

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: For each prioritized focus area, describe the specific, measurable goal the campus plans to achieve by the end of this cycle.

Barriers: For each prioritized focus area, list the barriers to implementation the campus may face during this 90-day cycle.

District Actions for this Cycle: For each prioritized focus area, list what the district will do during this 90-day cycle to support the campus to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	100% of teachers will have access and are trained/review of the TEKS Resource System, Edgenuity, HMH, Envisions and other district platforms. Our desired annual outcome is that 80% of the teachers will be able to utilize these resources for planning effective lessons with all required components, especially task performances to increase student-centered classrooms. The outcome will also include time for the instructional leadership	90% of teachers and support staff are able to disaggregate their data, lead data discussions, and determine interventions to meet the needs of their classrooms. Teachers will utilize the pre-determined agendas, review progress and create action steps during data meetings.	
Desired 90-day Outcome	ILT is observing teacher instruction, reviewing lesson plans, and providing teachers weekly feedback. 60% of teachers will be able to articulate the progress of students through data.	All teachers will review their data, create and implement action plans during the scheduled advisory times that are coordinated by the RtI interventionist. 75% of the teachers will be ready to articulate their plan during data meetings.	
Barriers to Address During this Cycle	Time management due to EOY activities (Benchmark testing and analysis, Logistics of STAAR testing, extra-curricular activities). Ensuring the investment in lesson plan feedback and classroom observation cycles remains high at this point in the year.	Scheduling data meetings around cluster/academic support. Teachers may have difficulty disaggregating and combining data from numerous sites.	
District Actions for this Cycle	The DCSI Supervisor will continue observing campus operations and classroom instruction, and providing feedback and coaching to the principal and members of the ILT.	The DCSI Supervisor will continue to support the campuses by providing feedback to the principals. The District personnel and principals will work together to disaggregate data on a district and campus level.	
District Commitment Theory of Action	If the district provides opportunities for National Institutes of Excellence in Teaching (NIET) and CORE math, TEKS Resource Systems, and Region 12....then, campus leaders will build capacity of teacher leaders. If the district provides time for professional development at the campus level,then the training will be differentiated to meet the campus needs.	If the district provides staff positions for interventionists and time for ILT meetings, then the campus will build capacity to implement data-driven instruction. If the district provides training for Texas Instructional Leadership - Action Coaching, then administrators and leaders will build capacity for suggesting and demonstrating actionable behaviors for improvement in teaching.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
ILT will continue to monitor teachers lesson plans to check for effective implementation of the YAG, IFD, and VAD weekly.	4.1	Mar. - May	YAG, IFD, VAD, PLC forms; Fundamental 5 lesson plan template	Teachers, Instructional Coach, ILT, Principal	Completed Lesson plans	Ongoing	Significant Progress	
ILT will continue to meet with cluster teachers to develop quality lesson plans utilizing the YAG, IFD, and VAD	4.1	Mar. - May	YAG, IFD, VAD, PLC forms; Fundamental 5 lesson plan template	Teachers, Instructional Coach, ILT, Principal	Completed Lesson plans	Ongoing	Met	

Teachers are able to independently complete data-analysis utilizing DMAC, Pearson (all data sources) to articulate and form a plan of action with ILT support	5.3	Mar. - May	Data reports, TEKS per grade level; Lead4ward snapshot	Principal & APs, Instructional Coaches, Teacher Leaders, Core Math Consultant	Completed data-talk sheets, Action plans	Ongoing	Met	
Teachers are able to lead PLC discussions and data-analysis activities with grade level/content teams.	5.3	Mar. - May	Data reports, Data-talk forms, TEKS per grade level; Lead4ward snapshot	Principal & APs, Instructional Coaches, Teacher Leaders, Interventionists	Data-talk sheets	Ongoing	Met	
Classroom teachers are able to independently determine, create, and implement interventions for Tier 2 and Tier 3 instruction from 3rd 9-week CBA and Benchmarks	5.3	Mar. - May	TEKS; Intervention TEK tracker, Intervention lesson plans, Data reports	Principal & APs, Instructional Coaches, Teacher Leaders, Interventionists	Lesson plans, Intervention tracking form	Ongoing	Met	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, 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 Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps		New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			