

# Hawthorne 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							
<b>District Name</b>	SAISD	<b>Campus Name</b>	Hawthorne Academy	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Guadalupe Rodriguez
<b>District Number</b>	015907	<b>Campus Number</b>	000000179	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Judith M. Solis	<b>ESC Support</b>	Region 20 Jaime Goodwin
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.					Dr. Judith M. Solis-November 11, 2019	
<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.					n/a	
<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.					Guadalupe Rodriguez-November 11, 2019	
<b>Board Approval Date</b>	2019-11-11						
Needs Assessment							
<b>Data Analysis Questions</b>			What accountability goals for each Domain has your campus set for the year?	Domain 1: 75, Domain 2: 74, Domain 3: 74			
			What changes in student group and subject performance are included in these goals?	Student outcomes are below passing in each domain. Our goal is to improve an entire letter grade in each domain.			
			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)			
<b>Use the completed Self-Assessment Tool to complete this section</b>			
<b>Essential Action</b>		<b>Implementation Level (1 Not Yet Started - 5 Fully Implemented)</b>	
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.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		2	
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>Essential Action</b>	5.3 Data-driven instruction.	<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.
<b>Rationale</b>	Although the instructional coaches and district implementation specialists assist teachers in unpacking the standards, most teachers are not able to identify gaps in their students learning and fail to make key adjustments that target student misunderstandings. Teachers are not planning for reteach in their lesson plans.	<b>Rationale</b>	Teachers have always been expected to submit lesson plans, but overall the plans have not reflected the depth outlined in this particular lever. Teachers were not always provided with quality feedback due to submission time-line, which has been corrected this school year. The rationale for identifying this particular lever as a priority focus area, is that lessons continue to lack the level of rigor and alignment necessary to close the learning gaps. Focusing on this lever provides the necessary structure for instructional leaders to provide precise and timely feedback to teachers. Teachers also need to improve in differentiation and intervention which had been lacking.
<b>Desired Annual Outcome</b>	Instructional leadership team (ILT) adds structure to two specific areas: leading PLCs so that there is effective collaborative planning, data analysis and reteach plans, and effective regular ILT meetings so that we are more strategic in how we plan our time, including how frequently who and when we observe teachers.	<b>Desired Annual Outcome</b>	Teachers consistently create and submit lesson plans that are clear effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars, as needed. The instructional leadership team (ILT) will provide timely feedback to allow for teachers' corrections.
<b>Barriers to Address During the Year</b>	The lack of clear expectations for all members during PLC. 1. Time for data disaggregation 2. Accountability training for new teachers on how to interpret data and know how to create and use an intervention plan 3. Consistent leadership and IC & IS support	<b>Barriers to Address During the Year</b>	Not enough time during PLCs to complete the cycle of analyzing data, developing reteach plans which includes analysis of student work. The lack of time coupled with the lack of skill becomes a barrier we will be addressing this school year.
<b>District Commitment Theory of Action:</b>		If the principal supervises or provides regular coaching to the principal on the implementation of the DDI 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 to 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 instructional 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 (meets)	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Benchmark	30%	20%	Benchmark	35%		District Interim	40%			40%	
3	Math	Benchmark	34%	3.95%	Benchmark	39%		District Interim	44%			43%	
4	Reading	Benchmark	30%	44.74%	Benchmark	35%		District Interim	38%			35%	
4	Math	Benchmark	17%	26.32%	Benchmark	22%		District Interim	27%			27%	
4	Writing	Benchmark	25%	1.33%	Benchmark	30%		District Interim	35%			35%	
5	Reading	Benchmark	34%	5.88%	Benchmark	39%		District Interim	44%			42%	
5	Math	Benchmark	27%	42.35%	Benchmark	32%		District Interim	37%			35%	
5	Science	Benchmark	14%	1.20%	Benchmark	19%		District Interim	24%			24%	
6	Reading	Benchmark	20%	14.44%	Benchmark	25%		District Interim	27%			25%	
6	Math	Benchmark	28%	54%	Benchmark	33%		District Interim	38%			38%	
7	Reading	Benchmark	34%	29.36%	Benchmark	39%		District Interim	44%			42%	
7	Math	Benchmark	19%	27.78%	Benchmark	24%		District Interim	29%			28%	
7	Writing	Benchmark	21%	25.69%	Benchmark	26%		District Interim	31%			31%	
8	Reading	Benchmark	39%	19.10%	Benchmark	44%		District Interim	49%			49%	
8	Math	Benchmark	70%	89.47%	Benchmark	75%		District Interim	80%			80%	
8	Science	Benchmark	21%	48.86%	Benchmark	26%		District Interim	31%			30%	
8	Social Studies	Benchmark	16%	12.64%	Benchmark	21%		District Interim	26%			23%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	PLCs lead by teachers that conduct data meetings with fidelity to analyze data and inform instruction. Teachers will disaggregate student data using a test-in-hand data protocol and use it to guide future instruction and processes for improving student performance.	Teachers have always been expected to submit lesson plans, but overall the plans have not reflected the depth outlined in this particular lever. Teachers were not always provided with quality feedback due to submission time-line, which has been corrected this school year. The rationale for identifying this particular lever as a priority focus area, is that lessons continue to lack the level of rigor and alignment necessary to close the learning gaps. Focusing on this lever provides the necessary structure for instructional leaders to provide precise and timely feedback to teachers. Teachers also need to improve in differentiation and intervention which had been lacking.	
<b>Desired 90-day Outcome</b>	Instructional leadership team (ILT) adds structure to two specific areas: leading PLCs so that there is effective collaborative planning, data analysis and reteach plans, and effective regular ILT meetings so that we are more strategic in how we plan our time, including how frequently who and when we observe teachers.	Teachers consistently create and submit lesson plans that are clear effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars, as needed. The campus leadership team will provide timely feedback to allow for teachers corrections.	
<b>Barriers to Address During this Cycle</b>	Not enough time during PLCs to complete the cycle of analyzing data, developing reteach plans which includes analysis of student work. The lack of time coupled with the lack of skill becomes a barrier we will be addressing this school year.	Not enough time during PLCs to complete the cycle of analyzing data, developing reteach plans which includes analysis of student work. The lack of time coupled with the lack of skill becomes a barrier we will be addressing this school year.	
<b>District Actions for this Cycle</b>	Principal supervisor- coaching of principal continues every other week, with a coaching focus on implementation DDI roll out, observation feedback and systems that protect leadership team's time to focus on instructional leadership.	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	
<b>District Commitments Theory of Action</b>	If the principal supervises or provides regular coaching to the principal on the implementation of the DDI 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 to 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 instructional 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
Creation and finalization of electronic data tracking tool for ILT and PLC use which will be presented to both lower and upper grade-levels to use after each assessment to track their individual students.	1,2	September 3rd- October 25th	Accountability System document, computer, ARET support	Gilberto Santos, instructional leadership team	Actual tracking tool, agendas, sign in and minutes	October 25, 2019		
ILT meets after each relevant assessment to disaggregate and review data in order to make data informed decisions and arrange for walkthroughs by prioritizing those classrooms with lower student mastery.	1, 2	August-May	Data Tracker, walkthrough calendar, performance matters	ILT	Walkthrough calendar, performance matters feedback documentation	Ongoing		

Weekly focused PLCs: PLCs are dedicated once a week to review current data to make sound decisions about lesson planning and to formulate reteach plans. The beginning 5-8 minutes of PLCs are dedicated to review exit tickets and student success on taught TEKS. To determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding is also part of the PLC collaborative time.	1, 2	August-November	Data tracking tool, MAP data, scope and sequence, planning calendar, student work, lesson plans, exit tickets	ILT and teachers	PLC Agendas, Google Classroom, Eduphoria reports, lesson plans, exit tickets, student work	11/22/19		
Coaching and support of teachers is informed by data, which includes walkthroughs, assessment and lesson planning	1, 2	Oct. 15, 2019	CBA's data results, 3, 6, 9 week assessment results, walkthrough feedback, and lesson plans.	ILT	Data Tracker, performance matters, and lesson plans, coaching calendar, and minutes	Ongoing		

**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>	5.3 Data-Driven Instruction	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	PLCs lead by teachers that conduct data meetings with fidelity to analyze data and inform instruction.	ILT and Teachers plan together on a weekly basis. They use data to plan interventions and each grade level is provided time to review their 3, 6, 9 week assessments to prioritize standards to be taught and aligned lessons to be created.	
<b>Desired 90-day Outcome</b>	PLCs transforms from admin lead (ILT) to teacher lead. Maintain fidelity, calendarizing meetings, using protocols, data, formal agendas keeping them focused on what will drive their work in analyzing quality data.	Teachers plan for teaching prioritized standards and exit tickets banks on a recurring basis as observed by PLC lead in PLCs.	
<b>Barriers to Address During this Cycle</b>	Quality of common assessments, fidelity of the PLC work, and ability to create reteaching lessons that will drive their work, by using valid data.	Maintain quality and frequency of feedback from PLC leads and ILT.	
<b>District Actions for this Cycle</b>	The principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to the campus within two days.	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	
<b>District Commitments Theory of Action</b>	If the principal supervises or provides regular coaching to the principal on the implementation of the DDI 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 to 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 instructional 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
PLCs will follow four week cycles-1-Common Assessment Planning, 2-Plan Exit Tickets, Analysis and Reteach, 4-DDI meeting to prepare lessons, reteach and common assessments.	1,2	Late November/Early December	PLC Calendar and PLC Agenda	Principal, AP, ILT, ICs, lead teachers,	PLC Calendar, agendas, admin observations of PLC	Ongoing		
DDI cycle 3 Training with ESC, and ARET	1,2	Late November/Early December	DDI materials/PPT., handouts, data, agenda, forms for planning	ILT	Agendas, sign-in, goals,	Dec-19		
Weekly Meeting with Admin team reflecting and planning next steps.	1,2	Ongoing-routine established at the end of cycle 1	Meeting agendas, calendars, data tracker, observation notes	Principal	Calendar, data, agendas	Ongoing		
ILT Meetings/PLCs are conducted weekly and analyze test results every 9 weeks to determine student academic growth and goal attainment. Teacher observations will be calendarized and frequency will be based on teacher capacity to close struggling students' mastery.	1,2	Late December/Early January	Data Trackers, Teacher Goals, Observation Calendar, Performance Matters	Principal, AP, ILT, ICs	Student Tracker, Test Results, Observations	Jan-20		

DDI Cycle 4 Training with ESC, and ARET	1,2	February/March 2020	DDI materials/PPT., handouts, data, agenda, forms for planning	ILT	Agendas, sign-in, goals,	Mar-20		
Administer STAAR Simulation and use results to develop a Corrective Instruction Action Plan, including identified gaps, and dates for reteach, specific students to be addressed, and target tutorials to meet students needs.	2	27-Jan through 14-Feb	Simulation Results and CIAP Template	ALT, teachers	CIAP Plan, Student Rosters	14-Feb		
<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?								
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>	5.3 Data-driven instruction.		5.1 Objective-driven daily lesson plans with formative assessments.					
<b>Desired Annual Outcome</b>	PLCs transforms from admin lead (ILT) to teacher lead. Maintain fidelity, calendarizing meetings, using protocols, data, formal agendas keeping them focused on what will drive their work in analyzing quality data.		Teachers consistently create and submit lesson plans that are clear effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars, as needed. The instructional leadership team (ILT) will provide timely feedback to allow for teachers' corrections.					
<b>Desired 90-day Outcome</b>	80% of the students will master priority standards after reteach.		The teachers will make adjustments to lesson plans based on frequently and recurring analysis of exit tickets. This will occur during weekly PLCs and monitored by PLC lead.					
<b>Barriers to Address During this Cycle</b>	Quality and rigor of the retest questions, teacher fidelity to the cycle of preparing lesson based on assessment result. Knowledge of DDI process.		Teacher buy in, fidelity to the process and balancing time to plan and prepare aligned lessons.					
<b>District Actions for this Cycle</b>	Principal Supervisor/DCSI will provide coaching and support in monitoring of action plan, PLCs and walkthrough feedback to observe how the campus is using data to drive delivery of instruction.		The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. <del>Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly</del>					
<b>District Commitments Theory of Action</b>	If the principal supervises or provides regular coaching to the principal on the implementation of the DDI 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 to 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 instructional 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
All student will track their own mastery and update their tracking chart regularly to show their progress in learning.	1,2	Mar-19	Student data tracking forms, for individual student binders/folders.	ILT (to train, provide necessary materials, and monitor that work gets done.)	Copies of student trackers/individual student conferences.	Through March 2020 after districts simulation		
ILT meetings/PLCs are conducted weekly to analyze test results every 4 weeks to determine students academic growth and goal attainment. Teacher observations will be calendarized and frequency will based teacher capacity to close struggling students mastery.	2	Mar-19	Data Trackers, teacher goals, observation calendar, performance matters.	Principal, AP, ILT, ICs	Student Trackers, Test Results, Observations	Through March 2020 after districts simulation		
PLCs will follow 4 week cycle 1-Common Assessment Planning, 2-Plan Exit Tickets, Analysis and Reteach, 4-DDI meeting to prepare lessons, reteach and common assessments	1,2	Ongoing-routine established at the end of cycle 1	PLC calendar and PLC agenda	Principal, AP, ILT, ICs, lead teachers	PLC calendar, agendas, admin observations of PLCs	Ongoing		

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?		Carryover Milestones	New Milestones
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	Instructional leadership team (ILT) adds structure to two specific areas: leading PLCs so that there is effective collaborative planning, data analysis and reteach plans, and effective regular ILT meetings so that we are more	Teachers consistently create and submit lesson plans that are clear effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars, as needed. The instructional leadership team (ILT) will provide timely feedback to allow for	
Did the campus achieve the desired outcome? Why or why not?			

**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>	Instructional leadership team (ILT) adds structure to two specific areas: leading PLCs so that there is effective collaborative planning, data analysis and reteach plans, and effective regular ILT meetings so that we are more strategic in how we plan our time, including how frequently who and when we observe teachers.	Teachers consistently create and submit lesson plans that are clear effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars, as needed. The campus leadership team will provide timely feedback to allow for teachers corrections.	
<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


**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>