

Amarillo Campus							
<b>District Name</b>	Richard Milburn Academy	<b>Campus Name</b>	Richard Milburn Academy Amarillo	<b>Superintendent</b>	Armard Anderson	<b>Principal</b>	Rebecca Gerhardt
<b>District Number</b>	014801	<b>Campus Number</b>	014801008	<b>District Coordinator of School Improvement (DCSI)</b>	Amanda McQuade	<b>ESC Support</b>	ESC 20

**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>Amanda McQuade, 11/6/2019</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>Amanda McQuade, 11/6/2019</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>Rebecca Gerhardt 10/30/2019</b>
<b>Board Approval Date</b>	2019-11-08	

**Needs Assessment**

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1- 48, Domain 2a- 48, Domain 3- 67
	What changes in student group and subject performance are included in these goals?	Increase meets performance with our Economically Disadvantaged sub-population in both reading and math and our Hispanic sub-population meets in reading
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Increasing our Domain 3 closing the gap data by 1

**ESF Diagnostic Results**  
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

<b>Date of ESF Diagnostic</b>	2018-11-08		
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

<p><b>Desired Annual Outcome</b></p>	<p>core leadership tasks are proactively scheduled on calendars weekly. Performance expectations are clear and match the job responsibilities and design. Instructional leadership team meets weekly to focus on student work and formative data. Agendas with notes will provide quantitative evidence of the meetings.</p>	<p>There will be structures and supports in place to ensure effective planning for lessons. This will be evident by embedded instructional delivery specifics found in the existing lesson plan template that address the lesson cycle, pacing and assessment. Precise and timely feedback on lesson plans will be provided on a consistent basis. Feedback will be tracked in Eduphoria walkthroughs and on weekly PLC agendas</p>	<p>Staff members will identify student strengths and weaknesses in STAAR tested TEKS using data analysis from common assessments. Trends will be interpreted and direct future RTI content. Students will interact with their individual and the campus data displayed in classrooms.</p>
<p><b>Barriers to Address During the Year</b></p>	<p>The IC's need to take over some of the Principal's responsibilities when the Principal is in meetings and off campus. The principals lack of knowledge of how the T-PESS process works and the lack of an evaluation system for the IC, Counselor and SCL. The lack of student progress data reported on a regular basis.</p>	<p>The principal and IC making these meetings a priority over "putting out fires" that the campus faces. Teacher experience with the content may make developing a detailed and intentional lesson plan a lengthy process.</p>	<p>Time for the teachers and IC to have these data meetings with all the regularly scheduled district PLC, weekly lesson planning and feedback meetings.</p>
<p><b>District Commitment Theory of Action</b></p>		<p>If the district provides the campus with best practice resources and tools for engaging families, and the district provides data systems to track pertinent school culture data, and ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the instructional team will have the tools to support teachers and student outcomes.</p>	
<p><b>Prioritized Focus Areas for Improvement</b></p>	<p><b>Capacity Builder</b></p>		
<p>1.1</p>	<p>Job descriptions are provided for the leadership team by the district. SharePoint Personnel manuals Collaboration with DCSI Texas Tech Leadership Program Equity Audit and Case Studies</p>		
<p>5.1</p>	<p>There is a district created and supported lesson plan template already in place. Region 16 Instructional workshops Region 20 Consultants for ESF TTU Leadership Training Deloitte Courageous Principals Canvas, TEKS Resource System, Renaissance data, Lead4ward instructional practices RTI Associate Teacher, Instructional Coach. ESL Teacher SPED Teacher and SPED Associate Teacher, District ISC</p>		
<p>5.3</p>	<p>There is a detailed district schedule for a variety of data gathering assessments to be administered through out this school year in place. Region 16 Instructional workshops Region 20 Consultants for ESF TTU Leadership Training Deloitte Courageous Principals Canvas, TEKS Resource System, Renaissance data, Lead4ward instructional practices RTI Associate Teacher, Instructional Coach. ESL Teacher SPED Teacher and SPED Associate Teacher, District ISC</p>		





Cycle 1 90-day Outcomes (September - November)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
<b>Desired Annual Outcome</b>	Instructional leadership team roles and responsibilities are clear and transparent, and core leadership tasks are proactively scheduled on calendars weekly. Performance expectations are clear and match the job responsibilities and design. Instructional leadership team meets weekly to focus on student work and formative data. Agendas with notes will provide quantitative evidence of the meetings.		There will be structures and supports in place to ensure effective planning for lessons. This will be evident by embedded instructional delivery specifics found in the existing lesson plan template that address the lesson cycle, pacing and assessment. Precise and timely feedback on lesson plans will be provided on a consistent basis. Feedback will be tracked in Eduphoria walkthroughs and on weekly PLC agendas			The principal will create and the IC and teachers will complete and turn in a completed data analysis report after each assessment that identifies the targeted TEKS, RTI group changes and how they will be covered during RTI time. We will track growth in these areas on formative assessments in the classrooms, future CBAs and ultimately STAAR results.		
<b>Desired 90-day Outcome</b>	The leadership team will have conducted a meeting where they identified where their roles begin and end and special contingencies for when someone is not available. The DCSI and the principal will have scheduled a time to train over the T-PESS system and the evaluation systems of the IC, Counselor and SCL. Observation and feedback meetings will be noted on the campus calendar and the leadership team meeting agenda will be updated.		IC will schedule regular time to work on lesson planning weekly with each teacher on the campus calendar and develop a documentation form of their meetings. The IC will establish the specific expectations of additional details that need to be added to the existing lesson plan format. The principal and IC will establish a system for providing regular feedback to the teacher on their lesson plans. This feedback will be noted and communicated on the weekly PLC documentation form.			The principal will create the data analysis report to be filled out. The teachers will hold Student Goal Setting meetings before the Interim Assessments in November. Students will take the STAAR Interim Algebra, English 1 and English 2 and locally created Biology and US History. The first data analysis report will be filled out as soon as we get data back. The principal will provide a sub for the day of the data analysis. RTI groups and content will be adjusted based off of the data goals will be compared and adjusted for Cycle 2.		
<b>Barriers to Address During this Cycle</b>	Time available for training on the DCSI's calendar. Time available for the extended leadership meetings.		Teacher absences could hinder the IC's ability to meet with every core teacher about lesson planning from time to time. Campus "fires" could distract the principal from meeting with the IC to review and send feedback.			Student absences could keep the teacher from meeting and setting goals with some students. Student absences could reduce the number of students we gather data on. We may not get data back from the STAAR Interim in time to complete the data analysis before the end of November.		
<b>District Actions for this Cycle</b>	The DCSI and Instructional Service Coordinator will hold weekly coaching sessions with the principal and Instructional coach that are tailored around the roles and responsibilities.		The Instructional Service Coordinator will coach the instructional coach through best practices over constructive lesson plan feedback.			DCSI and Instructional Service Coordinator ensure all district assessment data is provided within two instructional days and will assist with data disaggregation and identifying struggling learners.		
<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
Interactive job description meeting will be held	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	November 15th	updated job descriptions	Principal, IC, Counselor, SCL	notes about where roles begin and end and special contingency plans	November 30th		

T-PESS and evaluation training scheduled with the DCSI	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	November 10th	DCSI's calendar	DCSI, Principal	Event planned on campus calendar	November 10th		
Job-embedded feedback loops for teacher observation added to principal's and IC's calendars	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	November 15th	campus calendar	Principal, IC	Events in the Amarillo Campus Calendar in Outlook	November 30th		
Collaborative leadership meeting held to adjust the weekly agenda to include discussions about student data and future actions.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	November 20th	current leadership meeting agenda	Principal, IC, Counselor, SCL	New agenda for leadership meetings	November 30th		
A PLC documentation form will be created and include Lesson planning with an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	By October 15th	District created Lesson plan template	IC	Documentation form uploaded into the Accountability One Drive Folder	October 15th		
The IC will schedule regular PLCs with each core teacher establish the lesson plan expectations.	<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	October 1st-November 30th	Campus Calendar, District created Lesson plan template	IC, Teachers	Events in the Amarillo Campus Calendar in Outlook	November 30th		
The Principal and IC will establish a schedule to provide lesson plan feedback delivered to teacher with enough time to make recommended changes before lesson delivery.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	October 1st-November 30th	Campus Calendar, District created Lesson plan template	Principal, IC	Events in the Amarillo Campus Calendar in Outlook	November 30th		
The Principal will develop a data analysis form to be completed in PLCs after each measurable assessment.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	October 30th	Prior interim assessment data to identify data points that should be available.	Principal	Form uploaded into the Accountability One Drive Folder	October 30th		
The IC and each core teacher will complete the data analysis form when the November STAAR Interim and local benchmark data comes in.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	November 5-November 30th	STAAR Interim data from TAMS and local benchmark data from Eduphoria	IC, Teachers	Five completed forms uploaded into the Accountability One Drive Folder	November 30th		
RTI Groups will be adjusted based off of tiering data from the STAAR Interim and local benchmark.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	November 5-November 30th	STAAR Interim data from TAMS and local benchmark data from Eduphoria and Beginning of the year RTI	IC, RTI teacher	New RTI groups uploaded into the Accountability One Drive Folder	November 30th		

**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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Instructional leadership team roles and responsibilities are clear and transparent, and core leadership tasks are proactively scheduled on calendars weekly. Performance expectations are clear and match the job responsibilities and design. Instructional leadership team meets weekly to focus on student work and formative data. Agendas with notes will provide quantitative evidence of the meetings.	There will be structures and supports in place to ensure effective planning for lessons. This will be evident by embedded instructional delivery specifics found in the existing lesson plan template that address the lesson cycle, pacing and assessment. Precise and timely feedback on lesson plans will be provided on a consistent basis. Feedback will be tracked in Eduphoria walkthroughs and on weekly PLC agendas	Staff members will identify student strengths and weaknesses in STAAR tested TEKS using data analysis from common assessments. Trends will be interpreted and direct future RTI content. Students will interact with their individual and the campus data displayed in classrooms.
<b>Desired 90-day Outcome</b>	The T-PESS process will begin with goals being set in Eduphoria. The evaluation process will be communicated by the principal to the rest of the leadership team. New agendas will be used for the leadership meetings and reflect student data driven decisions. Agendas and notes will provide quantitative evidence of the meetings.	The IC will meet with the core teachers regularly to discuss instructional delivery and lesson planning. The meeting summary will be documented. The IC and the Principal will meet weekly to discuss instructional needs and schedules. The principal and the IC will continue to review lesson plans and provide timely feedback to teachers weekly as well. Agendas and notes will provide quantitative evidence of the meetings.	The teachers will hold Student Goal Setting meetings before the December and February STAAR tests. Students will take the STAAR test in December for English 1 and 2, Algebra 1, Biology and US History. The IC will lead the teachers in completing the data analysis form for the returned data in January. The principal will provide a sub to cover for teachers for these meetings. RTI groups and content will be adjusted based off of the data. Goals will be compared and adjusted for Cycle 3. Teachers will create interactive data walls in their classrooms. Quantitative measures will be agenda and note artifacts of meetings and longitudinal data collected.
<b>Barriers to Address During this Cycle</b>	Campus events and absences may lead to rescheduling the leadership meeting. The availability of new student data for each week will need to be addressed.	Teacher absences could hinder the IC's ability to meet with every core teacher about lesson planning from time to time. Campus "fires" could distract the principal from meeting with the IC to review and send feedback.	Student absences could keep the teacher from meeting and setting goals with some students. Student absences could reduce the number of students we gather data on. A sub may not be available to cover for the teachers on the day of data analysis.
<b>District Actions for this Cycle</b>	The DCSI will provide coaching and guidance to the principal within Performance Standard 1 : Instructional Leadership.	The Instructional Service Coordinator will facilitate coaching sessions for the instructional coach that address Planning: Dimension 1 of T-TESS.	The Instructional Service Coordinator will ensure the instructional coach has access to all data sources, knows how to pull data and will provide training over how to utilize the data to drive instructional decisions within the classroom.
<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
Goals set for T-PESS	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December 20th	Eduphoria	Principal, DCSI	Eduphoria notations	December 20th		
Evaluation expectations communicated to rest of the leadership team	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	January 15th	evaluations for Counselor, IC and SCL	SCL,Counselor, IC, Principal	evaluation emails and discussions uploaded to the Accountability One Drive folder	February 28th		

Student data discussions noted each week during the leadership meeting agenda	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December-February	new leadership meeting agenda	SCL,Counselor, IC, Principal	copies of agendas uploaded to the Accountability One Drive Folder	February 28th		
The IC will meet with each core teacher weekly to discuss lesson plans, instruction details and needs.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	December-February	Campus calendar, district created lesson plan template, Lesson Planning PLC documentation form	IC, Teachers	Lesson Planning PLC documentation for uploaded to the Accountability One Drive folder	February 28th		
The principal will meet with the IC weekly to discuss instructional needs and schedules.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	December-February	Campus calendar	Principal, IC	Agendas will be uploaded to the Accountability One Drive folder	February 28th		
The principal and the IC will review lesson plans weekly and provide feedback to teachers.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December-February	Campus calendar, Eduphoria Forethought	Principal, IC	Copy of Feedback emails sent to teachers uploaded into the Accountability One Drive Folder	February 28th		
The IC and each core teacher will complete the data analysis form when the December STAAR Test data comes in.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	January 15th	December STAAR data from TAMS,	IC and Teachers	The five completed data forms will be uploaded to the Accountability One Drive folder	February 28th		
RTI Groups will be adjusted based off of tiering data from the December STAAR Test.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	January 15th	December STAAR data from TAMS, previous RTI groups	IC, RTI teacher	New RTI groups will be uploaded into the Accountability One Drive folder	February 28th		
Teachers will create a visible student progress tracking artifact, which is regularly updated representing the data from the Interim and the December STAAR testing data that can be interacted with during instruction.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	January 31st	Data from TAMS and Eduphoria on November and December testing.	IC, Teachers	Observations written in the feedback from weekly Eduphoria walkthroughs	February 28th		
	<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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Instructional leadership team roles and responsibilities are clear and transparent, and core leadership tasks are proactively scheduled on calendars weekly. Performance expectations are clear and match the job responsibilities and design. Instructional leadership team meets weekly to focus on student work and formative data. Agendas with notes will provide quantitative evidence of the meetings.	There will be structures and supports in place to ensure effective planning for lessons. This will be evident by embedded instructional delivery specifics found in the existing lesson plan template that address the lesson cycle, pacing and assessment. Precise and timely feedback on lesson plans will be provided on a consistent basis. Feedback will be tracked in Eduphoria walkthroughs and on weekly PLC agendas	Staff members will identify student strengths and weaknesses in STAAR tested TEKS using data analysis from common assessments. Trends will be interpreted and direct future RTI content. Students will interact with their individual and the campus data displayed in classrooms.
<b>Desired 90-day Outcome</b>	End of year evaluations will be completed and communicated to the leadership team on an individual basis. Regular observations and feedback meetings will be held according to the calendar events scheduled. Student data driven decisions will be discussed weekly and implemented with the teachers .	The IC will continue to meet regularly with the core teachers on lesson planning. The IC and the Principal will meet weekly to discuss instructional needs and schedules. The principal and the IC will continue to review lesson plans and provide timely feedback to teachers weekly as well.	The teachers will hold Student Goal Setting meetings before the May STAAR test. Students will take the STAAR test in May for Algebra 1, Biology and US History. The IC will lead the teachers in completing the data analysis form for the returned data from a district CBA assessment in March. The principal will provide a sub to cover for teachers for these meetings. RTI groups and content will be adjusted based off of the data. Goals will be compared and adjusted. Teachers will create interactive data walls in their classrooms.
<b>Barriers to Address During this Cycle</b>	Schedule organization to make time available to complete all evaluations. The availability of new student data weekly to discuss in our leadership meetings.	Teacher absences could hinder the IC's ability to meet with every core teacher about lesson planning from time to time. Campus "fires" could distract the principal from meeting with the IC to review and send feedback.	Student absences could keep the teacher from meeting and setting goals with some students. Student absences could reduce the number of students we gather data on. A sub may not be available to cover for the teachers on the day of data analysis.
<b>District Actions for this Cycle</b>	T-PESS evaluation		
<b>District Commitments Theory of Action</b>	0		

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
T-PESS evaluation complete and communicated	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March-May	Eduphoria	Principal, DCSI	Eduphoria feedback	May 31st		

Evaluations completed for IC, Counselor and SCL	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March-May	district approved evaluations	SCL, Counselor, IC	Completed evaluations	May 31st		
The IC will meet with each core teacher weekly to discuss lesson plans, instruction details and needs.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March-May	Campus calendar, district created lesson plan template, Lesson Planning PLC documentation form	IC	Lesson Planning PLC documentation for uploaded to the Accountability One Drive folder	May 31st		
The principal will meet with the IC weekly to discuss instructional needs and schedules.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March-May	Campus calendar	Principal	Agendas will be uploaded to the Accountability One Drive folder	May 31st		
The principal and the IC will review lesson plans weekly and provide feedback to teachers.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	March-May	Campus calendar, Eduphoria Forethought	Principal, IC	Copy of Feedback emails sent to teachers uploaded into the Accountability One Drive Folder	May 31st		
The IC and each core teacher will complete the data analysis form for the test data from a district CBA in March.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 30th	Testing data from Eduphoria	IC and Teachers	The five completed data forms will be uploaded to the Accountability One Drive folder	May 31st		
RTI Groups will be adjusted based off of tiering data from the district CBA given in March	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 30th	Testing data from Eduphoria and previous RTI groups.	IC and RTI teacher	New RTI groups will be uploaded into the Accountability One Drive folder	May 31st		
Teachers will create Data Walls representing the data from the Interim data, STAAR testing data and CBA data that can be interacted with during instruction.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March 30th	Data from TAMS and Eduphoria.	IC	Observations written in the feedback from weekly Eduphoria walkthroughs	May 31st		
Weekly teacher observations and feedback meetings held as scheduled.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March-May	Eduphoria	Principal and IC	notations in Eduphoria and events scheduled on the calendar	May 31st		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
<b>Reflection and Planning for Next 90-Day Cycle</b>								
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?								
<b>Carryover Milestones</b>					<b>New Milestones</b>			

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?		
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**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	0	0	0
<b>Desired Annual Outcome</b>	Instructional leadership team roles and responsibilities are clear and transparent, and core leadership tasks are proactively scheduled on calendars weekly. Performance expectations are clear and match the job	There will be structures and supports in place to ensure effective planning for lessons. This will be evident by embedded instructional delivery specifics found in the existing lesson plan template that address the lesson cycle, pacing and assessment. Precise and	Staff members will identify student strengths and weaknesses in STAAR tested TEKS using data analysis from common assessments. Trends will be interpreted and direct future RTI content. Students will interact with their individual and the campus data
<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>	The leadership team will have conducted a meeting where they identified where their roles begin and end and special contingencies for when someone is not available. The DCSI and the principal will have scheduled a time to train over the T-PSS system and the evaluation systems of the IC, Counselor and SCL. Observation and feedback meetings will be noted on the campus calendar and the leadership team meeting agenda will be updated.	IC will schedule regular time to work on lesson planning weekly with each teacher on the campus calendar and develop a documentation form of their meetings. The IC will establish the specific expectations of additional details that need to be added to the existing lesson plan format. The principal and IC will establish a system for providing regular feedback to the teacher on their lesson plans. This feedback will be noted and communicated on the weekly PLC documentation form.	The principal will create the data analysis report to be filled out. The teachers will hold Student Goal Setting meetings before the Interim Assessments in November. Students will take the STAAR Interim Algebra, English 1 and English 2 and locally created Biology and US History. The first data analysis report will be filled out as soon as we get data back. The principal will provide a sub for the day of the data analysis. RTI groups and content will be adjusted based off of the data goals will be compared and adjusted for Cycle 2.
<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"/>							
	<input type="checkbox"/>							
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	<input type="checkbox"/>							
	<input type="checkbox"/>							

**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	<b>If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'</b>
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	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.
<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 towards achieving this action.
<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 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 towards achieving this action.