

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	San Elizario ISD	Campus Name	Lorenzo G. Loya Primary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Julissa C. Esquivel
District Number	071904	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Blanca Cruz	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?	School year 2020-21, ongoing	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	None

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.	Blanca Cruz
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.	Blanca Cruz
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.	Julissa C. Esquivel

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, 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.

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: Increase the number of students who are grade level ready for the preceeding grade. Rationale: Raise the percentage of students who are meeting the required levels from the CIRCLÉ assessments. Domain 2B: The alignment within the grade level P-K 4 in both monolingual and dual languages with a focus in lesson planning. Rationale: Students in the dual language out perform their monolingual peers in the area of phonics since Spanish letter names and sounds mirror each other more than in letters and sounds in English language. Domain 3: PK4 Grade Teachers Students Learning Objective (SLO) will be focused on letter and sound recognition to assist with building a stronger foundation
	What changes in student group and subject performance are included in these goals?	Domain 1: Domain 2B: Domain 3:
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	PK 4 Grade Teachers Students Learning Objective (SLO) will be focused on letter and sound recognition to assist with building a stronger foundation for the students heading to kindergarten. Rationale:Grade To ensure they are on track with pre-reading skills for the next grade level.

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.	5 - Full 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.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. PREK guidelines and outcomes	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	5 - Full Implementation
5.3 Data-driven instruction.	5 - Full 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
Essential Action	4.1	5.3	
Rationale	In reviewing the ESF document, campus instructional team will continue reviewing lesson plans weekly to give feedback from IS, review alignment of guidelines and activities with teachers during PLC planning. Continue monitoring SLO student growth charts, 4th & 8th week checklist assessments.	In reviewing and updating the ESF document, campus instructional team will support teachers in data-driven instructional procedures to disaggregate student data as a grade-level and analyze class and grade-level areas of achievement and areas of improvement to identify trends in student misconceptions, and create a plan of action for reteaching or reinforcing concepts. Meetings will be held during PLC and when data has been collected from teachers. (CIRCLE and Teacher created assessments)	
How will the campus build capacity in this area? Who will you partner with?	We will continue building capacity within our campus and grade level teams by looking for expertise within our staff for alignment in lesson planning. Reach out to district Planning and Instruction Department for support when needed. We will reach out to Region 19 partners Early Childhood Professional Development to look for training in the CIRCLE assessment.	We continue with systems in place to review and analyze with data-driven instruction after BOY, MOY, EOY CIRCLE Progress Monitoring Assessment, 4th and 8th 9 week assessment checklist, SLO student growth tracker, teacher created assessments in PK3 and BOY & EOY PreLAS data by dedicating planning time to disaggregate data, analyze trends and create a plan of action for reteaching for intervention and reinforcement.	
Barriers to Address throughout this year	Barriers to address for our campus is the limited availability of Early Childhood PD in our area and at the district-level. We also have a limited budget for PD due to student enrollment.	Barriers to address for our campus will be the routine of testing. CIRCLE testing is administered on a one-to-one basis. PK is the first year students experience a school setting and testing. Student attendance becomes an issue when the season changes, we will inform parents through the monthly Parent newsletter to advise them when testing begins.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication through a collaboration of the instructional team with PK teachers and Specialty teachers. We will embed a 1/2 full-day grade-level planning time during early release. During PLC planning days, T2's will continue with class instruction and specialty rotations.	Teachers will take a critical role in disaggregating their student data, address student misconceptions, and planning for interventions for students needing more support and students exceeding expectations.	

<p>Desired Annual Outcome</p>	<p>Continue to build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal checklist assessments .</p>	<p>Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.</p>	
<p>District Commitment Theory of Action</p>	<p>If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments</p>	<p>If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.</p>	<p>If....then,</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
Essential Action	Daily lessons, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to PK guidelines and instructional materials. Time for reteach is built into the scope and sequence.	On-going PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.	
Desired Annual Outcome	By the end of November 2024, teachers will have completed the first nine-grading period to include progress reports. As a collaborative team, we will ensure that all teachers are aligning lesson activities	Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	By the end of November 2024, teachers will have completed the first nine-grading period to include progress reports. As a collaborative team, we will ensure that all teachers are aligning lesson activities	By the end of September 2024, we will have assessment results from the CIRCLE Progress Monitoring assessment as well checklist assessments data. For the CIRCLE Assessment, we will create and implement a plan of action according to students' needs during small group intervention. Reading Intervention teacher will provide additional academic support a small group of students from each PK4 classroom on a daily basis.	
Barriers to Address During this Cycle	Loya is aligned to the district TEAMS grading system. This year we will implement a numerical grade instead of using a rubric scale. PK grade levels and campus instructional team will co-create a observational checklists to assess student progress based on PK guidelines.	Barriers to address during Cycle 1 are time within the instructional day to allow for vocabulary and oracy development, additional limited developmentally appropriate intervention activities as part of the intervention plans of actions to include center activities alignment.	
District Actions for this Cycle	Continued collaboration with district Technology Department for support using on progress reports and report cards in TEAMS grading system. District Planning and Instruction department provide support with for informal observation feedback throughout the school year.	Technology Department Tracking student progress on formal/informal assessments (observational checklists) IS has created excel sheets to keep data throughout thr year.	
District Commitment Theory of Action	If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments	If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

ACTION PLAN								
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
CIRCLE PD and iTRS	4.1	7/18/2024 -5/21/2025	Access to iTRS system and CLI engage website	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Significant Progress	On-going
Weekly PLC	4.1	7/30/2024 - 05/21/2025	Curriculum-Frogstreet PK 3 and Scholastic PK 4, Estrellita Curriculum, Learning Without Tears, Learning Dynamics, Chart Tablets/Paper, Construction Paper	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Significant Progress	On-going
Weekly Review of Lesson Plans with feedback	4.1	7/30/2024 - 05/21/2025	Google Slide Lesson Plans	IS Instructional Specialist, Principal	Communication through email, admin walkthroughs, and student products	Ongoing	Significant Progress	Feedback given to teacher by instructional Team.
PK Lesson Plans on Google Slides; submitted electronically	4.1	7/30/2024 - 05/21/2025	Google Slide Lesson Plans	All Loya Teachers	Email communication	Ongoing	Significant Progress	Ongoing, submitted to Admin Team for weekly review.
SEPTEMBER Early Release: PD on Oral Language Development with Mr. Palomino and Make and Take Story Board	4.1	9/29/2024 12:30-4:10 PM	Canva Presentation, foam boards, felt, copies of story, glue gun, velcro	Guided planning with Admin Team	Teachers will use the storyboard for whole group, center activity, and small group lessons for phonological awareness and reading sequencing	9/29/2024 12:30-4:10 PM	Met	Teachers will use the storyboard for whole group, center activity, and small group lessons for phonological awareness and reading sequencing

OCTOBER Early Release: PD and PK4 had debrief of visits with Sambrano Kinder teachers.	4.1	10/31/2024 12:30-4:10 PM	Visit Observation Sheets	Lesson Planning		10/31/2024 12:30-4:10 PM	Met	Shared feedback with teachers
4th AND 8TH CHECKLIST ASSESSMENTS	5.3	9/24/2024 and 11/12/2024	IS and teachers created assessments	PreK 3 Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	9/24/2024 and 11/12/2024	Significant Progress	Adjust Data Driven Decision Form
SLO BOY DATA and SLO Check-Ins	5.3	BOY 8/27/2024 Check-In 10/22/2024	Student growth tracker and teachers SLO goal form.	All Loya Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	BOY 8/27/2024 Check-In 10/22/2024	Some Progress	BOY- baseline, data is monitored by IS using excel spreadsheet she created
CIRCLE BOY DATA PLC	5.3	9/24/2024	CIRCLE Reports by teachers, monolingual and bilingual results	PK4 TEACHERS	Use Data Driven Decision Form for next step interventions	9/24/2024	Some Progress	Continue following the curriculum to complete state required guidelines and outcomes

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?	Our focus areas were achieved in the first cycle. Teachers and T-2's attended the training, along with Admin Team. Reviewing of lesson plans will continue for the next cycle. Teachers will be given time during early release days to plan. Continue with weekly PLC's.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Scores from the BOY CIRCLE assessment resulted in a lower percentage from the year before. Many of our students entered are younger that the year before. Math skills are strong for the students who attended PK3 with us last year.
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
	Campus will continue with weekly PLC's, weekly lesson planning with feedback. Offer intersession to EB's students needing support in reading and math pre-skills. Campus was approved to also have a 1 monolingual classroom for intersession.

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
Essential Action	4.1	5.3	0
Desired Annual Outcome	Continue to build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal checklist assessments .	Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	IS will continue to build up the assessment checklist queston with teacher input and offer activities teachers and T-2's can use immediatley during the same week. IS gives teachers center activities for student use (PLC Present) for math, phonological awareness, and reading comprehension.	Continue to monitor the 4th and 8th weeks checklist assessments, adjust instruction where needed. SLO check-ins monitored by principal. Follow timeline for MOY CIRCLE assessment and PK3 teacher created MOY assessment	
Barriers to Address During this Cycle	We had to adjust a few of the PLC data meetings due to the calendar.	We had to adjust a few of the PLC data meetings due to the calendar.	
District Actions for this Cycle	Check in from P & I for instructional feedback of classroom visits.	Principal and IS communicated with IO Mr. Palomino of the changes.	
District Commitment Theory of Action	If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments	If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly PLC	4.1	7/18/2024 - 5/21/2025	Access to iTRS system and CLI engage website	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Significant Progress	Ongoing
Weekly Review of Lesson Plans with feedback	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	IS Instructional Specialist, Principal	Communication through email, admin walkthroughs, and student	Ongoing	Significant Progress	Feedback given to teacher by instructional Team.
PK Lesson Plans on Google Slides; submitted electronically	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	All Loya Teachers	Email communication	Ongoing	Significant Progress	Ongoing, submitted to Admin Team for weekly review.
Alignment classroom visits with teachers from Sambrabo ES: Ballesteros, Mendoza, and Ortega	4.1	2/7/25 and 2/12/25	Reflection sheet	P&I. IS & Principals	Debrief meeting scheduled on Feb. 27, 2025 at 4:00 at Loya	2/7/25 and 2/12/25	Significant Progress	Debrief meeting scheduled on Feb. 27, 2025 at 4:00 at Loya
CIRCLE MOY Data PLC	5.3	2/5/2025	Results per teacher	PK4-teacher, IS and Principal	Use Data Driven Decision Form for next step interventions	2/5/2025	Significant Progress	Use Data Driven Decision Form for next step interventions.Feedback emailed to teachers from principal.
4th AND 8TH CHECKLIST ASSESSMENTS	5.3	12/17/2024	IS and teachers created assessments	IS, and All Teachers	Use Data Driven Decision Form for next step interventions	12/17/2024	Significant Progress	Use Data Driven Decision Form for next step interventions

SLO Check-Ins and MOY data	4.1	12/17/2025 and 2/18/25	Student growth tracker and teachers SLO goal form.	All Loya Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	12/17/2025 and 2/18/25	Significant Progress	Pending meeting with Principal
Teacher created MOY DATA PLC	5.3	2/6/2025	IS and teachers created assessments	PK3 Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	2/5/2025	Significant Progress	Continue following the curriculum to complete state required guidelines and outcomes

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?	MOY CIRCLE results shows great gains in all areas in math and in phonemic awareness in comparasion from BOY scores. SLO data also show the students progressing letter recognition and sound. Math continues to be the campus strength. Weekly PLC continues with success, great conversations and sharing between teachers.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	MOY CIRCLE results shows great gains in all areas in math and in phonemic awareness in comparasion from BOY scores. SLO data also show the students progressing letter recognition and sound. Math continues to be the campus strength. Weekly PLC continues with success, great conversations and sharing between teachers.	
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	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Plan intervention groups for the new students who are needing more support. Mr. Palomino offer assitance to work with dual language students on Thursdays. </td> <td style="width: 50%; vertical-align: top;"> Adult tutor will work with MCV students, intervention teacher will add more groups of students who need more support with phonemic awareness. Continue supporting teaching and learning in all classrooms. </td> </tr> </table>	Plan intervention groups for the new students who are needing more support. Mr. Palomino offer assitance to work with dual language students on Thursdays.
Plan intervention groups for the new students who are needing more support. Mr. Palomino offer assitance to work with dual language students on Thursdays.	Adult tutor will work with MCV students, intervention teacher will add more groups of students who need more support with phonemic awareness. Continue supporting teaching and learning in all classrooms.	

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
Essential Action	4.1	5.3	0
Desired Annual Outcome	Continue to build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal checklist assessments .	Continue to build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	Campus goal is to reach the EOY formative goals with the PK3 Teacher Created Assessment and PK4 CIRCLE assessments.	Continue to use the modified Data Driven Decision form to provide addition support for students who are below targets. Dual Language students will be provided opportunity to attend Spring Intercession	
Barriers to Address During this Cycle	Student attendance in the Spring.	Student attendance in the Spring	
District Actions for this Cycle	Check in from P & I for instructional feedback of classroom visits.	P & I visits during Data PLC for feedback and/or support.	
District Commitment Theory of Action	If we receive district level support and have opportunities to attend Early Childhood PD then, the leadership team and PK teachers will have innovative, researched-based, aligned lessons, lesson activities, and assessments	If we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly PLC	4.1	7/18/2024 - 5/21/2025	Access to iTRS system and CLI engage website	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	ongoing		
Weekly Review of Lesson Plans with feedback	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	IS Instructional Specialist, Principal	Communication through email, admin walkthroughs, and student products	ongoing		
PK Lesson Plans on Google Slides; submitted electronically	4.1	7/30/2024 - 05/21/2025	Lesson Plans on Google Slides	All Loya Teachers	Email communication	ongoing		
CIRCLE EOY Data PLC	5.3	5/6/2025	Results per teacher	PK4-teacher, IS and Principal	Use Data Driven Decision Form for next step interventions	will be on 5/6/2025		
4th Week CHECKLIST ASSESSMENTS (4th 9 weeks)	5.3	4/15/025	IS and teachers created assessments	IS, and All Teachers	Use Data Driven Decision Form for next step interventions	will be on 4/15/025		
SLO Check-Ins and EOY data	4.1	3/25/2025 and 4/30/2025	Student growth tracker and teachers SLO goal form.	All Loya Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	3/25/2025 and 4/30/2025		

Teacher created EOY DATA PLC	5.3	5/6/2025	IS and teachers created assessments	PK3 Teachers, IS, Principal	Use Data Driven Decision Form for next step interventions	will be on 5/6/2025		
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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?	TBD	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	TBD	
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
	TBD	TBD

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	4.1	5.3	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			