review and create assessments (goal: 100%) Plan interventions (goal: 100%)
D	Instruction Implement AISD Literacy Plan (Year 2) including Structured Independent Reading (StIR), student conferencing, Talk Read Talk Write, use of MyOn, and 60 minutes of protected time for ELA class each day.	Principal	<ul style="list-style-type: none"> Implement District Literacy Plan: Structured Independent Reading component Student conference component Talk Read Talk Write component MyOn component 	<ul style="list-style-type: none"> % teachers implementing Literacy Plan (goal: 100%) % teachers implementing Structured Independent Reading component (goal: 100%) 	<ul style="list-style-type: none"> % teachers effectively implementing Literacy Plan (goal: 100%) % teachers effectively implementing Structured Independent Reading component (goal: 100%) 	<ul style="list-style-type: none"> % teachers effectively implementing Literacy Plan (goal: 100%) % teachers effectively implementing Structured Independent Reading component (goal: 100%)

			<ul style="list-style-type: none"> • 60 minute protected time for ELA class each day 	<ul style="list-style-type: none"> • % teachers implementing student conference component (goal: 100%) • % teachers implementing Talk Read Talk Write component (goal: 100%) • % teachers implementing MyOn component (goal: 100%) • % teachers implementing 60 minute protected time for ELA class each day (goal: 100%) 	<ul style="list-style-type: none"> • % teachers effectively implementing student conference component (goal: 100%) • % teachers effectively implementing Talk Read Talk Write component (goal: 100%) • % teachers effectively implementing MyOn component (goal: 100%) • % teachers effectively implementing 60 minute protected time for ELA class each day (goal: 100%) 	<ul style="list-style-type: none"> • % teachers effectively implementing student conference component (goal: 100%) • % teachers effectively implementing Talk Read Talk Write component (goal: 100%) • % teachers effectively implementing MyOn component (goal: 100%) • % teachers effectively implementing 60 minute protected time for ELA class each day (goal: 100%)
E	<p>Assessment</p> <p>Administrators, IC's and teachers administer universal screeners for all students for reading and math, analyze data for all students and create Tier 2 and Tier 3 interventions with a focus on ELL's and SpEd</p>	Academic Dean	<ul style="list-style-type: none"> • Administer universal screener for reading and math • Analyze universal screener data to assign students to Tier 2 and Tier 3 intervention groups • Create Tier 2 and Tier 3 interventions with a focus on ELLs and SpEds 	<ul style="list-style-type: none"> • % of Tier 2 students making progress (goal: 100%) • % of Tier 3 students making progress (goal: 100%) 	<ul style="list-style-type: none"> • % of Tier 2 students making progress (goal: 100%) • % of Tier 3 students making progress (goal: 100%) 	<ul style="list-style-type: none"> • % of Tier 2 students making progress (goal: 100%) • % of Tier 3 students making progress (goal: 100%)
F	Students identified reading below grade level will be in a Tier 3 intervention class to improve language acquisition.		<ul style="list-style-type: none"> • Implement Tier 3 intervention class at each grade level 	<ul style="list-style-type: none"> • % of Tier 3 reading students making progress (goal: 100%) 	<ul style="list-style-type: none"> • % of Tier 3 reading students making progress (goal: 100%) 	<ul style="list-style-type: none"> • % of Tier 3 reading students making progress (goal: 100%)
G	Administrators and instructional coaches incorporate "look-fors" into walkthrough form, conduct walkthroughs and provide feedback.	Academic Dean	<ul style="list-style-type: none"> • Incorporated "look-fors" into walkthrough form • % of core subject areas evaluated (goal: 100%) • % of core subject areas receive feedback (goal: 100) 	<ul style="list-style-type: none"> • % of core subject areas evaluated (goal: 100%) • % of core subject areas receive feedback (goal: 100) 	<ul style="list-style-type: none"> • % of core subject areas evaluated (goal: 100%) • % of core subject areas receive feedback (goal: 100) 	<ul style="list-style-type: none"> • % of core subject areas evaluated (goal: 100%) • % of core subject areas receive feedback (goal: 100)
H	<p>Leadership Development</p> <p>At least once every 6 weeks, the Executive Director of MS, Cross-Functional Team, and Campus Academic Leadership Team meet to monitor campus progress and identify additional support needed from all members of the district. Meeting includes reviewing attendance, grades, assessments, discipline, and parent attendance at meetings.</p>	Principal	<ul style="list-style-type: none"> • Monitor campus progress and identify additional supports needed • Review attendance, grades, assessments, discipline, and parent attendance at meetings 	<ul style="list-style-type: none"> • Monitor campus progress • % of additional supports provided (goal: 100%) • Reviewed attendance, grades, assessments, discipline, and parent attendance at meetings 	<ul style="list-style-type: none"> • Monitor campus progress • % of additional supports provided (goal: 100%) • Reviewed attendance, grades, assessments, discipline, and parent attendance at meetings 	<ul style="list-style-type: none"> • Monitor campus progress • % of additional supports provided (goal: 100%) • Reviewed attendance, grades, assessments, discipline, and parent attendance at meetings
I	Academic Leadership Team identifies teachers, departments, and/or teams who are struggling with strategy implementation and provides tiered support.	Instructional Coaches	<ul style="list-style-type: none"> • % of struggling teachers are supported (goal: 100%) 	<ul style="list-style-type: none"> • % of struggling teachers are supported (goal: 100%) 	<ul style="list-style-type: none"> • % of struggling teachers are supported (goal: 100%) 	<ul style="list-style-type: none"> • % of struggling teachers are supported (goal: 100%)
J	All STEM Academy students are endorsed under a CTE Pathway.	Principal	<ul style="list-style-type: none"> • % of STEM students are scheduled into a CTE pathway (goal: 100%) 	<ul style="list-style-type: none"> • % of STEM students are monitored for success in their CTE classes (goal: 100%) 	<ul style="list-style-type: none"> • % of STEM students are schedule in the appropriate S2 CTE classes (goal: 100%) 	<ul style="list-style-type: none"> • % of STEM students are successfully endorsed (goal: 100%)
K	Principal utilizes CAC, community, faculty and staff, and student meetings, principal coffees, neighborhood walks, and social media to share progress and obtain feedback on the implementation of the TAIP.	Principal	<ul style="list-style-type: none"> • List of events 	<ul style="list-style-type: none"> • List of events 	<ul style="list-style-type: none"> • List of events 	<ul style="list-style-type: none"> • List of events
D	Quarter goal status (quarter goal in bold text)		Choose an item.	Choose an item.	Choose an item.	Choose an item.
CS	Next steps					
I	End of year evaluation					

Strategy # 2	We will design, implement, and monitor a campus-wide program that focuses on supporting positive classroom environments and integrate SEL into the curriculum.				
Annual Goal	2017-18 discipline reports will show at least a 20% reduction in the number of incidents related to disruptions (168), insubordination (237), leaving without authority (194), and rude to adult (166)				
Problem	2016-17 discipline reports show more than 200 incidents in each of the following areas: disruptions, insubordination, leaving without authority, and rude to adult				
Activity/Objective	Resp	Progress Measuring – includes formative and summative assessments, results, and data results			
		Q1 Status: Aug, Sep, Oct	Q2 Status: Nov, Dec, Jan	Q3 Status: Feb, Mar	Q4 Status: Apr, May, Jun
		Q1 Goal: 100% of teachers trained on SEL/behavior plan	Q2 Goal: 100% of teachers effectively deliver SEL/behavior plan lessons during weekly Maverick Pride	Q3 Goal: 2017-18 discipline results will show at least a 20% reduction in incidents compared to the prior year (5 th Six wks): # disruptions, # insubordination, # leaving without authority, # rude to adult (goal: disruptions 72, insubordination 66, leaving without authority 82, rude to adult 56)	Q4 Goal: 2017-18 discipline reports will show at least a 20% reduction in the number of incidents related to disruptions (168), insubordination (237), leaving without authority (194), and rude to adult (166)
A	Curriculum Academic Leadership Team develops a campus-wide behavior plan. Components of the plan will be incorporated into the campus' walkthrough form.	Academic Dean	<ul style="list-style-type: none"> Develop Campus-wide behavior plan Compile list of classroom look-fors/incorporation of look-fors in walkthrough form 		
B	Professional Learning will be provided to all staff on Social Emotional Learning (SEL) strategies.	Academic Dean	<ul style="list-style-type: none"> 	•% of teachers implementing SEL/behavior plan strategies (goal: 100%)	•% of teachers effectively implementing SEL/behavior plan strategies (goal: 100%)
C	SEL lessons will be provided to teachers to deliver weekly during Maverick Pride.	Academic Dean	•% of teachers deliver SEL/behavior plan lessons weekly during Maverick Pride (goal: 100%)		•% of teachers actively engaged during SEL/behavior plan lessons weekly during Maverick Pride
D	Instruction Academic Leadership Team identifies teachers who are struggling with classroom management and provide tiered support.	Principal	•% of struggling teachers are supported (goal: 100%)	•% of struggling teachers show improvement (goal: 100%)	•% of struggling teachers show improvement (goal: 100%)
E	During grade-level PLCs, administrators and teachers will identify students in need of support and refer them to the campus Child Study Team. A plan will be created and monitored in eCST.	Principal	<ul style="list-style-type: none"> Develop list of students in need of support •% of students in need of support referred to Campus Study Team (goal: 100%) •% of students in need of support with support plan in eCST (goal: 100%) 	<ul style="list-style-type: none"> •% of students in need of support referred to Campus Study Team (goal: 100%) •% of students in need of support who show improvement (goal: 100%) 	<ul style="list-style-type: none"> •% of students in need of support referred to Campus Study Team (goal: 100%) •% of students in need of support who show improvement (goal: 100%)
F	Leadership Development Establish a PBIS committee who will meet once a month to develop incentives for teachers and students.	Principal	<ul style="list-style-type: none"> Committee member list Teacher incentive plan Student incentive plan 	<ul style="list-style-type: none"> List of teachers recognized List of students recognized 	<ul style="list-style-type: none"> List of teachers recognized List of students recognized
G	Establish a reward system for students when meeting behavior expectations.	Academic Dean	•Create student behavior system reward plan	• % of students receiving reward for positive behavior (goal: 10% increase from prior quarter)	•% of students receiving reward for positive behavior (goal: 10% increase from prior quarter)
H	Every six weeks students will be recognized for academic performance and attendance.	Academic Dean	•Create recognition plan for academic performance and attendance	•% of students achieving honor goal (goal: 10% increase from prior quarter)	•% of students achieving honor goal (goal: 10% increase from prior quarter)
I	Assessment Administrators will survey teachers to obtain a baseline on whether teachers agree that “The School Leadership makes a sustained effort to address teacher concerns about managing student conduct”.	Principal	•Administer survey on whether teachers agree that “The School Leadership makes a sustained effort to address teacher concerns about managing student conduct” (baseline)	•Survey on whether teachers agree that “The School Leadership makes a sustained effort to address teacher concerns about managing student conduct” (goal: 100%)	•Survey on whether teachers agree that “The School Leadership makes a sustained effort to address teacher concerns about managing student conduct” (goal: 100%).
Quarter goal status (quarter goal in bold text)			Choose an item.	Choose an item.	Choose an item.
Next steps					

D
CS
I

End of year evaluation