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	James Tippit Middle School	Superintendent	Dr. Fred Brent	Principal	Alfonso R. Longoria
District Number	246904	Campus Number	000000041	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?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jaime 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.	Domain 1: 15% gain at approaches, 5% gain at meets and 5% gain at masters. Rationale: By focusing on data-driven instruction and objective-driven daily lesson plans, student performance will increase resulting in gains in Domain 1. Domain 2B: Increase in percent at approaches (15%), meets (5%) and masters (5%). Rationale: As the campus makes data-driven instructional decisions, performance on STAAR will increase resulting in gains in Domain 2. Domain 3: We will increase the percentage of student groups meeting the Domain 3 Academic Achievement targets from 0% to 50%. Rationale: Our campus serves a population of which 22% are classified as English Language Learners. This student group did not meet the Domain 3 target in math or reading as only 14% met the grade level standard in each content area. 13% of our students are served by special education services. Only 15% of these students met the grade level standard in math. Data-driven Professional Learning Communities (PLC) will focus on formative assessment results which will guide instruction and increase performance of these student groups.
	What changes in student group and subject performance are included in these goals?	Domain 1: Student performance in all student groups and all content areas will increase as a result of this goal. Domain 2: Student performance in all student groups and all content areas will increase as a result of this goal. Domain 3: Performance of our English Language Learners and students served by special education in math will increase as a result of this goal.
	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 (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	4 - Partial 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.	4 - Partial Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	4 - Partial Implementation
5.1 Effective classroom routines and instructional strategies.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://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	
Rationale	A foundation has been established for PLC's that focus on the 4 guiding questions of PLC. This has been done with intentional PLC time every day built into our master schedule. Our PLC support team supports teachers in creating assessments aligned to standards. Campus leadership tracks disaggregated data and has some discussion with teachers. More work needs to happen with intentional data meetings in PLC where corective action plans are developed.	We have established Professional Learning Communities (PLC's) based on content and grade level that meet every day. We have designed our master schedule to reflect the priority of PLC's by providing intentional meeting times. We recognize that still more needs to be done in regards to having a systemic way to design lesson plans, ensure they are aligned to standards and assess learning, and that they are used to provide feedback from campus instructional leadership.	
How will the campus build capacity in this area? Who will you partner with?	We have created a "Year at a Glance Campus Assessment Calander" with designated dates for data analysis. Corrective action plans will be developed to address struggling learners.	We have created a "Year at a Glance Campus Assessment Calander" with designated dates for data analysis. Corrective action plans will be developed to address struggling learners. We also have revised a Unit Plan Template that teachers are required to use when they are collaboraing in PLC.	
Barriers to Address throughout this year	New to campus teachers will need time to be trained in data collection systems. All campus teacher will need time to grow in profiencieny of school wide learning managment system. (Schoology)	Continued learning and practice for teachers, especially those who are new to campus on creating learning expereiences and assessesing learning at the appropriate DOK (Depth of Knowledge) level.	

How will you communicate these priorities to your stakeholders? How will you create buy-in?	We have had professional learning discussions about how assessment for learning is critical to the learning process. Assessment is also part of our PLC framework and all of this aligns to our district/campus mission, vision, and beliefs.	We have made it a requirement for all teacher to use four guiding questions in thier PLC/Planning time. These questions are 1)What are students expected to learn and how will they learn it? 2) How will teacher and student know if they learned it? 3) What will be done if student doesnt learn it? 4)What will be done if they do learn it?	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experinces for standards expected to be taught. Standards and thier assessments will be at the appropriate DOK level.	
District Commitment Theory of Action	If the district ensures access to high-quality common 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.	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.	

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 (EI/MS) 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 Goals 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	2019 Results	2021 Results	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	2022 Accountability Goal / Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63%	60%	NWEA Map	60%		NWEA Map	65%		NWEA Map	70%		
		All	All	Reading	Meets	STAAR	32%	32%	NWEA Map	30%		NWEA Map	35%		NWEA Map	50%		
		All	All	Reading	Masters	STAAR	14%	12%	NWEA Map	10%		NWEA Map	15%		NWEA Map			
		All	All	Mathematics	Approaches	STAAR	62%	57%	NWEA Map	60%		NWEA Map	65%		NWEA Map			
		All	All	Mathematics	Meets	STAAR	25%	26%	NWEA Map	25%		NWEA Map	30%		NWEA Map			
		All	All	Mathematics	Masters	STAAR	5%	6%	NWEA Map	5%		NWEA Map	7%		NWEA Map			
		All	All	Science	Approaches	STAAR	58%	53%	Benchmark	50%		Benchmark	55%		Benchmark			
		All	All	Science	Meets	STAAR	32%	29%	Benchmark	30%		Benchmark	35%		Benchmark			
		All	All	Science	Masters	STAAR	12%	11%	Benchmark	10%		Benchmark	10%		Benchmark			
		All	All	Social Studies	Approaches	STAAR	48%	42%	Benchmark	40%		Benchmark	45%		Benchmark			
		All	All	Social Studies	Meets	STAAR	17%	19%	Benchmark	20%		Benchmark	25%		Benchmark			
		All	All	Social Studies	Masters	STAAR	6%	8%	Benchmark	5%		Benchmark	7%		Benchmark			
		All	All	Writing	Approaches	STAAR	47%	53%	Benchmark	50%		Benchmark	55%		Benchmark			
		All	All	Writing	Meets	STAAR	19%	21%	Benchmark	20%		Benchmark	25%		Benchmark			
		All	All	Writing	Masters	STAAR	7%	2%	Benchmark	5%		Benchmark	7%		Benchmark			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Sped	Mathematics	All	STAAR	27%	17%	NWEA Map	20%		NWEA Map			NWEA Map			
		All				STAAR												
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	ESL	Math	All	STAAR	38%	8%	NWEA Map	30%		NWEA Map			NWEA Map			
		All				STAAR												
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	17%	55%	Benchmark	15%		Benchmark			Benchmark			

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	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experinces for standards expected to be taught. Standards and thier assessments will be at the appropriate DOK level.	
Desired 90-day Outcome	The campus PLC Support team will hold data analysis meetings that occur after designated assessment check points. Teacher will develop a plan for intervention and re teach. Students will also set goals based on this data.	Campus PLC support team meets with teachers multiple times weekly to provide support and feedback with lesson designs and assessment to ensure appropriate DOK level.	
Barriers to Address During this Cycle	Creation of BOY assessments for some content areas. Professional learning and experience needed around data analysis meetings.	More experience needed in design & creating assessments at appropriate DOK level.	
District Actions for this Cycle	Provide support as needed around assessment resources and processes to analyze data for needs and trends.	Campus support with unpacking standards and rich instructional activities that align to them.	

| **District Commitment Theory of Action** | If the district ensures access to high-quality common 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. | 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. | |

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Adjust protocol with PLC support team for collecting learning data and utilizing it to make instructional decisions.	5.3	8/15 - 10/31	Written expectations, data tool, professional learning	Principal, AP's, PLC support team	Submitted data per unit (pre-assessment, formative	October 31	Significant Progress	
Professional learning on assessment. (Purpose of assessment, types of assessment, how to create an appropriate assessment)	5.3	8/15 - 10/31	Time	PLC support team, Principal	Teachers create and submit aligned assessments.	October 31	Significant Progress	
Designated time every week for professional learning focusing over curriculum, data, intervention and design using the PLC framework.	5.3	8/15 - 10/1	Time	PLC support team, Principal	Teachers participating in professional learning weekly	October 31	Met	Ongoing work
Create a campus assessment calendar for the entire school year for all core subject areas. Create designated timeline for data analysis after assessments are given.	5.3, 4.1	8/15 - 10/1	Time	Campus interventionist, Principal	Assessment calendar for entire school year.	October 31	Met	Ongoing work

Create local benchmark assessments for all core subject areas aligned to standards being taught guided by the YAG.	5.3, 4.1	8/15 - 10/1	Time, DOK resources, Standards, YAG	Campus interventionist, Principal	Local benchmarks per core content areas	October 31	Significant Progress	
Professional learning and feedback on the Design process for internalizing, modifying and using lesson plans aligned to standards.	4.1	8/15 - 10/31	Time, DOK resources, Standards, YAG	Principal, AP's, PLC support team, department leads	Unit Plan Template	October 31	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?	

	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 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 <u>during this cycle</u>.

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	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experinces for standards expected to be taught. Standards and thier assessments will be at the appropriate DOK level.	
Desired 90-day Outcome	The campus PLC Support team will hold data analysis meetings that occur after designated assessment check points. Teacher will develop a plan for intervention and re teach. Students will also set goals based on this data.	Campus PLC support team meets with teachers multiple times weekly to provide support and feedback with lesson designs and assessment to ensure appropriate DOK level.	
Barriers to Address During this Cycle			
District Actions for this Cycle			

| District Commitment Theory of Action | If the district ensures access to high-quality common 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 | 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 | |

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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

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.

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 <u>during this cycle</u>.

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	
Desired Annual Outcome	Our teachers will utilize PLCs to design common assessments with appropriate Depth of Knowledge and will use data to make instructional decisions (intervention, extension, enrichment) as evidenced in at least 90% of PLC agendas.	Teacher will use Unit Lesson Plan template 100% of the time to design learning experinces for standards expected to be taught. Standards and thier assessments will be at the appropriate DOK level.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			

| District Commitment Theory of Action | If the district ensures access to high-quality common 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 | 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 | |

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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

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?		

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?			

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://texasesf.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://texasesf.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 *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps