

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	Morningside Elementary	Superintendent	Dr. Rene Gutierrez	Principal	Jose Martinez
District Number	031901	Campus Number	031901129	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

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.	Dr. Roni Louise Rentfro
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.	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.	Jose Martinez

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 you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

	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.	<p>Domain 1: Increase performance score from 77 to over 80 to improve from a C to a B. Rationale: The campus should be able to increase the percentage of students performing at the meets and masters levels since over 80% of students are at approaches.</p> <p>Domain 2B: Increase the performance score from 87 to over 90 to improve from a B to an A. The campus also needs to improve Domain 2A from a 57 to a 70 to focus on needed student growth for Domain 3. Rationale: The campus economically disadvantaged percentage for this year is even higher than for 2019 and students are being monitored for individual progress more closely than in 2019.</p> <p>Domain 3: Increase the performance score from 66 to above 70 to improve from a D to a C. Rationale: The campus needs to make sure to improve student growth in at least four of the possible 10 areas to move from a D to a C and exit state accountability.</p>
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Data Analysis Questions	What changes in student group and subject performance are included in these goals?	<p>Domain 1: the percentage of students at the meets and masters levels must increase at least X percentage points to reach at least a score of 70.</p> <p>Domain 2B: the increase in the economically disadvantaged percent will support the increased focus on monitoring and providing appropriate interventions to improve not only on Domain 2B but also in Domain 2A that impacts Domain 3.</p> <p>Domain 3: The main area the campus must increase in Domain 3 is the student growth for all populations of students.</p>
	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.	4 - Partial 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.	2 - Planning for 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 team meets on a weekly basis, but only discussion that takes place are weekly and other upcoming activities. The campus leadership team needs to work towards leading PLC meetings more effectively and fomally regarding data analysis and planning.	Lesson plans are done by teachers and submitted on a regular basis. Teachers are compliant with this requirement, but lesson plans are not reviewed by the leadership team and no feedback is provided to the teachers.	Professional learning communities are in place and data in superficially analyzed, but teachers do not have the opportunity to extensively plan for reteach based on the data anaysis.
How will the campus build capacity in this area? Who will you partner with?	The campus will utilize the supports from the DCSI and Assistant Superintendent to build capacity of the campus leadership. The campus will also take advantage of outside professional development opportunities.	The campus will utilize supports from the Curriculum and Assessment staff to build teacher capacity and skills in using the planning applications and revising and adjusting plans and interventions based of formative assessment data.	The campus will utilize supports from the Curriculum and Assessment staff to build teacher capacity and skills in using the planning applications and revising and adjusting plans and interventions based of formative assessment data.
Barriers to Address throughout this year	Getting teachers comfortable with a more active instructional leadership team and the coaching process. The instructional leadership team's comfort and skill in analysis of data and leading in the planning process.	Instructional leadership team's ability to provide recommendations on content-specific discussions; teachers' receptivity to feedback/constructive feedback.	Time management to ensure that teachers are given sufficient time to plan for data driven instruction in response to data analysis.

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Through meetings, newsletters, and other appropriate media, the campus will communicate expectations and progress. Buy-in will be improved through participation in meetings and opportunities to have input in plans.</p>	<p>Through meetings, newsletters, and other appropriate media, the campus will communicate expectations and progress. Buy-in will be improved through participation in meetings and opportunities to have input in plans.</p>	<p>Through meetings, newsletters, and other appropriate media, the campus will communicate expectations and progress. Buy-in will be improved through participation in meetings and opportunities to have input in plans.</p>
<p>Desired Annual Outcome</p>	<p>Instructional leadership team adds structure to instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans. Instructional leadership team meetings will be more strategic in planning time, including on walk through expectation, documentation, and needed instructional modificationa and instructional coaching.</p>	<p>Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.</p>	<p>Professional learning communities are lead by instructional leadership team and allow for indepth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.</p>
<p>District Commitment Theory of Action</p>	<p>If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>	<p>If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>	<p>If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.</p>

STUDENT DATA

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

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Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Checkpoint 1)	% of Assessments									2021 Accountability Goal	
									Cycle 1			Cycle 2			Cycle 3				
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	82	51	Checkpoint 2	60		Benchmark 1	75		Benchmark 2	85		90	
		All	All	Reading	Meets	STAAR	44	16	Checkpoint 2	30		Benchmark 1	45		Benchmark 2	55		60	
		All	All	Reading	Masters	STAAR	24	9	Checkpoint 2	15		Benchmark 1	20		Benchmark 2	25		30	
		All	All	Mathematics	Approaches	STAAR	83	52	Checkpoint 2	60		Benchmark 1	75		Benchmark 2	85		90	
		All	All	Mathematics	Meets	STAAR	47	22	Checkpoint 2	30		Benchmark 1	40		Benchmark 2	55		60	
		All	All	Mathematics	Masters	STAAR	22	7	Checkpoint 2	15		Benchmark 1	20		Benchmark 2	25		30	
		All	All	Science	Approaches	STAAR	72	44	Checkpoint 2	60		Benchmark 1	75		Benchmark 2	85		90	
		All	All	Science	Meets	STAAR	43	20	Checkpoint 2	30		Benchmark 1	40		Benchmark 2	55		60	
		All	All	Science	Masters	STAAR	29	8	Checkpoint 2	15		Benchmark 1	20		Benchmark 2	25		30	
		All	All	Social Studies	Approaches	STAAR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Meets	STAAR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Masters	STAAR	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Writing	Approaches	STAAR	83	0	Checkpoint 2	30		Benchmark 1	60		Benchmark 2	80		90	
		All	All	Writing	Meets	STAAR	48	0	Checkpoint 2	15		Benchmark 1	30		Benchmark 2	45		55	
All	All	Writing	Masters	STAAR	14	0	Checkpoint 2	8		Benchmark 1	15		Benchmark 2	20		25			
2. Domain 3 Focus 1	Focus 1 Components Student Growth	All	English Learners (ELs)	Reading	Meets	STAAR	36	9	Checkpoint 2	20		Benchmark 1	30		Benchmark 2	40		40	
		All	English Learners (ELs)	Mathematics	Meets	STAAR	44	14	Checkpoint 2	25		Benchmark 1	30		Benchmark 2	40		47	
3. Domain 3 Focus 2	Focus 2 Components Student Growth	All	Special Education	Reading	Meets	STAAR	18	11	Checkpoint 2	20		Benchmark 1	21		Benchmark 2	22		22	
		All	Special Education	Mathematics	Meets	STAAR	21	6	Checkpoint 2	20		Benchmark 1	22		Benchmark 2	24		24	
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TLPAS	All	TLPAS	38	n/a	Progress Monitoring	40		Progress Monitoring	40		Progress Monitoring	40		40	

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	Instructional leadership team adds structure to instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans. Instructional leadership team meetings will be more strategic in planning time, including on walk through expectation, documentation, and needed instructional modifications and instructional coaching.	Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.	Professional learning communities are lead by instructional leadership team and allow for indepth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.
Desired 90-day Outcome	50% of time in weekly instructional leadership team meetings will focus on discussions concerning delivery of instruction and possible feedback provided to teachers.	Set up calendar for extended planning periods for PLC to adapt/modify plans of instruction based on data.	Professional learning community meetings led by ILT result in in the production of lesson plans which target defeceint TEKS as per most recent data and ensure 3-5 day turn around of reteach instruction.
Barriers to Address During this Cycle	Comfort level of ILT with data and specific subject content to take on a leading role in PLCs	Time availability for extended planning time and possible loss of instructional time especially due to COVID-19.	Specific subject matter content knowledge and ability to analyze data effectively.
District Actions for this Cycle	Schedule leadership team training with district professional development staff.	District monitoring of progress towards 90 day outcome through observing Professional Learning Community sessions and walkthroughs.	District monitoring of progress towards 90 day outcome through observing Professional Learning Community sessions and walkthroughs.
District Commitment Theory of Action	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
A common agenda will be used for all weekly instructional leadership meetings.	1.1	9-1-2020 to 11-30-2020	Agenda Template	James Crixell	Meeting Agenda Template	11/30/2020	Significant Progress	
Establish schedules of weekly professional learning communities.	1.1, 5.1, 5.3	9-1-2020 to 11-30-2020	Calendar	Lily Cazares	Schedule of Meeting	11/30/2020	Some Progress	
All bi-weekly instructional leadership team lead professional learning community meetings will include topics directly related to data analysis to be used by teachers to adapt instruction as needed.	5.1 & 5.3	9-1-2020 to 11-30-2020	Benchmark data, report card data, Testing Data	James Crixell, Jose Martinez	Meeting Agendas, Sign-In Sheets, Teacher Tracking Charts	11/30/2020	Some Progress	
Revising of student data tracking tool for all teachers.	1.1 & 5.1	9-1-2020 to 11-30-2020	Data Tracking Tool. Previous testing data	Lily Cazares	Student tracking Charts	11/30/2020	Some Progress	
Instructional leadership team meeting to analyze data of checkpoints 1 and 2 and prioritize feedback to teachers.	1.1 & 5.1	9-1-2020 to 11-30-2020	Data Tracking Tool, Testing Data	James Crixell, Jose Martinez	Meeting Agendas, Sign-In Sheet	11/30/2020	Significant Progress	
Revising the data trackers for all common assessments and unit tests.	5.3	9-1-2020 to 11-30-2020	Data tracker	James Crixell, Lily Cazares, Jose Martinez	Data Tracker	11/30/2020	Significant Progress	
Teachers will post a progress tracking chart with no specific identifiable student information.	5.1 & 5.3	9-1-2020 to 11-30-2020	Data trackers making materials	James Crixell	Pictures of posted data tracker	11/30/2020	Some Progress	

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	Instructional leadership team adds structure to instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans. Instructional leadership team meetings will be more strategic in planning time, including on walk through expectation, documentation, and needed instructional modificationa and instructional coaching.	Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.	Professional learning communities are lead by instructional leadership team and allow for indepth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.
Desired 90-day Outcome	Instructional leadership team will complete a minimum of 10 walk throughs per week and provide feed back that will result in the improvement of instruction.	During extended day planning sessions, teachers will plan reteach lesson plans to address prioritized assessment standards.	Professional learning communities conduct weekly meetings with fidelity to ensure alignment within each grade level of curriculum and assessments.
Barriers to Address During this Cycle	Focus on struggling teachers to provide effective feedback and coaching as needed do address changes due to going from remote only to blended instructional settings.	The time required for proper planning, effective analysis of data, and creation of weekly assessments.	All teachers following plans developed with fidelity to ensure data driven instruction.
District Actions for this Cycle	Monitor walkthrough data and offer feedback.	District will provide trainin on new Eduphoria lesson plan template and support for DDI.	District will provide trainin on new Eduphoria lesson plan template and support for DDI.
District Commitment Theory of Action	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Individual meeting for all grade level teachers to review walk through data and provide feedback.	1.1, 5.1, 5.3	12-1-2020 to 2-24-2021	Walk through data, meeting logs	Lily Cazares, Jose Martinez, James Crixell	Walk through data and meeting logs	24-Feb		
Instructional leadership team meeting to analyze data of first benchmark and identify groups of greater gaps to provide effective feedback to teachers.	1.1, 5.1, 5.3	12-1-2020 to 2-24-2021	Benchmark data	Jose Martinez, James Crixell, Lily Cazares	Agenda, Sign-In sheets	24-Feb		
Review RTI data for all grade levels by Instructional leadership team to ensure proper identification of struggling students and ensure that research based data driven interventions are being provided and development of appropriate accommodation plans to ensure student success on STAAR assessment.	1.1, 5.1, 5.3	12-1-2020 to 2-24-2021	RTI Data, Student Tracker	Lily Cazares, Jose Martinez, James Crixell	Agenda, Sign-In Sheets	24-Feb		
Begin training faculty and staff for using Forethought for developing and providing lesson plan feedback.	1.1, 5.1	12-1-2020 to 2-24-2021	Forethought application and training	Lily Cazares, Jose Martinez, James Crixell	Agenda, Sign-Ins and sample lesson plans	24-Feb		

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	Instructional leadership team adds structure to instructional leadership and professional learning community meetings so that they allow for more effective planning, data analysis and the creation of reteach plans. Instructional leadership team meetings will be more strategic in planning time, including on walk through expectation, documentation, and needed instructional modificationa and instructional coaching.	Teachers use recurring professional learning community meetings to collaboratively plan parts of lessons and instructional leadership team give regular feedback in meetings to help improve lesson plans.	Professional learning communities are lead by instructional leadership team and allow for indepth analysis of data after each Benchmark, Interim Assessment, End Point Assessments, and daily formative assessments.
Desired 90-day Outcome	Instructional leadership team reviews data and will align observation schedule according test results.	Teachers make adjustments to lesson plans based on recurring analysis of benchmark scores.	Student Learning Objectives and student trackers are reviewed with teachers by instructional leadership team.
Barriers to Address During this Cycle	Time management with changes that may still be occurring due to changes that may occur with COVID-19.	Time management for teachers to plan effectively. Also the amount of standards that may require reteach.	Faculty and staff capacity to analyze and aggregate and/or disaggregate data.
District Actions for this Cycle	District department personnel recommendations, support and professional development trainings.	District will continue to provide training on the new lesson plan template. Lesson plan format will become streamlined throughout the District.	Curriculum and Assessment staff supports for campus analysis of available data.
District Commitment Theory of Action	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	If the district policies and practices proritize principal and principal supervisor instructional leadership, ensure necessary authority to create conditions for school success, provide detailed reports within two instructional days, and have effective systems for identifying and supporting struggling learners, then the campus principal will be able to establish strong data-driven practices, improve the quality and frequency of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

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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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers meet with students individually to review their individual progress using individual tracking chart.	5.3	3/1/2021 to 5/28/2021	Individual tracking document, Student Conference Logs	Teachers, James Crixell	Student Conference Logs	6/11/2021		
Instructional leadership team continues to lead extended planning sessions with teachers and ensure the completion of reteach plans.	5.1	3/1/2021 to 5/28/2021	Lesson plan template, data from most recent benchmark	Jose Martinez, James Crixell, Lily Cazares	Sign-In Sheets, Lesson plans, Agenda	6/11/2021		
Instructional leadership team meeting to analyze data of second benchmark and identify groups of greater gaps to provide effective feedback to teachers.	1.1, 5.1, 5.3	3/1/2021 to 5/28/2021	Benchmark data	Jose Martinez, James Crixell, Lily Cazares	Agenda, Sign-In sheets	6/11/2021		
Instructional leadership team meet with all teachers to review progress of Student Learning Objectives and trackers and provide feedback in preparation for end of year and next school year.	1.1, 5.3	3/1/2021 to 5/28/2021	Student Learning Objectives per teacher, Student Trackers per teacher	Jose Martinez, Lily Cazares	Sign-In Sheets, Meeting Logs	6/11/2021		
Continue training faculty and staff for using Forethought for developing and providing lesson plan feedback.	1.1, 5.1	12-1-2020 to 2-24-2021	Forethought application and training	Lily Cazares, Jose Martinez, James Crixell	Agenda, Sign-Ins and sample lesson plans	6/11/2021		