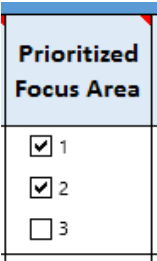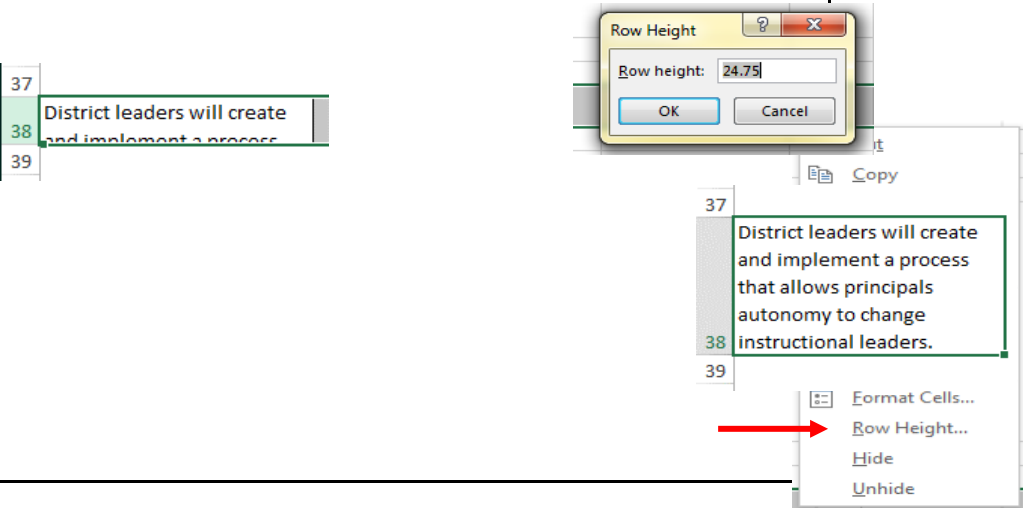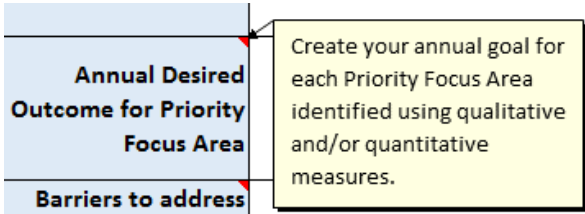| Campus Targeted Improvement Plan		
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/		
Please complete all sections of the Cycles 1, 2, and 3 tabs except: - Status of Metrics/Evidence Collections - Necessary Adjustments/Next Steps - Section V: Reflections and Planning for Next 90 Day Cycle These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.		
Feature/Tip	**Explanation**	**Screenshot**
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	
Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	

Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	Graham ISD	Campus Name	Graham Junior High School	Superintendent	Sonny Cruse	Principal	Ginger Robbins
District Number	252901-000	Campus Number	252091-041	District Coordinator of School Improvement (DCSI)	Sonny Cruse	ESC Support	Region 9
							Tracy Patrick

Assurances

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.	**Sonny Cruse, 9/3/19**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Sonny Cruse, 9/3/19**
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.	**Ginger Robbins, 9/4/19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1:80; Domain 2a:70 and Domain 2b: 80; Domain 3: 70
	What changes in student group and subject performance are included in these goals?	We need to address English Language Learner strategies in the classroom as well as Special Education students performances and supports. We will monitor all sub populations and know our students' progress at each checkpoint.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	The campus has beginning structures for collaboration and data meetings via the HRS framework. To strengthen the process, the District has partnered with ESC 9 to implement Data Driven Instruction (DDI). Through this process, the principal and teacher leaders will be able to lead data analysis through PLC's more effectively and formally.	While we realize that we have worked collaboratively with the teachers to create and implement a standardized lesson plan template, it is not being used with fidelity to guide and inform instruction. We have not provided the teachers with structured feedback and support to ensure that they are planning effectively. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems.	During the Spring of 2019, we recognized the need to develop stronger data practices on our campuses. We have partnered with ESC 9 to become a part of a DDI training program for the 19-20 school year. Our initial DDI professional development was held on August 8, 2019. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.
Desired Annual Outcome	Campus instructional leaders have clear roles and responsibilities within data-driven instruction systems. Instructional leaders will lead PLCs to effectively collaborate, plan, analyze data and create reteach plans so that we are more strategic in how we plan our time.	Teachers will utilize the backward design model to develop objective-driven lesson plans that include a formative assessment to evaluate student learning. Teachers will collaboratively plan to ensure a guaranteed and viable curriculum across grade levels.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT to lead PLC and follow DDI protocols with fidelity after all unit tests and the four scheduled common assessment checkpoints.
Barriers to Address During the Year	Tendency to "put out fires" during the day rather than maintaining set calendar. Campus principal is pulled away to address issues other than instructional support. PLC meetings not consistently focused on instructional data. There is not a consistent process of having an administrator attending and leading a PLC specifically focused on data.	Teachers expressing concern around the time required to lesson plan while fulfilling their other required duties. The administration team has not consistently reviewed lesson plans. The administration has not previously provided feedback on the teacher lesson plans.	Data analysis has taken place in isolation according to proficiency with Eduphoria and comfort level with data. However, the data review process has been inconsistent and often stops at the action phase of using the data to improve instruction and student outcomes.
District Commitment Theory of Action:	If the district provides the principal ongoing professional support via its' DDI partnership with ESC 9 to lead effective data meeting with teachers and the quality and frequency of lesson planning improves with the leadership team providing feedback, and the district ensures that teachers have access to high quality common formative assessment resources aligned to state standards for all tested areas, then the campus will become grounded in a system of strong data-driven instruction, improved quality lesson plans and aligned formative assessments, supported by campus leaders who student achievement will increase by at least one year's growth. the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Date of ESF Diagnostic			
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level- Meets Grade Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1- Checkpoint 1			Cycle 2- Checkpoint 3			Cycle 3- Benchmark			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Reading	District Interim	35	7	District Interim	45		District Interim	50		STAAR	50	
6	Math	District Interim	33	37	District Interim	36		District Interim	39		STAAR	42	
7	Reading	District Interim	47	15	District Interim	50		District Interim	55		STAAR	55	
7	Math	District Interim	41	20	District Interim	45		District Interim	50		STAAR	50	
7	Writing	District Interim	40		District Interim	45		District Interim	50		STAAR	50	
8	Reading	District Interim	53	23	District Interim	55		District Interim	60		STAAR	60	
8	Math	District Interim	47	47	District Interim	52		District Interim	55		STAAR	60	
8	Science	District Interim	40		District Interim	44		District Interim	48		STAAR	50	
8	SS	District Interim	35		District Interim	35		District Interim	40		STAAR	40	
8	Algebra I	District Interim	90	64	District Interim	100		District Interim	100		STAAR	100	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders have clear roles and responsibilities within data-driven instruction systems. Instructional leaders will lead PLCs to effectively collaborate, plan, analyze data and create reteach plans so that we are more strategic in how we plan our time.	Teachers will utilize the backward design model to develop objective-driven lesson plans that include a formative assessment to evaluate student learning. Teachers will collaboratively plan to ensure a guaranteed and viable curriculum across grade levels.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT to lead PLC and follow DDI protocols with fidelity after all unit tests and the four scheduled common assessment checkpoints.
Desired 90-day Outcome	Establish a PLC process which is focused on Data Driven Instruction. Build capacity of instructional leaders and staff through professional development and follow up support to cement learning in DDI processes.	All teachers are compliant in using the district approved lesson plan tool. The ILT will review and provide feedback	At the end of 90 days, teachers create valid common checkpoints, analyze results, and develop action plans for reteach and plan new instruction.
Barriers to Address During this Cycle	Principals not prioritizing their attendance in PLC meetings due to other issues on campus. Leadership not having an agenda focused on data driven instruction.	Insufficient knowledge and professional development regarding objective-driven planning. Lack of compliance in completing lesson plans.	Creation of valid common assessments using the backward design model, knowledge of creating action plans.
District Actions for this Cycle	The DCSI and Curriculum & Instruction staff will attend DDI along with the ILT. Additionally, the DCSI will coordinate every other week coaching for the principal focused on plan implementation, PD to support DDI, and systems that protect ILT's time to focus on instructional leadership.	Provide the Math and Reading / Language Arts departments a planning day with subs provided for teachers.	ILT verify the validity of the common assessments and providing feedback to teachers on their action plans
District Commitments Theory of Action	If the district provides the principal ongoing professional support via its' DDI partnership with ESC 9 to lead effective data meeting with teachers and the quality and frequency of lesson planning improves with the leadership team providing feedback, and the district ensures that teachers have access to high quality common formative assessment resources aligned to state standards for all tested areas, then the campus will become grounded in a system of strong data-driven instruction, improved quality lesson plans and aligned formative assessments, supported by campus leaders who student achievement will increase by at least one year's growth. the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Develop DDI Assessment/Training calendar	1.1, 5.1, 5.3	June 2019	Calendar	DCSI, ILT	Calendar	August 1, 2019		
Teachers received training on Guaranteed Vocabulary and inserted guaranteed terms into scope and sequence.	5.1	June 2019	Scope and Sequence documents that include vocabulary terms	Teachers	Representative copy of scope and sequence including vocabulary terms	September 20, 2019		
Completed Eduphoria training on assessment and data analysis.	5.1, 5.3	August 9, 2019	Eduphoria	Local Trainers	Course credit report from Eduphoria	October 1, 2019		
Completed Data-Driven Instruction(DDI) Module 1 training provided by ESC. This training focused on backward design, TEKS breakdown, and designing quality interim checkpoints.	5.1, 5.3	August 8, 2019	Scope and Sequence Documents, Eduphoria, TEKS	ESC 9 Trainer; Math, RLA, ESL & SpEd Teachers, ILT	Course credit report from Eduphoria	September 20, 2019		
Teachers will receive training in effective data analysis and using data to create an effective action plan for reteach through DDI Module 2 - Analysis.	5.1, 5.3	October 3(ELAR) & 4(Math), 2019	Scope and Sequence, Eduphoria, TEKS	ESC 9 Trainer; Math, RLA, ESL & SpEd Teachers, ILT	Course credit report from Eduphoria	October 10, 2019		
Teachers will receive training in designing effective object-driven lesson plans using the backward design model through DDI Module 3 - Action.	5.1, 5.3	September 23, 2019	Scope and Sequence, Eduphoria, TEKS	ESC 9 Trainer; Math, RLA, ESL & SpEd Teachers, ILT	Course credit report from Eduphoria	October 1, 2019		
PLC calendar and agenda revision to focus on DDI	1.1	October 1, 2019	Calendar	Principal	Calendar	October 4, 2019		

Region 9 will provide Leveraging Leadership Training and follow-up coaching on leading effective data meetings for district and campus administrators.	1.1	October 8, 2019	Professional Development materials provided by Region 9	ESC 9 Trainers, Principal, DCSI	Course credit report	October 15, 2019		
Principal ensures that the instructional leaders are provided with clear roles and responsibilities. Campus principals update weekly calendars to include observations and feedback, team meetings and PLCs.	1.1	September 1, 2019	Campus calendar, job/role descriptions	Principal	Calendars and weekly notes	Weekly		
Admin PLCs are held weekly. DCSI has weekly WIG meetings to monitor the implementation of TIP strategies. Principals must submit evidence that goals are met.	1.1	September 2019	Calendar	DCSI, Principal	Calendar and Principal Notebook	weekly		

Reflection and Planning for Next 90-Day Cycle	
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?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders have clear roles and responsibilities within data-driven instruction systems. Instructional leaders will lead PLCs to effectively collaborate, plan, analyze data and create reteach plans so that we are more strategic in how we plan our time.	Teachers will utilize the backward design model to develop objective-driven lesson plans that include a formative assessment to evaluate student learning. Teachers will collaboratively plan to ensure a guaranteed and viable curriculum across grade levels.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT to lead PLC and follow DDI protocols with fidelity after all unit tests and the four scheduled common assessment checkpoints.
Desired 90-day Outcome	Teachers should be implementing the reteach plans, and campus leadership is	Teachers are effectively using the backward design model to develop objective driven lesson	Teachers are using the DDI analysis processes for weekly formative assessments as well as
Barriers to Address During this Cycle	Campus Instructional Leaders managing their time so that action plans are reviewed and observation occurs to verify action plans are implemented. Moving toward a system of more frequent observations for struggling teachers while ensuring struggling teachers feel supported.	Teachers engaging in true collaboration with others	Frequency and quality of formative assessments may not provide valid and reliable information.
District Actions for this Cycle	DCSI attends DDI training with the ILT and continues coaching of the principal. Coaching will focus on conducting data meetings. District Instructional Leaders will support the campus principals by reviewing lesson plans and providing individual coaching to teachers.	District Instructional Leaders analyze campus data trends to identify potential systemic issues such as vertical alignment issues across grade levels and content areas.	District Instructional Leaders will verify alignment to the standards and provide follow up support to the teachers
District Commitments Theory of Action	If the district provides the principal ongoing professional support via its' DDI partnership with ESC 9 to lead effective data meeting with teachers and the quality and frequency of lesson planning improves with the leadership team providing feedback, and the district ensures that teachers have access to high quality common formative assessment resources aligned to state standards for all tested areas, then the campus will become grounded in a system of strong data-driven instruction, improved quality lesson plans and aligned formative assessments, supported by campus leaders who student achievement will increase by at least one year's growth. the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Develop a Quality Checklist to guide monitoring of quality lesson plans and assessments and consistent feedback by ILT.	1.1, 5.1, 5.3	January 10, 2020	Checklist, lesson plans, assessments	District Instruction Leadership Team	Document	January 10, 2020		
Teachers will use interim checkpoint data to include reteach of concepts (spiraling) into scope and sequence.	5.1, 5.3	September 30-October 2; December 2-4; January 27-29; March 9-11	Data from assessments, scope and sequence	Teachers	Scope and sequence reflecting spiraling of concepts	October 4; December 6; January 31; March 13		
Utilize Implementing TEKS Resource System tool as a guide to backward design for developing objective-driven lesson planning.	5.1	December 10, 2019	Implementing the TEKS Resource System Tool (Region 10)	ILT, Teachers	Implementing the TEKS Resource System Tool	December 10, 2019		
The ILT will conduct a trend data analysis to identify systemic issues in curriculum alignment.	5.1, 5.3	February 1, 2020	Trend data from assessments, curriculum alignment documents	ILT	Data along with written justification	February 10, 2020		
PLCs will utilize the HRS PLC model and cycle through the essential questions aligned to DDI. PLC minutes and agenda will be required for each meeting.	1.1	December 10, 2019	6 Essential Questions guiding document, PLC Agenda form and confirmed PLC meeting days and times	Department Heads	Minutes and Agenda sheets	February 10, 2020		
Teachers will extend the DDI analysis process to include unit assessments and frequent formative assessments.	5.3	December 1, 2019 - May, 2020	Eduphoria, Analysis Template	Teachers	Tracking Student Scores in Eduphoria , Action Plans, Targeted Observation	February 10, 2020		
Teachers will use the district developed lesson plan template and submit lesson plans weekly. The ILT will monitor the submission of lesson plans for compliance and utilize the district LP checklist to provide timely feedback to teachers.	5.1	December 1, 2019 - May, 2020	Eduphoria, Lesson Plan template	Teachers, ILT	Lesson Planners	February 10, 2020		

Through the lesson plan review process, the ILT will identify specific teachers that need more support in developing quality lesson plans and provide job embedded PD.	1.1, 5.1	November 1, 2019	Lesson pLan template, PLC and staff development days	ILT	List of teachers requiring support / PD documentation	February 10, 2020	
ESC 9 will provide Level I lesson planning and formative assessment training for the ILT.	1.1, 5.1	December 1, 2019	Training materials	ESC	Sign-in sheet	December 20, 2019	

Reflection and Planning for Next 90-Day Cycle

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?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Campus instructional leaders have clear roles and responsibilities within data-driven instruction systems. Instructional leaders will lead PLCs to effectively collaborate, plan, analyze data and create reteach plans so that we are more strategic in how we plan our time.	Teachers will utilize the backward design model to develop objective-driven lesson plans that include a formative assessment to evaluate student learning. Teachers will collaboratively plan to ensure a guaranteed and viable curriculum across grade levels.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT to lead PLC and follow DDI protocols with fidelity after all unit tests and the four scheduled common assessment checkpoints.
Desired 90-day Outcome	ILTs continue to facilitate the PLCs. Principals prioritize teachers whose data shows significant gaps in student mastery of prioritized standards and provide coaching	Teachers make adjustments to lesson plans based on recurring analysis of formative assessments (observed by teacher leaders and/or principals)	75% of students master priority standards after reteach.
Barriers to Address During this Cycle	Time management of the ILT. Success of systems that limit/protect the ILT time in addressing student discipline, parent concerns, etc.	Balancing planning adjustments within the available time in the scope and sequence. Teacher commitment to reteach.	Teachers may struggle with finding new materials for reteach and creating STAAR tutorials focused on specific student gaps.
District Actions for this Cycle	DCSI attends DDI training with ILT and continues the coaching of the principal, with coaching focused on conducting effective data meetings with a focus on high-quality reteach plans	The DCSI and district ILT provide continued lesson plan support and provide fidelity checks in TEKS verification. The ILT will assist teachers in adjusting their scope and sequence to include priority TEKS that need to be reinforced.	The District Instructional Leadership Team provides reteach lesson ideas and resources. The ILT analyzes trend data to help teachers finalize STAAR tutorial groups.
District Commitments Theory of Action	If the district provides the principal ongoing professional support via its' DDI partnership with ESC 9 to lead effective data meeting with teachers and the quality and frequency of lesson planning improves with the leadership team providing feedback, and the district ensures that teachers have access to high quality common formative assessment resources aligned to state standards for all tested areas, then the campus will become grounded in a system of strong data-driven instruction, improved quality lesson plans and aligned formative assessments, supported by campus leaders who student achievement will increase by at least one year's growth. the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
PLCs will utilize the HRS PLC model and cycle through the essential questions aligned to DDI. PLC minutes and agenda will be required for each meeting.	5.3	March 2020-May 22, 2020	6 Essential Questions, PLC Agenda form and confirmed PLC meeting days and times	Department Heads	Minutes and Agenda sheets	May 22, 2020		
ILT and Principals will analyze assessment trend data to prioritize teachers needing additional support.	5.3	March 2020-May 22, 2020	Eduphoria	ILT and Principals	Assessment data from Eduphoria	May 22, 2020		
ILT and principals will conduct walkthroughs to verify alignment of actual instruction to written lesson plans; specifically, observation feedback will be provided on framing the lesson, guided practice, and formative assessment. This information will be used to prioritize teachers needing additional support.	5.1	March 2020-May 22, 2020	Powerwalk data, TTESS data	ILT and Principals	Powerwalks, TTESS reports	May 22, 2020		
Principals will lead data meetings during PLC ,and if necessary one-on-one meetings with reading and math teachers. DCSI will review evidence of data meetings and provide support to principals if necessary.	1.1, 5.3	March 2020-May 22, 2020	Calendar with scheduled meetings	Principals	Agenda and Meeting Minutes	May 22, 2020		
EOY ILT will verify the reliability of interim checkpoints by analyzing trend interim data aligned to STAAR performance.	1.1, 5.3	March 2020-May 22, 2020	Interim checkpoint data and 2020 STAAR data	ILT and Principals	Results of Analysis	May 22, 2020		
Weekly campus ILT meetings will discuss formative data results and student progress. Teachers will develop reteach plans, and administrators will follow up through observation of reteach.	1.1, 5.1	March 2020-May 22, 2020	Agenda, Eduphoria reports	Teachers , ILT and Principals	Weekly Calendar, formative data results, eduphoria reports, reteach plans.	May 22, 2020		

Reflection and Planning for Next 90-Day Cycle

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?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

END OF YEAR REFLECTION

#3	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	Campus instructional leaders have clear roles and responsibilities within data-driven instruction systems. Instructional leaders will lead PLCs to effectively collaborate, plan, analyze data and create reteach plans so that we are more	Teachers will utilize the backward design model to develop objective-driven lesson plans that include a formative assessment to evaluate student learning. Teachers will collaboratively plan to ensure a guaranteed and viable curriculum across grade levels.	Teachers will monitor student progress, spiral instruction, and include reteach items on common assessments. ILT to lead PLC and follow DDI protocols with fidelity after all unit tests and the four scheduled common assessment checkpoints.
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Establish a PLC process which is focused on Data Driven Instruction. Build capacity of instructional leaders and staff through professional development and follow up support to cement learning in DDI processes.	All teachers are compliant in using the district approved lesson plan tool. The ILT will review and provide feedback	At the end of 90 days, teachers create valid common checkpoints, analyze results, and develop action plans for reteach and plan new instruction.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	0		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?		

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards