

# Foster Academy Targeted Improvement Plan 2019-2020



TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
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 towards achieving this action.
<b>Cycle 4</b>	

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio ISD	Campus Name	Inez Foster Academy	Superintendent	Pedro Martinez	Principal	Johnny Angel Diaz
District Number	015907	Campus Number	000000125	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Support	Jamie Foster

Assurances	
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.  <p style="text-align: right;"><b>Daniel Girard 10/10/19</b></p>
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.  <p style="text-align: right;">n/a</p>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.  <p style="text-align: right;"><b>Johnny Angel Diaz 10/10/19</b></p>
Board Approval Date	2019-11-11

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 Student Achievement: 62 (3% increase), Domain 2 School Progress: 74 (7% increase), Domain 3 Closing the Gap: 74 (9% increase) Overall Rating= 74 C
	What changes in student group and subject performance are included in these goals?	We need increase performance in the number of students achieving "Meets" Passing Standard by 3% (30%) in Grade 3 through Grade 8 in each STAAR tested area.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

<b>Self-Assessment Results</b> (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.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
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	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	Essential Action	5.3 Data-driven instruction.
Rationale	Lesson plan collection demonstrates that teachers are in need of aligned instruction to the rigor of state standards and to Daily Formative Assessments/Common 3 Week Formative Assessments with little to no feedback on them.	Rationale	Professional Learning Communities need to increase the focus on data analysis of Daily Driven Instruction and the 3 Week CFAs and follow up on effective responses (reteach) to learning gaps. A system needs to be created and defined for this purpose.
Desired Annual Outcome	A system where teachers receive feedback from coaches prior to weekly Professional Learning Communities, and set the agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	Desired Annual Outcome	Professional Learning Communities will follow a weekly Data Driven Instruction protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.
Barriers to Address During the Year	Time management focused on timely submission of lesson plans by teachers, and on timely initial feedback on lesson plans by Instructional Coaches'; teacher receptivity to planning and feedback from Instructional Coaches.	Barriers to Address During the Year	Effective Professional Learning Communities and teacher buy-in verses compliance. Time management by Instructional Coaches to ensure Professional Learning Communities' prep is done and is high quality.
District Commitment Theory of Action:		If the principal supervisor provides regular coaching to the principal on the implementation of Data Driven Instruction and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	

<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

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			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Other	28%	?		28%			28%			28%	
3	Math	Other	28%	?		28%			28%			28%	
4	Reading	Other	30%	49%		30%			30%			30%	
4	Math	Other	50%	26%+		50%			50%			50%	
4	Writing	Other	23%	0%		23%			23%			23%	
5	Reading	Other	24%	4%		24%			24%			24%	
5	Math	Other	56%	39%=		56%			56%			56%	
5	Science	Other	41%	0%		41%			41%			41%	
6	Reading	Other	19%	3%+		19%			19%			19%	
6	Math	Other	23%	30%+		23%			23%			23%	
7	Reading	Other	12%	17%+		12%			12%			12%	
7	Math	Other	17%	12%+		17%			17%			17%	
7	Writing	Other	5%	?		5%			5%			5%	
8	Reading	Other	40%	12%-		40%			40%			40%	
8	Math	Other	49%	24%-		49%			49%			49%	
8	Science	Other	42%	56%-		42%			42%			42%	
8	Social Studies	Other	20%	3%-		20%			20%			20%	
8	Algebra I	Other	30%	100%		30%			30%			30%	

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>	A system where teachers receive feedback from coaches prior to weekly Professional Learning Communities, and set the agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	Professional Learning Communities will follow a weekly Data Driven Instruction protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	
<b>Desired 90-day Outcome</b>	Establish a system to submit lesson plans with exit ticket exemplars and give feedback and provide on going dialogue.	Refine systems to monitor Daily Formative Assessments (DFAs) data source by individual teacher; Refine paper collection of Daily Formative Assessments; Establish systems for Admin. reliability check of Daily Formative Assessments data source; Establish system of support for analyzing Common Formative Assessments data, developing 3 Week Action Plan and follow-up on reteach methods.	
<b>Barriers to Address During this Cycle</b>	New electronic template for lesson plans; Teachers lack of knowledge of Google Classroom;	Teacher receptivity to Data Driven Instruction planning, Time for Instructional Leadership Team to develop systems, Clarity of alignment and exemplars (DFA)	
<b>District Actions for this Cycle</b>	Curriculum Support by content;	Principal Supervisor Coaching	
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of Data Driven Instruction and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

**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
Establish common interactive lesson plan template with drop down window for easy access to TEKS for planning lessons.	1	Aug-19	Lesson Template	Campus Instructional Leadership Team	PD provided on use and refinement of template by ILT: Google Classroom: Daily	Aug. 2019	Met	Campus Wide Daily Formative Assessment Exemplar post with lesson plans
Build an on-line classroom (Google Classroom) for teachers to submit and instructional coaches and Principal may review lesson plans provide feedback in real time. Teachers can also respond and edit lesson plans on-line, prior to the next school week.	1	Aug-19	Google Classroom/Google Docs.	Dr. Reyes	Weekly Lesson Plan submission with Feedback loop evident; Daily Formative Assessments/Common Benchmark Assessments/Common	Aug. 2019	On Track	Refine focus on feedback based on data collection, goal of seeing Lesson Plan in action for classroom feedback.
Instructional Leadership Team will provide weekly and on going feedback on lesson plan development/design/implementation.	1	Aug-19	Google Classroom/Lead4ward/SAISD Year At a Glance and Pacing Calendar	Campus Instructional Leadership Team/Teachers	Time Stamps/LP Feedback notes on google class(ongoing dialogue/Professional Learning Communities' Agenda)Daily Formative	Weekly/On-going	Significant Progress	On-going Continuous Feedback and collaboration
Adjust as needed, Daily Formative Assessment rubric to measure quality of questioning and teaching through collaborative weekly Professional Learning Communities	1,2	Sep-19	Daily Formative Assessment Rubric	Instructional Leadership Team/Teachers	PLC Agenda/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments	Weekly/On-going/Daily Data Tracker	Significant Progress	On-going Continuous Feedback and collaboration
Implemented Professional Learning Communities schedules to weekly 45 minutes sessions and one ninety minute session every month	1,2	Aug. 2019	Master Schedule	Instructional Leadership Team/Teachers	Completed schedule	Aug. 2019	Met	On-going Continuous

Use Daily Formative Assessment data to adjust instruction daily/weekly	1,2	Oct. 2019	Daily Formative Assessment Data/Lesson Plans	Instructional Leadership Team/Teachers	Lesson Plan notes/Daily Formative Assessments/Common	On-going Daily Formative Assessments/Common Benchmark	Some Progress	Closing the feedback loop observing in action
Use Common Formative Assessment data collected every 3 weeks to create teacher action plans to address areas of learning over the 3 week period.	2	Sept. 2019	Teacher collaboration/Action Plan Template/ILT/SAISD Specialist	Instructional Leadership Team/Teachers	Action Plans in google classroom/Daily Formative Assessments/Common Benchmark	Every 4 Weeks	Significant Progress	Closing the feedback loop observing in action
All classrooms include at least one student self tracking artifact, which is regularly updated by student and teacher. Student can monitor his or her own growth.	2	Nov.-Dec. 2019	Lead4ward Resources, student performance data	Instructional Leadership Team/Teachers	Student Data Folders/Binders 80% Completed	Nov. 13, 2019	Some Progress	

**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>	A system where teachers receive feedback from coaches prior to weekly Professional Learning Communities, and set the agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.	Professional Learning Communities will follow a weekly Data Driven Instruction protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.	
<b>Desired 90-day Outcome</b>	Monitor established system of lesson plans with exit ticket exemplars submission and give feedback and provide on going dialogue.	Refine systems to monitor Daily Formative Assessment data source by individual teacher; Refine paper collection of Daily Formative Assessments; Establish systems for Admin. reliability check of Daily Formative Assessments data source; Establish system of support for analyzing Common Formative Assessment data, developing 3 Week Action Plan and follow-up on reteach methods.	
<b>Barriers to Address During this Cycle</b>	Teacher receptivity to DDI planning; Time for Instruction Leadership Team to prep for e	Teacher receptivity to DDI planning; Time for Instruction Leadership Team to prep for effective PLCs an	
<b>District Actions for this Cycle</b>	Curriculum Support by content;	Principal Supervisor Coaching	
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of Data Driven Instruction and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

**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
Adjust as needed, Daily Formative Assessment rubric to measure quality of questioning and teaching through collaborative weekly Professional Learning Communities	1	Dec-Jan	Year At a Glance, District Pacing Guides, Student performance data	Instruction Coaches/Admin.	Time Stamp Markers on Lesson Plans/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Jan-20		
Conduct weekly 45 minute Professional Learning Communities sessions.	2	Dec-Jan	Daily Formative Assessments Data/Planning guides	Instructional Leadership Team/Teachers	PLC Agendas/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Weekly		
Continue to develop and refine Daily Formative Assessments to focus daily instruction.	1,2	Dec-Jan	Year At a Glance/District Pacing Guides, Student data	Instructional Leadership Team/Teachers	Lesson Plans with DFA Exemplars submitted weekly/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Weekly		

Develop Common Formative Assessments in STAAR tested areas to provide teaching targets and assess student growth.	2	Dec-Jan	Year At a Glance/District Pacing Guides, Student data	Instructional Leadership Team/Teachers	Common Formative Assessment Campus Test Bank/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Dec. 15 2020		
Conduct two 90 minute sessions every four weeks to update action plans by teacher and for campus to address student learning gaps in Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments student performance data.	2	Dec-Jan	Year At a Glance/District Pacing Guides, Student performance data,	Instructional Leadership Team/Teachers	PLC Agendas, Action Plans, Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Jan. 2020		
Monitor and adjust Daily Formative Assessments daily and data tracker inputted by teachers to provide instructional support to teachers.	1,2	Dec-19	Daily Formative Assessments Data/Planning guides	Instructional Leadership Team/Teachers	90% of data is being inputting on a daily basis with audits/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Jan. 2020		
Focus Master Teacher support on student performance data, grade and content need.	1,2	Dec-Jan	Year At a Glance/District Pacing Guides, Student performance data	Admin/Master Teachers	Master Teachers tutoring schedules with student sign-ins/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Dec. 13, 2020		
All classrooms include at least one student self tracking artifact, which is regularly updated by student and teacher. Student can monitor his or her own growth.	2	Jan. 2020	Lead4ward Resources	Instructional Leadership Team/Teachers	Student Data Folders 90% complete/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	Dec. 20, 2019		

**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>	A system where teachers receive feedback from coaches prior to weekly Professional Learning Communities, and set the agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve lesson plans and impact daily instruction.		Professional Learning Communities will follow a weekly Data Driven Instruction protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to address learning gaps.					
<b>Desired 90-day Outcome</b>	Monitor established system of lesson plans with exit ticket exemplars submission and give feedback and provide on going dialogue.		Refine systems to monitor Daily Formative Assessments data source by individual teacher; Refine paper collection of Daily Formative Assessments; Establish systems for Admin. reliability check of Daily Formative Assessments data source; Establish system of support for analyzing Common Formative Assessments data, developing 3 Week Action Plan and follow-up on reteach methods.					
<b>Barriers to Address During this Cycle</b>	Heavy Testing time,		Timely data retrieval					
<b>District Actions for this Cycle</b>	Curriculum Support by content;		Principal Supervisor Coaching					
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of Data Driven Instruction and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.							
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
Adjust as needed, Daily Formative Assessment rubric to measure quality of questioning and teaching through collaborative weekly Professional Learning Communities	1	Apr-20	Year At a Glance/District Pacing Guides, Student performance data	Instruction Coaches/Admin.	Time Stamp Markers on Lesson Plans/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	May-20		
Conduct weekly 45 minute Professional Learning Communities sessions with teachers.	2	Apr-20	Year At a Glance/District Pacing Guides, Student performance data	Instructional Leadership Team/Teachers	Professional Learning Communities Agendas/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	May-20		

Continue to develop and update Daily Formative Assessments focusing on daily instruction.	1,2	Apr-20	Year At a Glance/District Pacing Guides, Student performance data	Instructional Leadership Team/Teachers	Lesson Plans with DFA Exemplars submitted weekly/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	May-20		
Develop Common Formative Assessments in tested areas to provide teaching targets and assess student growth.	1,2	Apr-20	Year At a Glance/District Pacing Guides, Student performance data	Instructional Leadership Team/Teachers	Common Formative Assessments campus Test Bank/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	May-20		
Conduct two 90 minute sessions every four weeks to refine action plans by teacher and for campus to address student learning gaps in Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments student performance data.	2	Apr-20	Year At a Glance/District Pacing Guides, Student performance data	Instructional Leadership Team/Teachers	PLC Agendas, Action Plans, Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	May-20		
All classrooms include at least one student self tracking artifact, which is regularly updated by student and teacher. Student can monitor his or her own growth.	2	Mar. 2019	Lead4ward Resources, student performance data	Instructional Leadership Team/Teachers	Student Data Folders 90% updated/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	May-20		
Focus Master Teacher support on student performance data, grade and content need.	2	Mar. 2019	Year At a Glance/District Pacing Guides, Student performance data	Admin/Master Teachers	Master Teachers tutoring schedules with student sign-ins/Daily Formative Assessments/Common Benchmark Assessments/Common Formative Assessments Student performance data	May-20		

**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			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	A system where teachers receive feedback from coaches prior to weekly Professional Learning Communities, and set the agenda where parts of the lessons (objectives and exit tickets) are refined collaboratively to help improve	Professional Learning Communities will follow a weekly Data Driven Instruction protocol to analyze DFAs data to impact lesson planning and weekly quizzes. Every 3 weeks, Common Formative Assessments will adhere to data protocol and create a three week action plan to	
<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>	Establish a system to submit lesson plans with exit ticket exemplars and give feedback and provide on going dialogue.	Refine systems to monitor Daily Formative Assessments (DFAs) data source by individual teacher; Refine paper collection of Daily Formative Assessments; Establish systems for Admin. reliability check of Daily Formative Assessments data source; Establish system of support for analyzing Common Formative Assessments data, developing 3 Week Action Plan and follow-up on reteach methods.	
<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>	If the principal supervisor provides regular coaching to the principal on the implementation of Data Driven Instruction and the principal's development of the instructional leadership team; And the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects; And the district commits to providing test results back to the campus within two days from the assessment; Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

**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


<b>Reflection and Planning for Next 90-Day Cycle</b>								
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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>		