

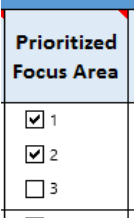
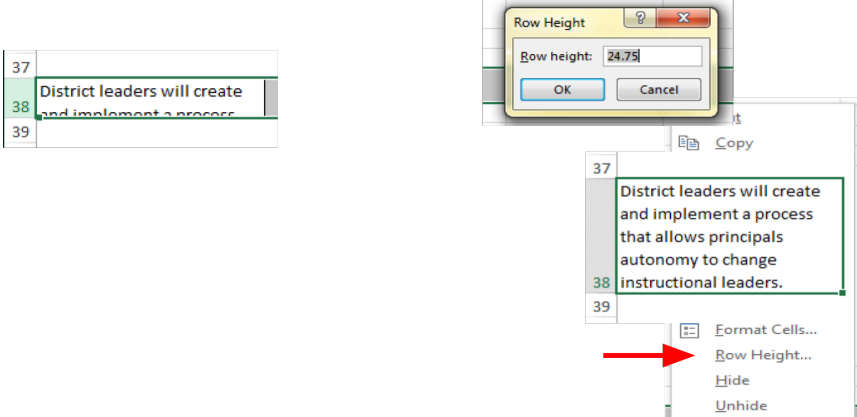
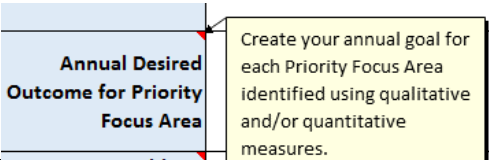
**Campus Targeted Improvement Plan**

Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
<p>Checkbox selection</p>	<p>Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.</p>	
<p>Expanding rows and/or columns</p>	<p>If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.</p>	
<p>Viewing cell tips</p>	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	

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

<b>District Name</b>	Georgetown ISD	<b>Campus Name</b>	George Wagner Middle School	<b>Superintendent</b>	<b>Principal</b>	Danielle M. Holloway
<b>District Number</b>	246904	<b>Campus Number</b>	045	<b>District Coordinator of School Improvement (DCSI)</b>	<b>ESC Support</b>	Kendra Monk

### Assurances

<b>DCSI</b>	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.	<b>Gabi Nino, 9/20/2019</b>
<b>Principal Supervisor</b> <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.	<b>Dr. Malinda Golden, 9/27/2019</b>
<b>Principal</b>	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.	<b>Danielle Holloway, 9/20/2019</b>
<b>Board Approval Date</b>		

### Needs Assessment

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1 - Goal of 75 C is a gain of 13%. This can be achieved by increasing approaches by 15% from 62 to 77, increasing meets standard by 10% from 27 to 37 and increasing students who master by 5% from 9 to 14. Domain 2 - Goal of 70 C is a gain of 14%. This can be achieved by increasing the percent of students making and exceeding growth by 10% from raw score 56 to raw score 66. This raw score scales to a 70 C. Domain 3 - Goal of 71 C. By increasing the performance of each student group by 10%, domain 3 indicators met will increase resulting in a 71 Domain 3 score.
	What changes in student group and subject performance are included in these goals?	Our student outcomes are low across the board in content areas and domains. To achieve these goals in Domain 2 and 3 almost all of our student groups (Hispanic, White, Two or More Races, Economically Disadvantaged, ELLs) will have to experience significant increases.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

### Self-Assessment Results

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

**Use the completed Self-Assessment Tool to complete this section**

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

5.3 Data-driven instruction.		2	
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Rationale</b>	We recognize that while we have established unit plan expectations, have provided training on Designing Engaging Work, and are committed to developing our GISD Learner Profile, we have not provided teachers enough structures and supports to ensure teachers are designing lessons that are aligned to the state standards with a clear picture of mastery. In order to move towards a more personalized approach to learning, it is important that we develop systems and provide learning around unpacking our state standards, determining a clear picture of mastery, and ensuring alignment in all instructional decisions.	We recognize that we need to develop stronger data practices on our campus. While we have systems in place to ensure teachers have time built into their daily schedule to collaborate, this time has been primarily used to collaborate on designing lessons and/or meeting student behavioral/social-emotional needs as opposed to discussing students' progress toward mastery. In order to move towards a more personalized approach to instruction, it is important that we continuously review student data to inform instructional decisions so that we can support students in their growth towards mastery.	
<b>Desired Annual Outcome</b>	Professional Learning develops processes for unpacking standards and checking alignment. Unit plans reflect a clear picture of mastery with aligned formative and summative assessments. Established feedback structures focus on alignment.	Teachers create aligned, common assessments. Teachers participate in data conversations to discuss MAP and common assessment data. As a result of data conversations, teachers utilize student data to inform instructional decisions, including remediation. Established feedback structures focus on	
<b>Barriers to Address During the Year</b>	Learning needed unpacking standards and alignment. Structure/protocol for unpacking standards and ensuring alignment. Refinement of feedback structures focused on alignment.	Lack of common assessments and data collection/tracking system. Access to resources of aligned assessment items. Structure needed for data meetings, including time and protocol. Refinement of feedback structures focused on assessment and feedback.	
<b>District Commitment Theory of Action:</b>		If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, establishes systems for supporting and identifying struggling learners, and provides our campus with 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.	
<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<b>Date of ESF Diagnostic</b>			
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
<b>District Commitment Theory of Action</b>			
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>		

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Student Data														
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment			
		Cycle 1 (Sept - Nov) Goal MAP EOY/Actual MAP BOY			Cycle 2 (Dec - Feb) - MAP			Cycle 3 (March - May) - MAP			Summative			
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Actual 2019	Goal	Actual
6	Math	MAP	51	34	MAP	56		MAP	61		STAAR	6%	66	
6	Reading	MAP	48	35	MAP	53		MAP	58		STAAR	26%	63	
7	Math	MAP	24	25	MAP	30		MAP	35		STAAR	18%	40	
7	Reading	MAP	28	34	MAP	39		MAP	44		STAAR	26%	49	
7	Writing		14			19			24		STAAR	14%	29	
8	Math	MAP	20	27	MAP	32		MAP	37		STAAR	30%	42	
8	Reading	MAP	21	32	MAP	37		MAP	42		STAAR	48%	47	
8	Social Studies		20			25			30		STAAR	19%	35	
8	Science		31			36			41		STAAR	31%	46	
8	Algebra	MAP	39		MAP	44		MAP	49		Other	61%	66	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Professional Learning develops processes for unpacking standards and checking alignment. Unit plans reflect a clear picture of mastery with aligned formative and summative assessments. Established feedback structures focus on alignment.	Teachers create aligned, common assessments. Teachers participate in data conversations to discuss MAP and common assessment data. As a result of data conversations, teachers utilize student data to inform instructional decisions, including remediation. Established feedback structures focus on assessment.	
<b>Desired 90-day Outcome</b>	Though professional learning, teachers utilize a protocol for unpacking their standards and ensuring alignment. Unit plans reflect the unpacking process and are organized by learning objective(s). Walkthrough feedback consistently provided utilizing protocol and debrief agenda.	Through vertical alignment conversations, departments identify SEs that are crucial to a student's success in their content. Data conversations are started utilizing BOY MAP assessment results.	
<b>Barriers to Address During this Cycle</b>	Learning needed unpacking standards and alignment. Structure/protocol for unpacking standards and ensuring alignment. Refinement of feedback structures focused on alignment.	Lack of data collection/tracking system. Structure needed for data conversations, including time and driving questions.	
<b>District Actions for this Cycle</b>	District will provide tools to support formative assessment in the classroom.	District will ensure all core teachers have adequate access to input formative assessments into Eduphoria. District is supporting campus through data analysis and student data reports allowing campus to conduct student level reviews.	
<b>District Commitments Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, establishes systems for supporting and identifying struggling learners, and provides our campus with 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.		

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Professional Learning around unpacking standards and ensuring alignment.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	November 12	Professional Learning materials (agendas, resources, slides, etc)	Danielle Holloway, Amy Heil, Jordan Folks	Professional Learning Agenda, Unpacking Protocol, Admin Observations of Professional Learning.	Ongoing.		
Establish and communicate expectations around organizing unit plans by learning objective(s).	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	November 5	Curriculum Documents, Unit Plan Template, Unpacking Protocol	Danielle Holloway	Unit Plans	Ongoing.		
Establish structure for coaching sessions using Coaching For Design (C4D2) training.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	November 29	Schechty Training (C4D2)	Danielle Holloway, Amy Heil, Jordan Folks	Coaching Notes	Ongoing.		
Refine walkthrough protocol and walkthrough calendar to clearly define expectations for administrators.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Sept 4	None.	Danielle Holloway	Instructional Feedback Calendar	Protocol completed by Sept 4. Walkthroughs ongoing.		
Provide feedback on alignment through walkthrough observations and follow-up debrief conversations.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Walkthrough Protocol, Debrief Agenda & Calendar	Danielle Holloway, David Hunt, Tarah Staton	Walkthrough form and debrief conversation notes.	Ongoing.		
Refine Critical Friends protocol to provide feedback focused on alignment.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	November 5	Critical Friends Protocol and Follow-up Questions	Danielle Holloway	Admin observations Critical Friends	Ongoing, with each unit.		
Establish structure for data conversations, beginning with MAP BOY assessment data.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	October 25	MAP BOY Assessment Data	Danielle Holloway, Tarah Staton, David Hunt	Data Conversation Minutes and Reflections	November 22		
	<input checked="" type="checkbox"/> 1			Danielle Holloway, Amy				

Identify 10-15 SEs for progress monitoring focus.	<input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	November 5	Grade Level/Content SEs	Danielle Holloway, Amy Heil, Jordan Folks	Spreadsheet	November 5		
Eduphoria Aware access for all core teachers to allow for campus based assessments.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	November 22	Eduphoria	Jordan Folks	None	November 22		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>



Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Professional Learning develops processes for unpacking standards and checking alignment. Unit plans reflect a clear picture of mastery with aligned formative and summative assessments. Established feedback structures focus on alignment.	Teachers create aligned, common assessments. Teachers participate in data conversations to discuss MAP and common assessment data. As a result of data conversations, teachers utilize student data to inform instructional decisions, including remediation. Established feedback structures focus on assessment.	
<b>Desired 90-day Outcome</b>	Teachers are regularly beginning the design process by unpacking their standards and checking alignment, as evidenced by their unit plans. Feedback consistently provided by utilizing walkthrough protocol/debrief agenda.	Through professional learning, teachers create aligned, common assessments (both formative and summative). Data conversations are established to discuss common assessment data, around identified SEs, and inform instructional decisions. Feedback consistently provided utilizing walkthrough protocol and debrief agenda.	
<b>Barriers to Address During this Cycle</b>	Learning needed unpacking standards and alignment. Structure/protocol for unpacking standards and ensuring alignment. Refinement of feedback structures focused on alignment.	Lack of common assessments and data collection/tracking system. Access to resources of aligned assessment items. Structure needed for data meetings, including time and protocol. Refinement of feedback structures focused on assessment and feedback.	
<b>District Actions for this Cycle</b>	District will provide tools to support formative assessment in the classroom.	District will ensure all core teachers have adequate access to input formative assessments into Eduphoria. District is supporting campus through data analysis and student data reports allowing campus to conduct student level reviews.	
<b>District Commitments Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, establishes systems for supporting and identifying struggling learners, and provides our campus with 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.		

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Professional Learning around formative and summative assessments.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	February 28	Professional Learning materials (agendas, resources, slides, etc)	Danielle Holloway, Amy Heil, Jordan Folks	Professional Learning Agenda, Formative and Summative Assessments, Admin Observations of Professional Learning	Ongoing.		
Aligned, common assessments created for each unit and uploaded to Eduphoria.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Edphoria, Aligned Assessment Items	Danielle Holloway, David Hunt, Tarah Staton	Eduphoria Data Reports	Ongoing, following each unit.		
Feedback provided on alignment & assessment through walkthrough observations and follow-up debrief conversations.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Walkthrough Protocol, Debrief Agenda & Calendar	Danielle Holloway, David Hunt, Tarah Staton	Walkthrough form and debrief conversation notes.	Ongoing.		
Refine Critical Friends protocol to provide feedback focused on alignment and assessment.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Critical Friends Protocol and Follow-up Questions	Danielle Holloway	Admin observations Critical Friends	Ongoing, with each unit.		
Data conversations around common assessment data, for identified SEs, to inform instructional decisions.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Eduphoria, Common Assessment Data	Danielle Holloway, David Hunt, Tarah Staton	Data Conversation Minutes and Reflections	Ongoing.		
Ongoing coaching sessions using Coaching For Design (C4D2) training.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Schechty Training (C4D2)	Danielle Holloway, Amy Heil, Jordan Folks	Coaching Notes	Ongoing.		
Unit plans regularly reflect unpacking process and are organizing by learning objective(s).	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Curriculum Documents, Unit Plan Template, Unpacking Protocol	Danielle Holloway	Unit Plans	Ongoing.		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2							

	<input type="checkbox"/> 3							
	<input type="checkbox"/> 1							
	<input type="checkbox"/> 2							
	<input type="checkbox"/> 3							
	<input type="checkbox"/> 1							
	<input type="checkbox"/> 2							
	<input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Professional Learning develops processes for unpacking standards and checking alignment. Unit plans reflect a clear picture of mastery with aligned formative and summative assessments. Established feedback structures focus on alignment.	Teachers create aligned, common assessments. Teachers participate in data conversations to discuss MAP and common assessment data. As a result of data conversations, teachers utilize student data to inform instructional decisions, including remediation. Established feedback structures focus on assessment.	
<b>Desired 90-day Outcome</b>	Teachers are regularly beginning the design process by unpacking their standards and checking alignment, as evidenced by their unit plans. Feedback consistently provided by utilizing walkthrough protocol/debrief agenda.	Teachers regularly create aligned, common assessments (both formative and summative). Teacher are regularly engaging in data conversations to discuss common assessment data, around identified SEs, and inform instructional decisions. Feedback consistently provided utilizing walkthrough protocol and debrief agenda.	
<b>Barriers to Address During this Cycle</b>	Learning needed unpacking standards and alignment. Structure/protocol for unpacking standards and ensuring alignment. Refinement of feedback structures focused on alignment.	Lack of common assessments and data collection/tracking system. Access to resources of aligned assessment items. Structure needed for data meetings, including time and protocol. Refinement of feedback structures focused on assessment and feedback.	
<b>District Actions for this Cycle</b>	District will provide tools to support formative assessment in the classroom.	District will ensure all core teachers have adequate access to input formative assessments into Eduphoria. District is supporting campus through data analysis and student data reports allowing campus to conduct student level reviews.	
<b>District Commitments Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, establishes systems for supporting and identifying struggling learners, and provides our campus with 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.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Unit plans regularly reflect unpacking process and are organizing by learning objective(s).	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing.	Curriculum Documents, Unit Plan Template, Unpacking Protocol	Danielle Holloway, David Hunt, Tarah Staton	Unit Plans	Ongoing.		
Aligned, common assessments created for each unit and uploaded to Eduphoria.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing.	Eduphoria, Aligned Assessment Items	Danielle Holloway, David Hunt, Tarah Staton	Eduphoria Data Reports	Ongoing, following each unit.		
Data conversations around common assessment data, for identified SEs, to inform instructional decisions.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing.	Eduphoria, Common Assessment Data	Danielle Holloway, David Hunt, Tarah Staton	Data Conversation Minutes and Reflections	Ongoing.		
Feedback provided on alignment and assessment through walkthrough observations and follow-up debrief conversations.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing	Walkthrough Protocol, Debrief Agenda & Calendar	Danielle Holloway, David Hunt, Tarah Staton	Walkthrough form and debrief conversation notes.	Ongoing.		
Critical Friends Protocol regularly utilized to provide feedback focused on alignment and assessment.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing.	Critical Friends Protocol and Follow-up Questions	Danielle Holloway	Admin observations Critical Friends	Ongoing, with each unit.		
Ongoing coaching sessions using Coaching For Design (C4D2) training.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Ongoing.	Schechty Training (C4D2)	Danielle Holloway, Amy Heil, Jordan Folks	Coaching Notes	Ongoing.		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2							

	<input type="checkbox"/> 3							
	<input type="checkbox"/> 1							
	<input type="checkbox"/> 2							
	<input type="checkbox"/> 3							
	<input type="checkbox"/> 1							
	<input type="checkbox"/> 2							
	<input type="checkbox"/> 3							
	<input type="checkbox"/> 1							
	<input type="checkbox"/> 2							
	<input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>	

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Professional Learning develops processes for unpacking standards and checking alignment. Unit plans reflect a clear picture of mastery with aligned formative and summative assessments. Established feedback structures focus on alignment.	Teachers create aligned, common assessments. Teachers participate in data conversations to discuss MAP and common assessment data. As a result of data conversations, teachers utilize student data to inform instructional decisions, including remediation. Established feedback structures focus on assessment.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

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

The purpose of this 90-Day action plan is to prepare for the upcoming school year.  
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Though professional learning, teachers utilize a protocol for unpacking their standards and ensuring alignment. Unit plans reflect the unpacking process and are organized by learning objective(s). Walkthrough feedback consistently provided utilizing protocol and debrief agenda.	Through vertical alignment conversations, departments identify SEs that are crucial to a student's success in their content. Data conversations are started utilizing BOY MAP assessment results.	
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>

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

Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress