Campus Name: Medio Creek Elem Campus Number:

BOY OUTCOMES

ESF LEVER: 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 BOY Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2
ESF LEVER	Lever 5: Instructional Leadership and Capacity Building	
Desired Annual Outcome		
Desired BOY Outcome		
Barriers to Address During this Cycle		

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 Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Progress toward Action Step	Necessary Adjustments /Next Steps
Protect collaborative planning/PLC time							
Campus leadership will establish clear instructional leadership responsibilities for administrators and coaches, including assigned grade levels and content areas. Weekly leadership schedules will prioritize classroom walkthroughs, PLC participation, instructional feedback, and coaching activities. The leadership team will regularly monitor the completion of these responsibilities to ensure consistent instructional support across the campus.	5.1 Instructional Leadership	October to December 2026	ILT Plan	Principal; AP; Academic Coach; Content Coordinators; NIET; C&I; ED	Leadership Schedules, ILT Agendas		
Campus leadership will conduct regular classroom walkthroughs to monitor the implementation of High-Quality Instructional Materials (HQIM) and effective instructional practices. Administrators will provide timely, specific, and actionable feedback, conduct follow-up observations to monitor teacher growth, and use walkthrough and student performance data to identify targeted coaching and professional learning needs to strengthen instruction and improve student outcomes.	5.2 Instructional Planning for Effective Classroom Instruction	October to December 2026	Eduphoria Strive	Principal; AP; Academic Coach; Content Coordinators; NIET; C&I; ED	Walkthrough documentation in Eduphoria Aware, Teacher Feedback, Coaching Plans, Growth Plans		
Establish and implement a structured PLC calendar focused on building teacher capacity in the effective implementation of High-Quality Instructional Materials (HQIM). PLCs will prioritize lesson and module internalization, student work analysis, lesson rehearsal, and module assessment data analysis to strengthen instructional practices and improve student outcomes.	5.2 & 5.3 Instructional Leadership	Aug.-Oct. 2026	PLC Calendar; Agendas	Principal; AP; Academic Coach; Content Coordinators; NIET; C&I; ED	Walkthrough data; feedback documentation; PLC artifacts; NIET Feedback and Support		
The campus will identify and maintain a targeted list of students who demonstrated limited academic growth on STAAR during the previous school years. Campus leadership and teachers will closely monitor these students' progress following each assessment, provide targeted instructional support, and make timely adjustments to ensure students are on track to meet their individual growth goals. The campus will also conduct parent meetings to communicate growth expectations and establish an IXL Growth Challenge with incentives to encourage student participation, engagement, and progress toward their growth goals.	5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports.	October to December 2026	Eduphoria Aware, District Data/List; IXL, Incentives; Parent Information	Principal; AP; Academic Coaches, MTSS Coord.; C&I; ED	Student Data, IXL Usage Report		
Campus leadership will establish a systematic process to monitor the academic growth and progress of identified student groups, with a particular focus on Special Education and Emergent Bilingual students. Following each assessment, campus leadership and teachers will review disaggregated student performance data, identify students not demonstrating adequate progress, and implement targeted instructional strategies and interventions to address identified needs.	5.3 Data Driven Instruction	October to December 2026	Eduphoria Aware, District Data/List; IXL, Summit K-12	Principal; AP; Academic Coaches, District Bilingual & Special Ed Coordinators, Inclusion Teachers, Bilingual Teachers	Student Data, IXL & Summit K-12 Usage Reports		

REFLECTION and PLANNING for BOY 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 BOY outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
	Carryover Action Steps
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?	