

## 2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:


- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DSCI Job Description](#)

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
A.J. Briesemeister Middle School	Mark Cantu, Chief Academic Officer
<b>Campus Number:</b>	<b>Superintendent Name:</b>
094901042	Dr. Matthew Gutierrez
<b>Date:</b>	
Wednesday, October 21, 2020	
	

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Seguin ISD	Campus Name	AJ Briesemeister Middle School	Superintendent	Dr. Matthew Gutierrez	Principal	Dr. James Diaz
District Number	094901	Campus Number	000000042	District Coordinator of School Improvement (DCSI)	Mark Cantu	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Goodwin
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
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.				Mark Cantu, October 21, 2020	
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.				<Enter Name and Date>	
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.				Dr. James Diaz    October 21, 2020	
Board Approval Date	27-10-2020						
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						<a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html</a>	

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Approaches 69 Meets: 41 Masters: 14 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.  Domain 2B: Approaches 69, Meets 41, Masters 14 Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.  Domain 3: We will reach 28 out of 48 evaluated targets in Academic Achievement. Rationale: The district data analyst reviewed data from prior years and determined that these goals will lead our campus to a B rating.
	What changes in student group and subject performance are included in these goals?	Domain 1: Reading will move from 61% to 72% in approaches, 28% to 44% in meets and 11% to 17% in masters. Math will move from 66% to 77% in approaches, 28% to 46% in meets and 7% to 13% in masters. Science will move from 55% to 66% in approaches, 21% to 35% in meets and 6% to 12% in masters. Social studies will move from 48% to 59% in approaches, 16% to 27% in meets, and 6% to 12% in masters. Writing will move from 37% to 48% in approaches, 17% to 31% in meets, and 4% to 9% in masters. Domain 2B: Reading will move from 61% to 72% in approaches, 28% to 44% in meets and 11% to 17% in masters. Math will move from 66% to 77% in approaches, 28% to 46% in meets and 7% to 13% in masters. Science will move from 55% to 66% in approaches, 21% to 35% in meets and 6% to 12% in masters. Social studies will move from 48% to 59% in approaches, 16% to 27% in meets, and 6% to 12% in masters. Writing will move from 37% to 48% in approaches, 17% to 31% in meets, and 4% to 9% in masters. Domain 3: We will meet 28 targets this year compared to 1 last year.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS



Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasessf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Rationale	An objective-driven daily lesson plan is a foundational component to ensure rigorous instruction occurs for all students. The daily formative assessment data should inform instruction and necessary adjustments based on levels of student mastery. This essential action was a prioritized focus area in the 2019-2020 TIP and based on the Site Visit report it continues to be an area of focus.	Data-driven instruction is a foundational component to ensure teachers adjust instruction based on student needs. This essential action was a prioritized focus area in the 2019-2020 TIP because discussions of student data and instructional practices were inconsistent among teachers and administrators. The 2019-2020 TIP focused on student growth in ELAR and Math essential standards. This work will continue in the 2020-2021 TIP because positive momentum was gained last school year but final results were not seen due to school closures.	The need for teachers to feel supported and invested in by the campus is a high priority, especially with current school conditions. Feedback from the Site Visit Report identified this as a prioritized area of focus. Work on the 2019-2020 TIP focused on developing a strong campus mission and vision (3.1) and some inroads were made in this essential action. Focus will now be on building teacher capacity, creating avenues for teacher voice, and developing teacher leaders to support overall campus commitments.
How will the campus build capacity in this area? Who will you partner with?	Lesson planning will continue to be a focus of weekly PLC meetings with grade level content teams. The campus administrative team will provide weekly feedback on lesson plans. We will partner with the district Learning and Leadership Services team who developed a new lesson plan template and is providing ongoing support to teachers in using the new format. Campus administrators are also partnering with Relay ILPD to build capacity in the area of providing written feedback on lesson plans.	Positive momentum was made in the areas of DDI and returning teachers have expressed wanting to continue using systems and processes introduced last school year. DDI will continue to be a focus of PLCs and the campus instructional focus calendar includes all assessment dates and when data meetings will be held to review results. We will work with the district Learning and Leadership Services team to develop resources that support students tracking growth over time. The District Data Analyst will support in providing data to both teachers and students, through individualized student learning reports. Campus administrators are also partnering with Relay ILPD to build capacity in the area of DDI.	The campus will identify key teacher leaders to support campus systems, especially in the Department Lead roles. Time and space will be created during the school year to support these teacher leaders in their work. PLC culture and structure will be modeled through leadership meetings and campus-wide PLC expectations have been set. Campus walkthrough system will focus on developing teacher instructional capacity, through the A.J. Briesemeister Middle School Key Teacher Moves. New teacher development will take place through monthly Teachers Teaching Teachers (T3) professional learning sessions.

<b>Barriers to Address throughout this year</b>	Teacher understanding of the lesson plan components. Balancing face-to-face and remote learning in the weekly lesson plan template. Expectations for providing feedback considering that lesson plans were written in conjunction with district content coordinators and teachers from the other district middle school campus. Also, timing of posting lesson plans to remote learning platforms is Friday of the week before and this will impact feedback timing.	Training new teachers in DDI processes. Developing a DDI culture in a remote learning environment. Access to technology for students to ensure data can be collected with social distancing considerations. Developing cyclical process for student learning reports and finding time and space to implement during school day.	Training new Department Leads. Ensuring focus is put on leadership development, along with campus needs and tasks. Remote learning considerations and impact on communication within a team.
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	Lesson plan components will be addressed regularly in PLCs. District PLCs will be held bi-monthly as an opportunity for the Learning and Leadership Services Team to work with teachers on lesson planning. Campus PLCs will focus on giving feedback to lesson plans using the ICLE Rigor/Relevance Rubrics as a framework. Campus administrators have worked to develop scripted components to campus procedures, which has served as a model for time stamping and pacing lessons.	Data driven instruction has been identified as a campus focus area for the upcoming school year. Intentional steps and DDI processes have been scripted to share with staff when they return. Campus PLC time will prioritize DDI practices, including regularly reviewing assessment data and student work samples. Assessment data will be celebrated and shared via campus communications.	Bi-weekly meetings will be held with Department Leads during a common off period (TLT). The Academic Dean will primarily work with the team during this time to develop their leadership skills, especially in facilitating campus PLCs. Campus administration will create structures and systems to ensure ongoing opportunities exist for teacher communication. TLT Learning Walks will be conducted twice a six weeks to observe campus instructional patterns and trends and results were shared with campus.
<b>Desired Annual Outcome</b>	Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.	Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.	Develop campus observation cycle with targeted areas of focus: A.J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.
<b>District Commitment Theory of Action</b>	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.  
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.  
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.  
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.  
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.  
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)  
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.  
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.  
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

\*\* To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	61%		ELAR UA 2A (Grades 6-8)	65%		ELAR UA 3 (Grades 6-8)	69%		Interim/Benchmark	70%		72%
		All	All	Reading	Meets	STAAR	28%		ELAR UA 2A (Grades 6-8)	32%		ELAR UA 3 (Grades 6-8)	38%		Interim/Benchmark	40%		44%
		All	All	Reading	Masters	STAAR	11%		ELAR UA 2A (Grades 6-8)	12%		ELAR UA 3 (Grades 6-8)	14%		Interim/Benchmark	16%		17%
		All	All	Mathematics	Approaches	STAAR	66%		Math UA 3 (Grade 6), Math UA 2 (Grade 7), Math UA 3/Algebra I (Grade 8)	70%		Math UA 7 (Grade 6), Math UA 6 (Grade 7), Math UA 7/Algebra I (Grade 8)	74%		Interim/Benchmark	76%		77%
		All	All	Mathematics	Meets	STAAR	28%		Math UA 3 (Grade 6), Math UA 2 (Grade 7), Math UA 3/Algebra I (Grade 8)	32%		Math UA 7 (Grade 6), Math UA 6 (Grade 7), Math UA 7/Algebra I (Grade 8)	39%		Interim/Benchmark	44%		46%
		All	All	Mathematics	Masters	STAAR	7%		Math UA 3 (Grade 6), Math UA 2 (Grade 7), Math UA 3/Algebra I (Grade 8)	8%		Math UA 7 (Grade 6), Math UA 6 (Grade 7), Math UA 7/Algebra I (Grade 8)	11%		Interim/Benchmark	12%		13%
		All	All	Science	Approaches	STAAR	55%		Science UA 2 (Grade 8)	59%		Science UA 6 (Grade 8)	63%		Interim/Benchmark	65%		66%
		All	All	Science	Meets	STAAR	21%		Science UA 2 (Grade 8)	25%		Science UA 6 (Grade 8)	30%		Interim/Benchmark	33%		35%
		All	All	Science	Masters	STAAR	6%		Science UA 2 (Grade 8)	7%		Science UA 6 (Grade 8)	9%		Interim/Benchmark	11%		12%
		All	All	Social Studies	Approaches	STAAR	48%		Social Studies UA (Grade 8)	52%		Social Studies UA 4 (Grade 8)	55%		Interim/Benchmark	57%		59%
		All	All	Social Studies	Meets	STAAR	16%		Social Studies UA (Grade 8)	20%		Social Studies UA 4 (Grade 8)	25%		Interim/Benchmark	27%		30%
		All	All	Social Studies	Masters	STAAR	6%		Social Studies UA (Grade 8)	7%		Social Studies UA 4 (Grade 8)	9%		Interim/Benchmark	11%		12%
		All	All	Writing	Approaches	STAAR	37%		UA 1 (Grade 7)	42%		Writing CFA 1 (Grade 7)	45%		Interim/Benchmark	47%		48%
		All	All	Writing	Meets	STAAR	17%		UA 1 (Grade 7)	18%		Writing CFA 1 (Grade 7)	24%		Interim/Benchmark	28%		31%
		All	All	Writing	Masters	STAAR	4%		UA 1 (Grade 7)	5%		Writing CFA 1 (Grade 7)	7%		Interim/Benchmark	9%		10%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR												
		All				STAAR												
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic	All				STAAR												

3. Domain 3 Focus 2	(Choose two targets in the Academic Achievement or Student Success Indicators)	All				STAAR											
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	2%										36%

CYCLE 1 90-DAY OUTCOMES (September - November)			
<b>Essential Action:</b> Pre-populates from the 'Foundations' tab.			
<b>Desired Annual Outcome:</b> Pre-populates from the 'Foundations' tab.			
<b>For each Prioritized Focus Area, please complete the following sections:</b>			
<b>Desired 90-Day Outcome:</b> Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.			
<b>Barriers:</b> For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u> .			
<b>District Actions for this Cycle:</b> List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.			
<b>District Commitment Theory of Action:</b> Pre-populates from the 'Foundations' tab.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	2.1
<b>Desired Annual Outcome</b>	Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.	Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.	Develop campus observation cycle with targeted areas of focus: A. J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.
<b>Desired 90-day Outcome</b>	Work through concerns with new lesson planning template and establish expectation that all teachers will submit lesson plans weekly. All teachers will submit weekly lesson plans by specified campus deadline. Develop system for campus administrators to review lesson plans weekly and provide feedback. Implement PLC schedule with specific protocols for district and campus PLCs to include reviewing and tweaking lesson plans.	Implement PLC schedule with specific protocols for reviewing evidence of student learning. All teachers will set up weekly exit ticket data trackers that will be reviewed regularly in PLC meetings. Establish CFA and unit assessment data analysis protocols. Begin targeted student interventions during flexible intervention time focusing on TEKS/skills of focus from assessment data. Establish system for whole group reteach and documenting in lesson plans. Begin using student learning reports with students.	Establish campus observation cycle using the A.J. Briesemeister Middle School Key Teacher Moves. Establish campus committee calendar and protocols for ensuring teacher voice.

Barriers to Address During this Cycle	Teachers working through a new lesson plan format. Teachers working through personalizing lesson plans that were developed collaboratively over the summer. Adjustment to new master schedule - teachers only have one planning time this school year and last year they had two. Finally, teachers have to develop lesson plans for both face-to-face and remote learners.	Teachers working through time-intensive data processes, specifically setting up exit ticket tracker and updating it daily. Administrators keeping track of multiple assessment dates and ensuring data is reviewed in PLCs in a timely manner. Considering time of data analysis protocols and if teachers should focus on being able to pull data or developing reteach plans. Developing customized student learning reports.	Clarifying roles and responsibilities of campus committees. Beginning observation cycle with start of new school year and opening campus.
District Actions for this Cycle	District PLCs will be held bi-weekly to support big picture unit planning. District professional learning days will be held to provide time for big picture unit planning and day-to-day lesson planning. Provide ongoing support for lesson plan components through resources available in content areas digital binders.	LLS team will support campuses by providing data within 72 hours of each test. The LLS team will help create protocols for data analysis and assist at both the teacher and administrative level to ensure data analysis reaches the student misconception level and action plans are created in response to student strengths and needs.	Support campus administrators through coaching and modeling leadership expectations. Support development of Department Lead positions, including new General Electives Department Lead position. Work with content coordinators to develop capacity in Department Leads.
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.
ACTION PLAN			
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none"><li>- the prioritized essential action it is aligned to,</li><li>- the start date/end date during this specific cycle,</li><li>- the resources needed to accomplish this task,</li><li>- the person(s) responsible for ensuring task is accomplished,</li><li>- the evidence that will be used to determine progress toward the action step, and</li><li>- the date evidence will be collected.</li></ul> <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>			

Action Step	Prioritized Essential Action	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
Administrators will check lesson plans weekly and provide feedback, focusing on alignment of learning target and exit ticket.	5.1	September - November	AJBMS Lesson Plan Folder, Google Sheet to check lesson plans	TTESS Administrators	Lesson plan check Google Sheet	Weekly, End of 1st Six Weeks: October 16, November 30		
Implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Provide half-day classroom coverage for grade level core content teams to engage in day-to-day lesson planning.	5.1	October	Sub coverage	Academic Dean	Completed lesson plans for three weeks	End of planning day		
District professional learning days will be focused on big picture unit planning and day-to-day planning.	5.1	October 16 and November 6	PL agenda	LLS Coordinators, Campus admin for support	Completed unit plans for six weeks	End of PL days		
Work with ICLE consultant to support lesson planning process, focusing on alignment of learning target, exit ticket, and differentiated instructional activities.	5.1	September 25, November 11	PLC agenda	LLS Director of PL and Secondary, Academic Dean	Adjusted lesson plans	September 25, November 11		
Implement Campus PLC Protocol focusing on evidence of student learning, including exit tickets and CFA data.	5.3	September - June	Campus PLC expectations, protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, notes about next steps based on evidence of student learning	Bi-weekly campus PLCs		

Teachers will track individual student exit tickets daily and input data into weekly Exit Ticket Tracker shared digital file.	5.3	September - June	Digital Exit Ticket Tracker	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Individual teacher exit ticket trackers in charged campus folder	Weekly, End of 1st Six Weeks: October 16, November 30		
Establish CFA and unit assessment data analysis protocols and action planning to be implemented during bi-weekly PLC meetings.	5.3	September - June	Data analysis protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed UA data protocols, notes on CFA data in PLC agendas, notes in lesson plans for re-teach	Within a week of CFA and/or UA test administration		
Review unit plans to identify in class reteach/reassess day within a week of the unit assessment.	5.3	October 16	District pacing and assessment calendars, six weeks calendars	LLS Director of PL and Secondary, Academic Dean	Adjusted calendars including reteach/reassess day	October 16		
Provide targeted student interventions for all core subjects 2-3 times a week through Brie Brainiacs during TAG time (flexible intervention period).	5.3	October 26 - November 13	TEKS/skill of focus for interventions, student lists, intervention lessons	Academic Dean and Department Leads	Interventions plans: lessons, rosters of students, daily check for mastery	November 13		
Develop first six weeks student learning report to represent learning in all core classes and implement with students during TAG Time.	5.3	October 22	Student learning report, student data	Academic Dean	Completed student learning reports with student reflection	October 22		
Develop weekly walkthrough calendar with specific AJB Key Teacher Moves of focus.	2.1	September - November	Weekly walkthrough schedule, AJB Key Teacher Moves tool, feedback form	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed walkthroughs in Strive	Weekly campus walkthrough reports		
Begin Teaching and Learning Team (TLT) meeting biweekly during 7th period.	2.1	September - June	TLT agendas	Academic Dean and Department Leads	TLT agendas	November 27		
Conduct two learning walks per six weeks with the Teaching and Learning Team, focusing on campus instructional patterns and trends.	2.1	September - June	Learning Walk schedule and data collection tool	Academic Dean and Department Leads	Data collection tool and campus email with trends	November 27		



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

CYCLE 2 90-DAY OUTCOMES (December-February)			
<p><b>Essential Action:</b> Pre-populates from the 'Foundations' tab.</p> <p><b>Desired Annual Outcome:</b> Pre-populates from the 'Foundations' tab.</p> <p><b>For each Prioritized Focus Area, please complete the following sections:</b></p> <p><b>Desired 90-Day Outcome:</b> Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.</p> <p><b>Barriers:</b> For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.</p> <p><b>District Actions for this Cycle:</b> List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.</p> <p><b>District Commitment Theory of Action:</b> Pre-populates from the 'Foundations' tab.</p>			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Desired Annual Outcome	Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.	Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.	Develop campus observation cycle with targeted areas of focus: A.J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.
Desired 90-day Outcome	Weekly lesson plan feedback continues, but shifts to using the questions for instructional planning (based on the ICLE Rigor/Relevance rubrics) as a focus. Campus PLCs continue using the protocols established in Cycle 1	Continue PLC meetings and protocols established in Cycle 1. Continue exit ticket data collection daily and input into digital tracker weekly. Continue data analysis protocols for CFAs and UAs, focusing on plans for reteach. Continue three-week cycles of targeted interventions (Briese Brainiacs) during TAG Time. Use students learning reports with students at the end of the second and third six weeks.	Continue campus observation cycle using the ICLE Rigor/Relevance Rubrics. Continue implementing campus committee calendar and protocols for ensuring teacher voice.

Barriers to Address During this Cycle	Implementation of questions for instructional planning in lesson plan feedback, specifically the calibration of campus administrators and teacher mindset.	Ongoing logistics for Briese Brainiacs targeted interventions and managing student rosters. Time to develop targeted intervention lessons.	Implementation of ICLE Rigor/Relevance rubrics, specifically the calibration of campus administrators and teacher mindset. Need to address feedback form for ICLE rubrics.
District Actions for this Cycle	District PLCs will continue to be held bi-weekly. Ensure LLS Coordinators attend campus PLCs and use common language around questions for instructional planning. District professional learning days will be held to provide time for big picture unit planning and day-to-day lesson planning.	LLS team will support campuses by providing data within 72 hours of each test. The LLS team will help create protocols for data analysis and assist at both the teacher and administrative level to ensure data analysis reaches the student misconception level and action plans are created in response to student strengths and needs. Support any data analysis needed exit tickets and student learning reports.	Continue to support campus administrators through coaching and modeling leadership expectations. Work with content coordinators to develop capacity in Department Leads.
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.
ACTION PLAN			
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none"><li>- the prioritized essential action it is aligned to,</li><li>- the start date/end date during this specific cycle,</li><li>- the resources needed to accomplish this task,</li><li>- the person(s) responsible for ensuring task is accomplished,</li><li>- the evidence that will be used to determine progress toward the action step, and</li><li>- the date evidence will be collected.</li></ul> <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>			

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Continue to implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Administrators will continue to check lesson plans weekly and provide feedback, focusing on questions for instructional planning.	5.1	December - June	AJBMS Lesson Plan Folder, Google Sheet to check lesson plans	TTESS Administrators	Lesson plan check Google Sheet	Weekly, End of 3rd Six Weeks: January 29, February 26		
Provide half-day classroom coverage for grade level core content teams to engage in day-to-day lesson planning.	5.1	December, February	Sub coverage	Academic Dean	Completed lesson plans for three weeks	End of planning day		
District professional learning days will be focused on big picture unit planning and day-to-day planning.	5.1	January 5, February 15	PL agenda	Learning and Leadership Services Coordinators, Campus admin for support	Completed unit plans for six weeks	End of PL days		
Continue to implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Work with ICLE consultant to support lesson planning process, focusing on alignment of learning target, exit ticket, and differentiated instructional activities.	5.1	January 21	PLC agenda	Learning and Leadership Services Director of PL and Secondary, Academic Dean	Adjusted lesson plans	January 21		

Continue to implement Campus PLC Protocol focusing on evidence of student learning, including exit tickets and CFA data.	5.3	September - June	Campus PLC expectations, protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, notes about next steps based on evidence of student learning	Bi-weekly campus PLCs		
Teachers will continue to track individual student exit tickets daily and input data into weekly Exit Ticket Tracker shared digital file.	5.3	September - June	Digital Exit Ticket Tracker	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Individual teacher exit ticket trackers in shared campus folder	February 26		
Continue to use CFA and unit assessment data analysis protocols and action planning during bi-weekly PLC meetings.	5.3	September - June	Data analysis protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed UA data protocols, notes on CFA data in PLC agendas, notes in lesson plans for re-teach	Within a week of CFA and/or UA test administration		
Continue to provide targeted student interventions for all core subjects 2-3 times a week through Bries Brainiacs during TAG time (flexible intervention period).	5.3	November 30 - December 14, January 11-25, February 7 - 26	TEKS/skill of focus for interventions, student lists, intervention lessons	Academic Dean and Department Leads	Interventions plans: lessons, rosters of students, daily check for mastery	December 14, January 25, February 26		
Develop second and third six weeks student learning report to represent learning in all core classes and implement with students during TAG Time.	5.3	December 10, February 4	Student learning report, student data	Academic Dean	Completed student learning reports with student reflection	December 10, February 4		

Develop weekly walkthrough calendar to focus on ICLE Rigor/Relevance rubric.	2.1	December - February	Weekly walkthrough schedule, ICLE rubrics, feedback form	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed walkthroughs in Strive	Weekly campus walkthrough reports		
Continue Teaching and Learning Team (TLT) meetings biweekly during 7th period.	2.1	September - June	TLT agendas	Academic Dean and Department Leads	TLT agendas	February 26		
Conduct two learning walks per six weeks with the Teaching and Learning Team, focusing on campus instructional patterns and trends.	2.1	September - June	Learning Walk schedule and data collection tool	Academic Dean and Department Leads	Data collection tool and campus email with trends	February 26		
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		

CYCLE 3 90-DAY OUTCOMES (March-May)			
<b>Essential Action:</b> Pre-populates from the 'Foundations' tab.			
<b>Desired Annual Outcome:</b> Pre-populates from the 'Foundations' tab.			
<b>For each Prioritized Focus Area, please complete the following sections:</b>			
<b>Desired 90-Day Outcome:</b> Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.			
<b>Barriers:</b> For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u> .			
<b>District Actions for this Cycle:</b> List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.			
<b>District Commitment Theory of Action:</b> Pre-populates from the 'Foundations' tab.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Desired Annual Outcome	Develop campus system to monitor lesson plans weekly to ensure daily use of aligned learning target and exit ticket. Develop PLC schedule to include time for review and updating of lesson plans. Ensure all teachers have time stamped lesson plans that are posted outside of their room daily.	Develop campus PLC expectations that include participation in collaborative meetings twice a week with their content area team and/or department. PLC protocols will include reviewing evidence of student learning. PLC data meetings will be held regularly to review exit ticket, CFA, and unit assessment data. Develop a system of reteach and targeted intervention for the essential standards, focusing on growth of student mastery of course essential standards. Develop system for student involvement in determining mastery of learning for each core content course.	Develop campus observation cycle with targeted areas of focus: A.J. Briesemeister Middle School Key Teacher Moves, ICLE Rigor/Relevance Rubrics. Campus committees are developed to improve avenues for teacher voice. Development of Department Leads to serve as teacher leaders for each content area, to include the ability to regularly facilitate campus PLCs. All Department Lead positions are retained for the following school year, to provide consistency.
Desired 90-day Outcome	Shift focus to lesson planning for targeted TEKS/skill based interventions determined by student need. Development of intervention plans for state assessments.	Shift focus to targeted interventions for state assessments. Data analysis protocols will include interim/benchmark assessment administered in late February/early March.	Shift focus of walkthroughs to implementation of intervention plans. Continue implementing campus committee calendar and protocols for ensuring teacher voice.

Barriers to Address During this Cycle	Spring semester calendar constraints, including T TESS summative observations and state assessment calendar.	Spring semester calendar constraints, including T TESS summative observations and state assessment calendar.	Spring semester calendar constraints, including T TESS summative observations and state assessment calendar.
District Actions for this Cycle	Provide funds for ESC 20 contract. Learning and Leadership Services Coordinators will support implementation of targeted intervention plans.	LLS team will support campuses by providing data within 72 hours of each test. The LLS team will help create protocols for data analysis and assist at both the teacher and administrative level to ensure data analysis reaches the student misconception level and action plans are created in response to student strengths and needs. Support any data analysis needed exit tickets and student learning reports.	Learning and Leadership Services Coordinators will support implementation of targeted intervention plans.
District Commitment Theory of Action	If District policies and practices support effective instruction in schools, and the District ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and Prekindergarten-12nd grade math and reading, then, the campuses can develop a monitoring system for aligned lesson plans and assessments.	If Unit assessments that are district provided and grade and the district ensures that schools receive detailed reports within two instructional days, then, the campuses can lead PLCs that respond to student data.	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development; then, the campuses can better support teachers.
ACTION PLAN			
<p>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.</p> <p>For each action step, indicate:</p> <ul style="list-style-type: none"><li>- the prioritized essential action it is aligned to,</li><li>- the start date/end date during this specific cycle,</li><li>- the resources needed to accomplish this task,</li><li>- the person(s) responsible for ensuring task is accomplished,</li><li>- the evidence that will be used to determine progress toward the action step, and</li><li>- the date evidence will be collected.</li></ul> <p>At the end of each cycle -</p> <p>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.</p> <p>For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.</p>			



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
Continue to implement Campus PLC Protocol focusing on either alignment of learning target and exit ticket or questions for instructional planning (based on ICLE Rigor/Relevance rubrics).	5.1	September - June	Campus PLC expectations, protocols, questions for instructional planning	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, adjusted lesson plans	Bi-weekly campus PLCs		
Administrators will continue to check lesson plans weekly and provide feedback, focusing on prioritized TEKS/skills based on student need.	5.1	March - May	AJBMS Lesson Plan Folder, Google Sheet to check lesson plans	TTESS Administrators	Lesson plan check Google Sheet	Weekly, End of 5th Six Weeks: April 30, May 28		
Provide half-day classroom coverage for grade level core content teams to engage in targeted intervention planning.	5.1	March	Sub coverage	Academic Dean	Completed intervention plans	End of planning day		
District professional learning days will be focused on campus initiatives and student needs.	5.1	March 12	PL agenda	Learning and Leadership Services Coordinators, Campus admin for support	Completed intervention plans for state assessments	End of PL day		
Contract with ESC 20 to develop targeted interventions for state assessments, with teacher input.	5.1	March-April	Funds for contract, identified TEKS/skills	Learning and Leadership Services Department, Academic Dean	Completed intervention lessons	March 31		
Continue to implement Campus PLC Protocol focusing on evidence of student learning, including exit tickets and CFA data.	5.3	September - June	Campus PLC expectations, protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Campus PLC agendas, notes about next steps based on evidence of student learning	Bi-weekly campus PLCs		

Teachers will continue to track individual student exit tickets daily and input data into weekly Exit Ticket Tracker shared digital file.	5.3	September - June	Digital Exit Ticket Tracker	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Individual teacher exit ticket trackers in shared campus folder	March 31		
Implement interim/benchmark data analysis protocol and develop targeted action plan, focusing on student needs for state assessments.	5.3	March	Data analysis protocols	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed interim/benchmark data analysis protocols and plans of action	Within a week of interim/benchmark test administration		
Continue to provide targeted student interventions for all core subjects 2-3 times a week through Brie Brainiacs during TAG time (flexible intervention period).	5.3	March 22 - April 1, April 12 - 30	TEKS/skill of focus for interventions, student lists, intervention lessons	Academic Dean and Department Leads	Interventions plans: lessons, rosters of students, daily check for mastery	April 1, April 30		
Develop cumulative student learning report to represent learning in all core classes and alignment to state assessment, and implement with students during TAG Time.	5.3	March 22, April 12	Student learning report, student data	Academic Dean	Completed student learning reports with student reflection	March 22, April 12		
Develop weekly walkthrough calendar to focus on targeted interventions.	2.1	March - May	Weekly walkthrough schedule, intervention plans	Campus Administrators ELAR: Arriola Mth: Pape Science: Diaz Social Studies: Castillo Electives: Duvall	Completed walkthroughs in Strive	Weekly campus walkthrough reports		
Continue Teaching and Learning Team (TLT) meetings biweekly during 7th period.	2.1	September - June	TLT agendas	Academic Dean and Department Leads	TLT agendas	March 31		
Conduct two learning walks per six weeks with the Teaching and Learning Team, focusing on campus instructional patterns and trends.	2.1	September - June	Learning Walk schedule and data collection tool	Academic Dean and Department Leads	Data collection tool and campus email with trends	March 31		
<b>REFLECTION and PLANNING for NEXT 90-DAY CYCLE</b>								

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	#REF!	#REF!	#REF!

Desired Annual Outcome	#REF!	#REF!	#REF!
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)			
<p>The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:</p> <p>Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.</p> <p>Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.</p> <p>Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.</p> <p>Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.</p> <p>Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.</p> <p>Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <a href="https://texasesf.org/vetted-programs/">https://texasesf.org/vetted-programs/</a></p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.</p> <p>District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .</p> <p>District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <a href="https://texasesf.org/framework/">https://texasesf.org/framework/</a></p>			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			

How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			
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 Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps