

### 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.

<b>District Name</b>	San Elizario ISD	<b>Campus Name</b>	Alfonso Borrego Sr Elementary	<b>Superintendent</b>	Dr. Jeannie Meza-Chavez	<b>Principal</b>	Martha Santana-Garcia
<b>District Number</b>		<b>Campus Number</b>	071904104	<b>District Coordinator of School Improvement (DCSI)</b>	Blanca Cruz	<b>ESC Number</b>	19
<b>Is this a Turnaround Implementation Plan?</b>	No	<b>What Year was the TAP first implemented?</b>		<b>Was TAP Implementation Ordered or Voluntary?</b>	Voluntary	<b>ESC Support</b>	

### ASSURANCES

<b>DCSI</b>	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.	Blanca Cruz
<b>Principal Supervisor</b> <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.	Blanca Cruz
<b>Principal</b>	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.	Martha Santana

### DATA ANALYSIS

Using your accountability data from 2023 and 2024, and any relevant student achievement data from 2023-2024, 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.

<b>Data Analysis Questions</b>	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: Student Achievement Rationale: Decreases across grade levels, content areas: Approaches 70 to 66, Meets 37 to 36 and Masters 11 to 10  Domain 2B: Relative Performance Rationale: 2019 Value was 53 and 2022 value is 38  Domain 3: Closing the Gaps Rationale: Academic Achievement went from 13 out of 14 to 5 out of 14
	What changes in student group and subject performance are included in these goals?	Domain 1: Emergent Bilingual and Special Education Domain 2B: Emergent Bilingual and Special Education Domain 3: All students
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR: Teachers will provide instruction and assessments that are aligned to Texas Essential Knowledge and Skills with a focus on reading comprehension.

### 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 (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	4 - Partial Implementation
5.1 Effective classroom routines and instructional strategies.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial 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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1	5.3	
<b>Rationale</b>	<p>Following a review of the ESF, there is a need to further create and improve systems that support: <b>Measuring Student Progress</b> educators can gauge whether students have internalized key concepts and skills as outlined by state standards. <b>Informed Instructional Adjustments</b> that provide a more personalized learning experience for each student, promoting mastery over the content rather than just moving through the curriculum. <b>Timely Interventions</b> for a more responsive approach to learning, ultimately preventing students from falling behind. <b>Professional Learning Communities (PLCs)</b> where teachers can share insights about instructional methods, best practices, and successful interventions, which improves the overall quality of teaching across the school.</p>	<p>Following a review of the ESF, the campus leadership team has identified the need for instructional leaders to regularly analyze disaggregated data in order to track and monitor the progress of all students, while also providing evidence-based feedback to teachers</p>	

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>To build capacity in this area, the campus will collaborate with the district's Planning and Instruction department to access targeted support. Professional development will continue to focus on aligning lessons with standards and assessments and ensuring the effective use of high-quality instructional resources. Additionally, we will continue to work with instructional coaches and specialists to provide continuous guidance and support for teachers, ensuring sustained growth and improved instructional practices across the campus.</p>	<p>The campus will seek support from the district planning and instruction department. The instructional team will schedule regular meetings with a focus of looking at data so as to be prepared for PLCs. The campus will also create schedules/topics that are consistent for all PLCs so that teachers are prepared for every PLC. By the end of November, teachers will lead PLCs and instructional team will support.</p>	
<p><b>Barriers to Address throughout this year</b></p>	<p>Administration will schedule regular meetings to discuss data and plan prior to weekly PLC so as to ensure that effective feedback and structured/purposeful support is provided. Consistency will also be key through schedules of topics for PLCs, preplanned leadership meetings, agendas, protected time.</p>	<p>Meeting on a consistent basis with leadership team; Adhering to PLC topics/schedules</p>	
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>Expectations are reviewed and discussed at every PLC. They will also be revisited at BOY PD. Ongoing support during weekly PLCs will be provided.</p>	<p>Curriculum expectations were reviewed and discussed during our BOY PD. Ongoing support during weekly PLCs will be provided. Data binders will be collected and discussed.</p>	
<p><b>Desired Annual Outcome</b></p>	<p>By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through assessment data and lesson plans, all of which will reflect ongoing, consistent feedback from the instructional team.</p>	<p>By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.</p>	<p>If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.</p>	



## CYCLE 1 90-DAY OUTCOMES (September - November)

**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:** 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.

**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.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1	5.3	0
<b>Desired Annual Outcome</b>	By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through assessment data and lesson plans, all of which will reflect ongoing, consistent feedback from the instructional team.	By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
<b>Desired 90-day Outcome</b>	By the end of November 2024, PLCs will be structured to represent planning, assessment, instruction and intervention that is aligned to TEKS. Teacher will also receive feedback from lesson plans, classroom observations, and student data. Teachers will use the feedback to make instructional decisions.	By the end of November 2024, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead	
<b>Barriers to Address During this Cycle</b>	Administration will schedule regular meetings to discuss data and plan prior to weekly PLC so as to ensure that effective feedback and structured/purposeful support is provided. Consistency will also be key through schedules of topics for PLCs, preplanned leadership meetings, agendas, protected time.	Meeting on a consistent basis with leadership team to discuss data and its impact on instructional decisions; Adhering to PLC topics/schedules;	
<b>District Actions for this Cycle</b>	The district provides the campus with standards-aligned, high quality instructional materials and training that includes full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners, effective planning by ensuring alignment to the TEKS and identifying strategies and resources to meet the needs of students.	
<b>District Commitment Theory of Action-leave the same</b>	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

## 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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Identify a planning process that will ensure specificity of TEKS is being met during planning, instruction and assessments	4.1	Aug 1 - Nov 30	District guidance; TRS; planning time	Instructional Team	Lesson plans; assessment results;	30-Nov	Some Progress	monitor assessments/data and lesson plans
High Quality Instructional Materials	4.1	Aug 1 - Nov 30	Lesson plans include inst. materials	Instructional Team	Lesson plans; assessment results; walkthroughs: data	30-Nov	Significant Progress	included in lesson plan; observe through walkthroughs:
observation of teachers during PLC/planning/data meetings by instructional team	4.1	Aug 1 - Nov 30	PLC documentation	Instructional Team	Lesson plans; PLC documentation	30-Nov	Some Progress	Continue providing feedback
Review disaggregated data and provide feedback plan for use of data to make instructional decisions (ex. How TEKS will be retaught)	5.3	Aug 1 - Nov 30	Assessment calendars; regularly scheduled	Instructional Team	District created data forms	30-Nov	Some Progress	Monitor assessments
Planned conversations about student data (PLC)	5.3	Aug 1 - Nov 30	Plan for reteach	Instructional Team and teachers	PLC documentation; walkthroughs: data	30-Nov	Some Progress	Monitor reteach
			PLC Calendar	Instructional Team	PLC documentation; walkthroughs: data	30-Nov	Some Progress	Continue with PLC

## 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?

It was not completely achieved. Campus instructional specialist was out on FMLA posing a challenge to planning and implementing the plan to achieve the outcome.

<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, the plan was not fully executed until a the desired level until the return of the instructional specialist.</p>	
<p>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?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Continue to structure the PLC process. The instructional leadership team will establish a consistent meeting time (weekly) to discuss the alignment of TEKS with planning, assessment, instruction and intervention.</p>	<p>The instructional leadership team will protect PLC time to be present and an active participant. The instructional leadership team will create and protect a time to review lesson plans and data.</p>

## CYCLE 2 90-DAY OUTCOMES (December-February)

**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:** 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.

**District Actions for this Cycle:** List what the district will do to support the campus during this 90-day cycle 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
<b>Essential Action</b>	4.1	5.3	0
<b>Desired Annual Outcome</b>	By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through assessment data and lesson plans, all of which will reflect ongoing, consistent feedback from the instructional team.	By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	0
<b>Desired 90-day Outcome</b>	By the end of November 2024, PLCs will be structured to represent planning, assessment, instruction and intervention that is aligned to TEKS. Teacher will also receive feedback from lesson plans, classroom observations, and student data. Teachers will use the feedback to make instructional decisions.	By the end of November 2023, 100% of teachers will receive support and coaching on using a corrective action plan to identify trends, misconceptions and root causes. The leadership team is calibrated on data disaggregation and on the implementation of corrective action plan.	
<b>Barriers to Address During this Cycle</b>	Adhering to walkthrough calendar and completion of feedback sheet. Protecting time to review lesson plans and provide feedback. Remaining consistent with instructional leadership meetings	Identification of trends and planning for powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
<b>District Actions for this Cycle</b>	The district provides the campus with standards-aligned, high quality instructional materials and training that includes full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
<b>District Commitment Theory of Action</b>	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	0

### 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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Identify a planning process that will ensure specificity of TEKS is being met during planning, instruction and assessments	4.1	Dec 1 - Feb 28	District guidance; TRS; planning time	Instructional Team	Lesson plans; assessment results;	28-Feb	Significant Progress	monitor assessments/data and lesson plans
High Quality Instructional Materials	4.1	Dec 1 - Feb 28	Lesson plans include inst. materials	Instructional Team	Lesson plans; assessment results; walkthrough data	28-Feb	Significant Progress	Included in lesson plan; observe through walkthrouths; assessment results
observation of teachers during PLC/planning/data meetings by instructional team	4.1	Dec 1 - Feb 28	PLC documentation	Instructional Team	Lesson plans; PLC documentation	28-Feb	Significant Progress	Continue providing feedback
Review disaggregated data and provide feedback	5.3	Dec 1 - Feb 28	Assessment calendars; regularly scheduled meetings;	Instructional Team	District created data forms	28-Feb	Some Progress	Monitor data
plan for use of data to make instructional decisions (ex. How TEKS will be retaught)	5.3	Dec 1 - Feb 28	Plan for reteach	Instructional Team and teachers	PLC documentation; walkthroughs; data	28-Feb	Some Progress	monitor assessments and intervention
Planned conversations about student data (PLC)	5.3	Dec 1 - Feb 28	PLC Calendar	Instructional Team	PLC documentation; walkthroughs; data	28-Feb	Some Progress	continue with PLC process

**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?	No, we have had to modify data, planning, recording process. Although IS is back, it took time to kick the process off.
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, as we continue to refine process we will also get closer to meeting our student performance goal. Students expressed that they are tired of testing.</p>	
<p>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?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Continue to structure the PLC process. The instructional leadership team will establish a consistent meeting time (weekly) to discuss the alignment of TEKS with planning, assessment, instruction and intervention.</p>	<p>The instructional leadership team will protect PLC time to be present and an active participant. The instructional leadership team will create and protect a time to review lesson plans and data.</p>

## CYCLE 3 90-DAY OUTCOMES (March-May)

**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:** 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.

**District Actions for this Cycle:** List what the district will do to support the campus during this 90-day cycle 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
<b>Essential Action</b>	4.1	5.3	0
<b>Desired Annual Outcome</b>	By the end of the 2024-2025 school year, the campus instructional team will have developed and refined systems for planning, assessing, teaching, and intervening, ensuring full alignment with the TEKS. This progress will be demonstrated through weekly classroom observations, providing direct feedback to instructional faculty and staff, as well as through <u>assessment data and lesson plans, all of which will reflect</u>	By the end of the 2024-2025 school year, our campus leadership team will have built capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, <u>misconceptions, and root causes that will lead to instructional</u>	0
<b>Desired 90-day Outcome</b>	By the end of May 2023, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership team is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of May 2023, 100% of teachers will receive supports and coaching using a corrective action plan to identify trends, misconceptions, and root causes. The leadership team is calibrated on data disaggregation and on the implementation of the corrective action plan.	
<b>Barriers to Address During this Cycle</b>	Adhering to walkthrough calendar and completion of feedback sheets.	Identification of trends and planning for a powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
<b>District Actions for this Cycle</b>	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
<b>District Commitment Theory of Action</b>	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	0

## 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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time for Reteach	4.1	March 1 - May 31	Campus planning calendar	Instructional Team	Lesson Plans	31-May		
High Quality Instructional Materials	4.1	March 1 - May 31	Lesson plans include inst materials	Instructional Team	Lesson Plans	31-May		
Instructional leaders review how teachers internalize, modify and use lesson plans	4.1	March 1 - May 31	Feedback Sheets	Instructional Team	Lesson plans and feedback sheets	31-May		
Review disaggregated data and provide feedback	5.3	March 1 - May 31	Assessment Calendars	Instructional Team	Data Tracker	31-May		
Implement a Corrective Action Plan	5.3	March 1 - May 31	Plan for Reteach	Instructional Team	Data Tracker	31-May		
Planned conversations about student data	5.3	March 1 - May 31	PLC Calendar	Instructional Team	Data Tracker	31-May		

## 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?	Yes, we achieved the desired outcome. The feedback provided regarding lesson planning and the first teach provided opportunity for reflection and adjustment.
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>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?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>

**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
<p><b>Essential Action</b></p>	<p>4.1</p>	<p>5.3</p>	<p>0</p>
<p><b>Desired Annual Outcome</b></p>			<p>0</p>
<p><b>Did the campus achieve the desired outcome? Why or why not?</b></p>			