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	Brownsville ISD	Campus Name	Lucio Middle School	Superintendent	Dr. Rene Gutierrez	Principal	Chester Arizmendi
District Number	031901	Campus Number	031901051	District Coordinator of School Improvement (DCSI)	Dr. Roni Louise Rentfro	ESC Number	1
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	updated 11-18-2020

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.	Dr. Roni Louise Rentfro
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.	Sandra G. Lopez
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.	Chester Arizmendi
Board Approval Date	PENDING Board approval on 12/8/2020	

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups   https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

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 scaled score from a 74 or C to an 80 or B rating Rationale: This increase will serve to improve the campus Closing the Gaps from a D towards a C.
		Domain 2B: Increase from an 85 to a 90 to move from a B to an A; also to improve 2A from a 60 to a 70. Rationale: This increase will serve to improve the campus Closing the Gaps from a D towards a C.
		Domain 3: Increase scaled score from a 62 to a 70. Rationale: This increase will serve to improve the campus Closing the Gaps from a D to a C.
	What changes in student group and subject performance are included in these goals?	Domain 1: The greatest increase needs to be in 7th grade writing, all grade reading and social studies to improve performance on Domain 1 and 3
		Domain 2B: The greatest increase needs to be in moving students to Meets and Masters.
		Domain 3: EL and SPED student performance and progress is the area of greatest focus along with TELPAS performance.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

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

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

PRIORITIZED FOCUS AREAS

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	Leadership roles and responsibilities need to be strengthened to better support teachers and students.	Better placement and documentation of campus needs for recruitment and retention of teachers and staff needs to be a focus for this campus.	Take the data analysis and implement it in the instruction should ensure improved student performance and greater student growth.
How will the campus build capacity in this area? Who will you partner with?	The campus will take advantage of district and regional capacity building professional development opportunities and conduct "turnaround:" trainng to all appropriate staff.	Through campus, district and regional resources, the campus will build capacity.	The campus will work closely with Curriculum staff and other district program staff to build capacity. When appropriate, additional sources will be accessed to provide training and supports.
Barriers to Address throughout this year	COVID-19 impact on prior established campus roles, responsibilities and processes.	COVID-19 changing environment and adaptation of lessons to new instructional environments.	Lack of data use in order to create plans to reteach. Lack of established classroom student tracking supports with learning management systems.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Information will be communicated through faulty meetings, PLC meetings, Parent and Family Engagement Meetings as appropriate to the activities being conducted. Surevys and session evaluations will be used to target clarficiations and gain buy-in.	Information will be communicated through faulty meetings, PLC meetings, and other meetings as appropriate to the activities being conducted. Surevys and session evaluations will be used to target clarficiations and gain buy-in.	Information will be communicated through faulty meetings, PLC meetings, Parent and Family Engagement Meetings as appropriate to the activities being conducted. Surevys and session evaluations will be used to target clarficiations and gain buy-in.
Desired Annual Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom monitoring charts
District Commitment Theory of Action	If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.	If the district provides regular coaching to the campus adminstration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then 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.	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.

STUDENT DATA

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

Ple

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71		Checkpoints	71		District Benchmark	73		District Benchmark	75		76
		All	All	Reading	Meets	STAAR	38		Checkpoints	38		District Benchmark	40		District Benchmark	42		43
		All	All	Reading	Masters	STAAR	15		Checkpoints	15		District Benchmark	17		District Benchmark	19		20
		All	All	Mathematics	Approaches	STAAR	79		Checkpoints	79		District Benchmark	81		District Benchmark	83		84
		All	All	Mathematics	Meets	STAAR	43		Checkpoints	43		District Benchmark	45		District Benchmark	47		48
		All	All	Mathematics	Masters	STAAR	19		Checkpoints	19		District Benchmark	21		District Benchmark	23		24
		All	All	Science	Approaches	STAAR	82		Checkpoints	82		District Benchmark	84		District Benchmark	86		87
		All	All	Science	Meets	STAAR	40		Checkpoints	40		District Benchmark	42		District Benchmark	44		45
		All	All	Science	Masters	STAAR	17		Checkpoints	17		District Benchmark	19		District Benchmark	21		22
		All	All	Social Studies	Approaches	STAAR	61		Checkpoints	61		District Benchmark	63		District Benchmark	65		66
		All	All	Social Studies	Meets	STAAR	17		Checkpoints	17		District Benchmark	19		District Benchmark	21		22
		All	All	Social Studies	Masters	STAAR	5		Checkpoints	5		District Benchmark	7		District Benchmark	9		10
		All	All	Writing	Approaches	STAAR	76		Checkpoints	76		District Benchmark	78		District Benchmark	80		81
		All	All	Writing	Meets	STAAR	40		Checkpoints	40		District Benchmark	42		District Benchmark	44		45
		All	All	Writing	Masters	STAAR	11		Checkpoints	11		District Benchmark	13		District Benchmark	15		16
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement *for 2021 goal is state target for this population	All	English Learners (ELs)	Reading	Meets	STAAR	26		Checkpoints	26		District Benchmark	28		District Benchmark	30		29*
		All	English Learners (ELs)	Mathematics	Meets	STAAR	34		Checkpoints	34		District Benchmark	36		District Benchmark	38		40*
3. Domain 3 Focus 2	Focus 2 Components Academic Achievement *for 2021 goal is state target for this population	All	Special Education	Reading	Meets	STAAR	14		Checkpoints	14		District Benchmark	16		District Benchmark	18		19*
		All	Special Education	Mathematics	Meets	STAAR	16		Checkpoints	16		District Benchmark	18		District Benchmark	20		23*
4. Domain 3 Focus 3	ELP Component *for 2021 goal is state target for this population	All	English Learners (ELs)	TELPAS	All	TELPAS	23		BOY	28		MOY	30		EOY	32		36*

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom monitoring charts
Desired 90-day Outcome	Each administrator will be able to execute his/her responsibilities by demonstartion of artifacts reviewed by the principal aligned with the set forth goals.	All teachers create and submit daily lesson plans that include clear objectives, and daily formative assessments.	Teachers will know their students by understanding and placing their students by tiers and composing plans that demonstrate growth per student every six weeks.
Barriers to Address During this Cycle	COVID-19 impact on prior established campus roles, responsibilities and processes.	New lesson plan system and process	Lack of data use in order to create plans to reteach. Lack of established classroom student tracking supports with learning management systems.
District Actions for this Cycle	District department personnel recommendations, support and professional development trainings.	Department-based professional development in designing lesson plans in Forethought	Campus's Assistant Superintendent and Curriculum, Instruction and Accountability staff will work with campus faculty and staff to support data driven instruction.
District Commitment Theory of Action	If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.	If the district provides regular coaching to the campus adminstration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then 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.+	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.

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.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Weekly meetings with adminstration team including department chairs to review areas of responsibilities and create weekly goals.	1.1	8-19 to 11-30-2020	Jobs & Duties, established goals, charts	C. Arizmendi, Principal	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings	11/30/2020		
Forethought training to assist implementation and instant feedback to ensure all components are completed.	5.1	8-19 to 11-30-2020	Forethought system	C. Arizmendi, Principal & Dean Gonzalez	Sample lesson plans and feedback	11/30/2020		
Creation of data wall using a variety of data to tier students including the teacher student achievement data trackers.	5.3	8-19 to 11-30-2020	Data tracking tool, individual data report card	Dean Gonzalez and Assistant Principals	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings & reports	11/30/2020		
Creation of student reflection based on six weeks performance and benchmarks to promote growth	5.3	8-19 to 11-30-2020	Campus-Wide posters, student data report card	C. Arizmendi, Principal	Walk throughs, coaching, and student/teacher data	11/30/2020		
Daily informal and formal walkthroughs viirtually that focus on specific concerns and ensure data driven-instruction.	5.3	8-19 to 11-30-2020	BISD Feedback reports and T-TESS Rubric	Administration	Walkthroughs, coaching, data tracking tools	11/30/2020		
Improve Special Education monitoring of student performance and inclusion teacher effectiveness with collaboration and support from the teacher of record	5.3	8-19 to 11-30-2020	Inclusion teacher best practices, data tracking tool.	C. Paschall SPED Administrator	Walkthroughs, coaching, data tracking tools	11/30/2020		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom monitoring charts
Desired 90-day Outcome	Artifacts from leadership team will be assessed and discussed with each adminstrator in such a way that if improvement is needed, leadership PD will be provided.	All teachers create and submit daily lesson plans that include clear objectives, differentiation, and daily formative assessments.	Teachers will track their students by understanding and re-tiering them based on montioring chart data and composing plans that demonstrate growth per student every six weeks.
Barriers to Address During this Cycle	COVID-19 impact on prior established campus roles, responsibilities and processes.	Appropriate differentiation for all learners by all teachers.	Teacher buy-in and effectiveness
District Actions for this Cycle	District department personnel recommendations, support and professional development trainings.	Department based professional development in designing lesson plans in Forethought	District department personnel recommendations
District Commitment Theory of Action	If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.	If the district provides regular coaching to the campus adminstration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then 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.	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.

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.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly meetings with leadership team to review areas of responsibilities, protocols, and logistics, and create weekly focus areas.	1.1	12-1-20 to 2-24-21	Jobs & Duties, established goals, charts	C. Arizmendi, Principal	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings	weekly		
Lesson planning during PLC/Team planning on how to do more appropriate differentiation of instruction.	5.1	12-1-20 to 2-24-21	Forethought system	C. Arizmendi, Principal & Dean Gonzalez	Sample lesson plans and feedback	Weekly and monthly		
Use of CIF instructional rounds and focused walkthroughs including feedback from highly effective master teachers from other campuses.	1.1, 5.1	12-1-20 to 2-24-21	Tango, aware, data wall, excel spreadsheets, professional developmnent, iPad, T-TESS Rubric	Administration	Tango and Aware reports, data wall, monitoring charts, walkthroughs, coaching and data meetings agendas	Weekly and monthly		
Monitoring of data wall using a variety of data to tier students including but not limited to classroom monitoring charts and individual student data reports	5.1, 5.3	12-1-20 to 2-24-21	Data tracking tool, individual data report card	Dean Gonzalez, appraisers	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings & reports	Weekly and monthly		
Teacher data meetings with appraisers every six weeks to review failure rates, campus formative assessments, benchmarks, and interventions	5.3	12-1-20 to 2-24-21	TAC, failure rates, CPA, benchmark data, excel for charts	Dean Gonzalez and appraisers	Agendas and data tracking tools	4/16 and 5/31		
Improve co-planning and co-teaching with special education and regular education teachers.	5.1	12-1-20 to 2-24-21	Inclusion teacher best practices, data tracking tool.	C. Paschall SPED Administrator	Walkthroughs, coaching, data tracking tools	4/16 and 5/31		

Daily informal and formal walkthroughs that focus on specific concerns and ensure data driven-instruction.	5.1, 5.3	12-1-20 to 2-24-21	iPad, T-TESS Rubric	Administration	Tango and Aware reports, data wall, monitoring charts, walkthroughs, coaching and data meetings agendas	Weekly and monthly		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	**New Action Steps**
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Increased capacity for campus administrator and teacher leaders to support improved performance by peers and students to bring the Closing the Gaps domain outcome from a D to a C.	All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	The Lucio Middle School Learning Community will become owners of their data understanding trends and innovation to ensure that campus goals are implemented based on three and six week progress monitoring via data walls and classroom monitoring charts
Desired 90-day Outcome	All artifacts will be completed as specified by the annual goal.	All teachers create and submit daily lesson plans that include clear objectives, differentiation, and daily formative assessments.	Teachers will know their students by tracking their growth and re-shifting their intructional lesson plans based on the needs of their students as per data.
Barriers to Address During this Cycle	COVID-19 impact on prior established campus roles, responsibilities and processes.	Time for planning detailed blended daily lessons and developing high quality daily formative assessments.	Teacher buy-in and effectiveness
District Actions for this Cycle	District department personnel recommendations, support and professional development trainings.	Curriculum, Instruction and Accountability staff will work with teachers to support Forethought lesson plans and provide planning supports to improve blended instruction and differentiation.	District department personnel recommendations
District Commitment Theory of Action	If the district provides regular coaching to the principal and staff on for developing leadership and coaching skills; then the campus will be able to establish strong leadership practices, improve the quality and frequency of use of lesson plans and formative assessments and more data-driven instructional practices.	If the district provides regular coaching to the campus adminstration and leadership team on the implementation of high quality lesson plans and coaching for stronger blended instruction; then 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.	If the district provides regular coaching to the principal on the implementation of Data Driven Instruction; and ensures that the campus has access to high-quality unit tests for all tested grades and subjects; and commits to providing test results back to the campus within two days from the assessment; then the campus will be able to establish strong data-driven instruction practices and improve the quality and frequency of use of lesson plans and formative assessments.

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.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly meetings with adminstration team to review areas of responsibilities, protocols, and logistics, and create weekly focus areas.	1.1	3/01 - 5/31	Jobs & Duties, established goals, charts	C. Arizmendi, Principal	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings	weekly		
Meetings with curriculum administration and curriculum specialists to provide necessary support/professional development based on data from teacher walkthroughs and student performance.	5.1	3/01 - 5/31	Upper Administraion, Curriculum Specialists	C. Arizmendi, Principal & Dean Gonzalez	Walk throughs, coaching, and student/teacher data, Professional development agendas	Weekly and monthly		
Improve the implementation of CIF protocols and instructional rounds in content classrooms.	5.1, 5.3	3/01 - 5/31	Tango, aware, data wall, excel spreadsheets, professional developmnent, iPad, T-TESS Rubric	Administration	Tango, Aware, data wall, monitoring charts, walkthroughs, coaching and data meetins	Weekly and monthly		

Monitoring of data wall using a variety of data to tier students including but not limited to classroom monitoring charts and individual student data reports	5.3	3/01 - 5/31	Data tracking tool, individual data report card	Dean Gonzalez, appraisers, and teachers	Artifacts of walkthroughs, coaching, six weeks progress, and data meetings & reports	Weekly and monthly		
Teacher data meetings with appraisers every six weeks to review failure rates, CPAs, benchmarks, and interventions	5.3	3/01 - 5/31	TAC, failure rates, CPA, benchmark data, excel for charts	Dean Gonzalez and appraisers	Agendas and data tracking tools	4/16 and 5/31		
Improve Special Education monitoring of student performance and inclusion teacher effectiveness with collaboration and support from the teacher	5.3	3/01 - 5/31	Inclusion teacher best practices, data tracking tool.	C. Paschall SPED Administrator	Walkthroughs, coaching, data tracking tools	4/16 and 5/31		
Daily informal and formal walkthroughs that focus on specific concerns and ensure data driven instruction.	5.1, 5.3	3/01 - 5/31	T-TESS Rubric	Administration	Tango, Aware, data wall, monitoring charts, walkthroughs, coaching and data meetings	Weekly and monthly		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	**Carryover Action Steps**	**New Action Steps**