

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	Georgetown ISD	Campus Name	Forbes Middle School	Superintendent	Fred Brent	Principal	Justin Del Bosque
District Number	246904	Campus Number	246904042	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	NA	Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Haywood

DATA ANALYSIS

Using your accountability data from 2019 and 2021 (see link in Column G), and any relevant student achievement data from 2020-201, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: A 10% increase in Approaches, 10% increase in Meets, 5% in Masters will result in 80 B Rationale: With a campus focus on TEKS-aligned curriculum and assessment, student performance will increase and the goal will be met.</p> <p>Domain 2: A 7% increase in the percentage of students who meet or exceed progress, resulting in a 70 C Domain 2A score. Rationale: The campus will focus on data-driven instruction, resulting in an increase in student performance and progress.</p> <p>Domain 3: 70- 3 out of 16 indicators met in Academic Achievement and Growth, ELP indicator met, 2 student success indicators met. Rationale: High expectations for student learning by staff as well as students will result in a increase in student performance for all students.</p>
	What changes in student group and subject performance are included in these goals?	Our student outcomes were low across the board in the spring of 2019. To achieve these goals in Domain 2 and 3 almost all of our student groups (low SES, hispanic, African American, SPED and LEP) will have to experience 10% gains in the meets or above range. We would like to see our "meets" achievement indicator increase by 10% points across the board.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	na

CAMPUS FOCUS AREAS

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

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

5.3 Data-driven instruction.	3 - Beginning Implementation
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PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Rationale	We have identified essential standards for core curriculum courses. We are reviewing BOY MAP Data. We will use BOY MAP data to drive instruction.	We have selected essential standards, written common assessments for the essential standards and have systemic interventions for remediation of those standards. We are continuing to refine our assessments to match teacher created proficiency scales to ensure instructional alignment of curriculum materials and assessments.	We replaced 10 teachers this past school year and teachers are leaving the profession. We are trying to focus on the induction portion of this goal because all of our teachers are highly qualified. We intend to use our LDC to work with induction of new teachers on campus.
How will the campus build capacity in this area? Who will you partner with?	Our campus Professional Learning Communities meet regularly (weekly) and will continue to review the work we put in front of students and how our students are performing on assessments. We will partner with our curriculum coordinators and District Teaching and Learning Staff to provide high quality professional learning on campus.	Our campus is learning about rubric scales and working with our campus coach and other district leaders to understand the necessary foundational systems and structure to ensure successful implementation. Our staff learning about rubric scales is on October 6th.	Our campus will utilize our LDC to provide year long support for new to Forbes teachers and induction year teachers. We will partner with our district teaching and learning staff to provide professional learnings for these teachers.
Barriers to Address throughout this year	New staff learning will be a barrier amidst current learning needs and managing teaching and learning during a pandemic. Staff understanding and buy-in will be an obstacle as any and all adjustments or changes require individual internalization of the change being requested; this does not occur at the same rate or pace for all people, whether staff or students.	Teacher capacity or new learning due to added responsibilities with teaching during COVID. The perception that this is one more thing.	New teacher capacity due to learning a new job, new campus and all the challenges that come with teaching students during COVID.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	This work will continue to be central focus in our professional learning communities, our staff learning sessions as well as our community meetings. Providing hands-on experiences for stakeholders to experience the benefit of the change will be necessary to create buy-in.	The campus will continue to have monthly open community member meetings. These goals and expectations are developed with feedback from community members during these meetings and these meetings will continue to serve as reciprocal feedback process for the campus.	The campus will continue to have monthly open community community member meetings. These goals and expectations are discussed with community members and parents. Parents have opportunities to submit feedback regarding this goal.

Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
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STUDENT DATA

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

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/N/S) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2021 Results	Cycle 1			Cycle 2			Cycle 3			2022 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71%	65%	MAP BOY	85%		MAP MOY	87%	MAP EOY	90%	90%		
		All	All	Reading	Meets	STAAR	42%	39%	MAP BOY	50%		MAP MOY	53%	MAP EOY	55%	55%		
		All	All	Reading	Masters	STAAR	21%	22%	MAP BOY	25%		MAP MOY	28%	MAP EOY	30%	30%		
		All	All	Mathematics	Approaches	STAAR	70%	58%	MAP BOY	85%		MAP MOY	87%	MAP EOY	90%	90%		
		All	All	Mathematics	Meets	STAAR	33%	24%	MAP BOY	50%		MAP MOY	53%	MAP EOY	55%	55%		
		All	All	Mathematics	Masters	STAAR	11	8%	MAP BOY	25%		MAP MOY	28%	MAP EOY	30%	30%		
		All	All	Science	Approaches	STAAR	79	62%	BOY Assessment	85%		MOY Assessment	87%	EOY Assessment	90%	90%		
		All	All	Science	Meets	STAAR	42	39%	BOY Assessment	50%		MOY Assessment	53%	EOY Assessment	55%	55%		
		All	All	Science	Masters	STAAR	17	22%	BOY Assessment	25%		MOY Assessment	28%	EOY Assessment	30%	30%		
		All	All	Social Studies	Approaches	STAAR	66	63%	BOY Assessment	85%		MOY Assessment	87%	EOY Assessment	90%	90%		
		All	All	Social Studies	Meets	STAAR	31	24%	BOY Assessment	50%		MOY Assessment	53%	EOY Assessment	55%	55%		
		All	All	Social Studies	Masters	STAAR	12	8%	BOY Assessment	25%		MOY Assessment	28%	EOY Assessment	30%	30%		
		All	All	Writing	Approaches	STAAR	61	68%	MAP BOY	85%		MAP MOY	87%	MAP EOY	90%	90%		
		All	All	Writing	Meets	STAAR	25	33%	MAP BOY	50%		MAP MOY	53%	MAP EOY	55%	55%		
		All	All	Writing	Masters	STAAR	6	11%	MAP BOY	25%		MAP MOY	28%	MAP EOY	30%	30%		
		2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	SpEd	Mathematics	All	STAAR	32	15%	MAP BOY	17%		MAP MOY	20%	MAP EOY	23%	23%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	ELL	Reading	All	STAAR	46	21%	MAP BOY	25%		MAP MOY	28%	MAP EOY	30%	30%		
		All				STAAR												
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS	21%	43%	MAP BOY	25%		MAP MOY	28%	MAP EOY	30%	30%		

CYCLE 1 90-DAY OUTCOMES (September - November)

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

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
Desired 90-day Outcome	To be able to provide in class support to those struggling to master the High Priority Learning Standards (HPLS).	Learn what a rubric scale is and practice using them to assess student mastery.	Meet with new and new to Forbes teachers to determine needs and see where current stress lies and how we can assist.
Barriers to Address During this Cycle	Using SOAR to address 4545 needs only because of numbers.	Teacher capacity for new learning while supporting student learning during COVID.	Taking teacher protected time to meet and discuss needs and supports.
District Actions for this Cycle	Provide access to assessments that indicate levels of student mastery	Provide campus with support in teaching strategies that align with the curriculum.	Provide mentorship resources and support on the induction process.

<p>District Commitment Theory of Action</p>	<p>If the District ensures access to high-quality assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.</p>	<p>If the District provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence, an assessment platform that captures assessment data by item and student level, and professional learning opportunities aligned to the use of the curriculum and assessment data then the campus will be able to know more specifically the student learning outcomes and needs for intervention or extension as well be able to design and deliver high quality, aligned instruction.</p>	<p>If the district provides the campus with mentorship materials and professional learnings geared toward induction year teachers then the campus will be able to assist new teachers with district priority work and how it aligns to the mission, vision and beliefs of Georgetown ISD.</p>
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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Assess students mastery of HPLS as they occur in curriculum	5.3	09/06/2021-5/15/22	CBA's, Teacher Tests, Teacher Resources	Teachers	Formative and Summative	ongoing	Some Progress	Continue Assessing Mastery of HPLS
Provide learning around district created rubric scales and how to assess mastery accordingly.	4.1	10/06/2021	Rubric Scales, Curriculum Docs, CBA's	Leadership Team	PLC Agenda & Notes	10/06/2021	Some Progress	
Meet with new and new to Forbes teachers to gather needs and concerns.	2.1	11/1/2021-5/15/2021	Feedback Survey, New Teacher Google Classroom	Leadership Team	Feedback from new teachers	ongoing	Some Progress	
Providing remediation during tutorial time for struggling learners each day for 39 minutes in Math and/or Reading.	5.3	09/01/2021-05/15/2022	Curriculum Docs, Teacher Resources, Intervention Resources	Teachers and Leadership Team	Formative and Summative Assessment	ongoing	Some Progress	
Weekly Teacher PLC's	2.1	09/06/2021-05/15/2022	Priority Work direction and collaboration	Leadership Team	PLC Agenda & Notes	Ongoing	Some Progress	

Math, Reading, 8th Science, and 8th Social Studies Teachers creating Mid Year Standards Based Assessment	5.3, 4.1	11/2021	Access to District Item Bank, Lead4ward Released Assessment	Teachers	PLC Agenda & Notes	11/2021	Significant Progress	
Administer NWEA BOY MAP	5.3	09/2021-10/2021	NWEA MAP	Leadership Team/Teachers	Reports	10/2021	Met	
Use BOY MAP scores to guide instruction	5.3	09/2021-12/2021	NWEA MAP data dashboard and reports	Teachers	Reports	10/2021	Significant Progress	

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

CYCLE 2 90-DAY OUTCOMES (December-February)

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

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
Desired 90-day Outcome	To be able to provide in class support to those struggling to master the High Priority Learning Standards (HPLS).	Continue using rubric scales to gather a consensus of mastery among teachers. Start aligning rubrics to classroom activities and instruction.	Continue to gather needs and feedback from new teachers.
Barriers to Address During this Cycle	Using SOAR to address 4545 needs only because of numbers.	Time for teachers to examine rubric scales and plan activities and lessons.	Time to meet with teachers and gather feedback.
District Actions for this Cycle	Provide access to assessments that indicate levels of student mastery	Maintain curriculum documents and resources and have them accessible to teachers.	Provide time for new teachers to meet with mentors and learn together throughout the school year.

District Commitment Theory of Action	#REF!	#REF!	#REF!
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ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Assess students mastery of HPLS as they occur in curriculum	5.3	09/06/2021-5/15/2022	CBA's, Teacher Tests, Teacher	Teachers	Formative and Summative	ongoing	Some Progress	Continue Assessing Mastery of HPLS
Content Partners meet to determine rubric scale level of mastery.	4.1	12/1/2021-5/15/2022	Rubric Scales, Curriculum Docs,	Leadership Team	PLC Agenda & Notes	ongoing	Some Progress	
Continue to meet with new teachers to determine needs.	2.1	11/2021	Feedback Survey, New Teacher Google Classroom	Leadership Team	Feedback from new teachers	ongoing	Some Progress	
Providing remediation during tutorial time for struggling learners each day for 39 minutes in Math and/or Reading.	5.3	09/01/2021-05/15/2022	Curriculum Docs, Teacher Resources, Intervention Resources	Teachers and Leadership Team	Formative and Summative Assessment	ongoing	Some Progress	
Weekly Teacher PLC's	2.1	09/06/2021-05/15/2022	Priority Work direction and collaboration	Leadership Team	PLC Agenda & Notes	Ongoing	Some Progress	
Give teacher created standards based mid year assessment (Math, Reading, 8th Science, 8th Social Studies)	5.3	12/2021	Teacher Created Assessment	Teachers	Copy of Exam	12/2021	No Progress	

Administer NWEA MOY MAP	5.3	12/2021-02/2022	NWEA MAP	Leadership Team/Teachers	Reports	10/2021	No Progress	
Use MOY MAP scores to guide instruction	5.3	01/2021-05/2022	NWEA MAP data dashboard and reports	Teachers	Reports	10/2021	No Progress	
Administer STAAR Interim	5.3	03/2022	STAAR Interim Access	Leadership Team/Teachers	Reports	03/2022	No Progress	
Learning Walks during PLC to check for standards alignment and elements of priority work.	4.1, 2.1	12/2021-05/2022	Learning Walk Forbes Template (GISD Template shortened)	Leadership Team/Teachers	PLC Artifacts and Template	Ongoing	No Progress	

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

CYCLE 3 90-DAY OUTCOMES (March-May)

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

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	2.1
Desired Annual Outcome	Hold all students accountable for mastery level understanding of teacher identified "all in" standards (10-15 per content).	Instruction and assessments will be aligned with the rubric scales to ensure the appropriate level of rigor for each standard.	To have new teachers fully inducted into priority work in GISD and where we are in implementation at Forbes Middle School.
Desired 90-day Outcome	Finish providing support on HPLS for students and review HPLS before state assessments.	Continue using rubric scales to gather a consensus of mastery among teachers. Start aligning rubrics to classroom activities and instruction.	Continue to gather needs and feedback from new teachers.
Barriers to Address During this Cycle	Using SOAR to address 4545 needs only because of numbers.	Time for teachers to examine rubric scales and plan activities and lessons.	Time to meet with teachers and gather feedback.
District Actions for this Cycle	Provide access to assessments that indicate levels of student mastery	Maintain curriculum documents and resources and have them accessible to teachers.	Provide time for new teachers to meet with mentors and learn together throughout the school year.

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

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			

Did the campus achieve the desired outcome? Why or why not?			
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CYCLE 4 90-DAY OUTCOMES (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. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

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

For each action step, indicate:

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

At the end of each cycle -

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

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

Action Steps	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
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