

**2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation**

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district’s actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

<b>District Name:</b>		<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>	
Texas Preparatory Schools		Dr. Donna Calzada, Consultant	
<b>District Number:</b>		<b>Superintendent Name:</b>	
000105802		Mr. Mark Terry	
<b>Date:</b>			
Thursday, September 17, 2020			



DISTRICT INFORMATION					
Complete all district information, including all names for the roles listed.					
District Name	Texas Preparatory Schools	Superintendent	Mr. Mark Terry		
District Number	105802	District Coordinator of School Improvement	Dr. Donna Calzada		
ESC	000013	ESC Support	Kendra Monk		
ASSURANCES					
Enter the name of the person in each role below and the date this tab was completed. Please update row 10 with the Board Approval Date when the TIP has been board approved.					
DCSI	I understand I am responsible for the implementation of all intervention requirements, including monitoring the implementation of this Targeted Improvement Plan. I understand that I am responsible for addressing district level actions to support improvement efforts and will remove barriers when needed to ensure the district is able to implement this plan.	Dr. Donna Calzada September 17, 2020			
Superintendent	I understand I am responsible for coordinating with the DCSI to oversee the implementation of all intervention requirements, including monitoring the implementation of this Targeted Improvement Plan. I understand that I am responsible for addressing district level action to support improvement efforts and will remove barriers when needed to ensure the district is able to implement this plan.	Mr. Mark Terry September 17, 2020			
Board Approval Date	Saturday, December 05, 2020				
DATA ANALYSIS					
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.					
Data Analysis Questions	What accountability goals for each Domain has your district set for the year? Be sure to include how you determined the goal for each domain, and how these goals will impact your overall Accountability Rating.	<p>Domain 1: We selected the Academic Achievement goals using the A-F Estimator Tool. Cycle 1 Goals are based on the percentages needed for a "C" rating; Cycle 2 Goals are based on the percentages needed for a "B" rating; and Cycle 3 Goals are based on the percentages needed for an "A" Rating.</p> <p>Rationale: We are confident that while these goals are lofty, that they are attainable based on past performance with Dr. Calzada's help.</p> <p>Domain 2B: We selected to focus us on AA students at the Austin campus and Hispanic students at the San Marcos campus in ELA &amp; Mathematics for our first target.</p> <p>Rationale: Based on the "Closing the Gaps" data, we feel this group will have the most impact on improving our STAAR scores in this domain. We need to see a 1.5% improvement for these students.</p>			
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We included all subject areas and grade levels for Domain 1.</p> <p>Domain 2B: We included African-American and Hispanic Students (ELA &amp; Math) in this group.</p> <p>Domain 3: We included Exceptionally Gifted (ELA &amp; Math) in this group.</p>			
	If applicable, what goals has your district set for CCMR and Graduation Rate?				
Implementation Results					
Use information from each of your campuses' Reflective Prioritization Activities, ESF Diagnostics and/or self-assessments to complete this section.					
<p>District Commitment: Select 1-5 (preferably no more than 3) Prioritized Focus Areas. These focus areas should be District Commitments found in the Effective Schools framework located here: <a href="https://texas.esf.org/framework/">https://texas.esf.org/framework/</a></p> <p>Rationale: Explain the reason(s) the district chose to focus on these District Commitments this year.</p> <p>Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.</p> <p>Barriers: For each prioritized focus area selected, list the barriers to implementation the district may face throughout the year.</p>					
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	Prioritized Focus Area #4 (if applicable)	Prioritized Focus Area #5 (if applicable)
District Commitment	District policies and practices ensure that campuses have effective, well-supported teachers.	The district provides a data assessment platform	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to		
Rationale	Teachers were expected to lesson plan weekly; however, little timely and consistent feedback was provided for teachers to adjust instruction with the goal of targeted student mastery.	We had regularly scheduled instructional team	Determining effective and research based professional learning opportunities with highest level of impact.		
Annual Desired Outcome for Prioritized Focus Area	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership will schedule regular meetings to discuss lesson plans and	Campus instructional leaders will schedule	Campus administration will focus on creating professional development plans to develop and support instructional leaders. As a result, instruction will improve, and we will create a strong academic culture.		
Barriers to address during the year to reach desired outcome	Responsiveness to new format.	Teacher understanding of effective intervent	Determining effective and research based professional learning opportunities with highest level of impact.		



**CYCLE 2 90-DAY OUTCOMES (September-November)**

District Commitment: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Barriers: For each prioritized focus area selected, list the barriers to implementation the district may face during this cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	Prioritized Focus Area #4 (if applicable)	Prioritized Focus Area #5 (if applicable)
<b>District Commitment</b>	District policies and practices ensure that campuses have effective, well-supported teachers.	The district provides a data assessment platform to capture assessment data by item and student level.	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control,		
<b>Annual Desired Outcome for Prioritized Focus Area</b>	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership will schedule regular meetings to discuss lesson plans and strategies for delivery of content.	Campus instructional leaders will schedule regular instructional team meetings to analyze data from DMAC tests and benchmark assessments. Campus leaders and teachers will work together to	Campus administration will focus on creating professional development plans to develop and support instructional leaders. As a result, instruction will improve, and we will promote a strong academic culture.		
<b>Desired 90-Day Outcome</b>	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership	Teachers will use data to adjust and improve instruction that is strategic and targeted to student needs.	Instructional leaders will be designated for priority practices and accessed to support teachers when needed.		
<b>Barriers to address during this cycle</b>	Mindset: Teachers feel they do not have the time to meet and plan. Directors will devise scheduled planning time with specific areas of focus.	Behavior Barriers: Directors will hold teachers accountable for their student data monitoring and expect teachers to use the data daily for instructional decisions	Mindset: Teachers are leaders and will be expected to provide assistance to other teachers!		

**ACTION PLAN**

In each row, list the actions the district is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column 1 with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start/End Date	Resources Needed	Person(s) Responsible	Metric/Evidence Used to Determine Progress Toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress Toward Action Step	Necessary Adjustments/Next Steps
Determine Leadership Roles		9/1/2020-9/25/2020	Job Descriptions	Campus Director	Job Descriptions	9/30/2020		
Develop and Implement Feedback Protocol		9/30/2020	Feedback Protocol	Campus Director/DCSI	Written Observation Notes	Ongoing		
Provide prescriptive PD when needed		8/17/2020-11/30/2020	Written Feedback and FSC 13 workshop	Teachers	Unpacked standards forms from teachers	Ongoing		

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

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle, and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	<table border="1" style="width:100%"> <thead> <tr> <th style="width:50%">Carryover Action Steps</th> <th style="width:50%">New Action Steps</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				

**CYCLE 2 90-DAY OUTCOMES (December - February)**

District Commitment: Pre-populates from the 'Foundations' tab.  
 Desired Annual Outcome: Pre-populates from the 'Foundations' tab.  
 For each Prioritized Focus Area, please complete the following sections:  
 Desired 90-Day Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.  
 Barriers: For each prioritized focus area selected, list the barriers to implementation the district may face during this cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	Prioritized Focus Area #4 (if applicable)	Prioritized Focus Area #5 (if applicable)
<b>District Commitment</b>	District policies and practices ensure that campuses have effective, well-supported teachers.	The district provides a data assessment platform to capture assessment data by item and student level.	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, etc.)		
<b>Annual Desired Outcome for Prioritized Focus Area</b>	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership will schedule regular meetings to discuss lesson plans and strategies for delivery of content.	Campus instructional leaders will schedule regular instructional team meetings to analyze data from DMAC tests and benchmark assessments. Campus leaders and teachers will work together to	Campus administration will focus on creating professional development plans to develop and support instructional leaders. As a result, instruction will improve, and we will promote a strong academic culture.		
<b>Desired 90-Day Outcome</b>	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership will schedule regular meetings to discuss lesson plans and strategies for delivery of content.	Teachers will use data to adjust and improve instruction that is strategic and targeted to student needs.	Instructional leaders will be designated for priority practices and accessed to support teachers when needed.		
<b>Barriers to address during this cycle</b>	Mindset: Teachers feel they do not have the time to meet and plan. Directors will devise scheduled planning time with specific areas of focus.	Behavior Barriers: Directors will hold teachers accountable for their student data monitoring and expect teachers to use the data daily for instructional decisions	Mindset: Teachers are leaders and will be expected to provide assistance to other teachers!		

**ACTION PLAN**

In each row, list the actions the district is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.  
 For each action step, indicate:  
 - the prioritized essential action it is aligned to,  
 - the start date/end date during this specific cycle,  
 - the resources needed to accomplish this task,  
 - the person(s) responsible for ensuring task is accomplished,  
 - the evidence that will be used to determine progress toward the action step, and  
 - the date evidence will be collected.  
 At the end of each cycle -  
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.  
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start/End Date	Resources Needed	Person(s) Responsible	Metric/Evidence Used to Determine Progress Toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress Toward Action Step	Necessary Adjustments/Next Steps
Obtain feedback from teachers regarding feedback mechanism		1/21/2021	Feedback Protocol & Google Form Survey	Campus Director	Survey Results	2/10/2021		
Meet as an admin team to review survey results for feedback		2/11/2021	Survey Results	Campus Director/DCSI/Supervisor	Written Report of Results	2/12/2021		
Teachers will use data to develop action plans for intervention and		12/1/2020	DMAC Data & action p	Teachers	Action Plans & RtI Goals	Ongoing		

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

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle, and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	<table border="1" style="width:100%"> <thead> <tr> <th style="width:50%">Carryover Action Steps</th> <th style="width:50%">New Action Steps</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				

**CYCLE 3 90-DAY OUTCOMES (March - May)**

District Commitment: Pre-populates from the 'Foundations' tab.  
 Desired Annual Outcome: Pre-populates from the 'Foundations' tab.  
 For each Prioritized Focus Area, please complete the following sections:  
 Desired 90-Day Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.  
 Barriers: For each prioritized focus area selected, list the barriers to implementation the district may face during this cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	Prioritized Focus Area #4 (if applicable)	Prioritized Focus Area #5 (if applicable)
District Commitment	District policies and practices ensure that campuses have effective, well-supported teachers.	The district provides a data assessment platform to capture assessment data by item and student level.	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control,		
Annual Desired Outcome for Prioritized Focus Area	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership will schedule regular meetings to discuss lesson plans and strategies for delivery of content.	Campus instructional leaders will schedule regular instructional team meetings to analyze data from DMAC tests and benchmark assessments. Campus leaders and teachers will work together to	Campus administration will focus on creating professional development plans to develop and support instructional leaders. As a result, instruction will improve, and we will promote a strong academic culture.		
Desired 90-Day Outcome	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership	Teachers will use data to adjust and improve instruction that is strategic and targeted to student needs.	Instructional leaders will be designated for priority practices and accessed to support teachers when needed.		
Barriers to address during this cycle	Mindset: Teachers feel they do not have the time to meet and plan. Directors will devise scheduled planning time with specific areas of focus.	Behavior Barriers: Directors will hold teachers accountable for their student data monitoring and expect teachers to use the data daily for instructional decisions	Mindset: Teachers are leaders and will be expected to provide assistance to other teachers!		

**ACTION PLAN**

In each row, list the actions the district is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.  
 For each action step, indicate:  
 - the prioritized essential action it is aligned to,  
 - the start date/end date during this specific cycle,  
 - the resources needed to accomplish this task,  
 - the person(s) responsible for ensuring task is accomplished,  
 - the evidence that will be used to determine progress toward the action step, and  
 - the date evidence will be collected.  
 At the end of each cycle -  
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.  
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start/End Date	Resources Needed	Person(s) Responsible	Metric/Evidence Used to Determine Progress Toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress Toward Action Step	Necessary Adjustments/Next Steps
DCSI team meeting will focus on making necessary adjustments to roles &		3/11/2021	Written roles & responsibilities	DCSI & Campus Director	Re-written roles & responsibilities	3/12/2021		
DCSI team meeting will focus on making necessary adjustments to feedback		3/11/2021	Survey results	DCSI & Campus Director	Revised feedback protocol	3/12/2021		
DCSI team meeting will focus on evaluating teachers' ability to create		3/25/2021	Action plans & RtI goals	DCSI & Campus Director	Written Feedback for Action Plans	4/1/2021		

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

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle, and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

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

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?		

**END OF YEAR REFLECTION**

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your district achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	Prioritized Focus Area #4 (if applicable)	Prioritized Focus Area #5 (if applicable)
District Commitment	District policies and practices ensure that campuses have effective, well-supported teachers.	The district provides a data assessment platform to capture assessment data by item and student level.	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).		
Annual Desired Outcome for Prioritized Focus Area	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership will schedule regular meetings to discuss lesson plans and strategies for delivery of content.	Campus instructional leaders will schedule regular instructional team meetings to analyze data from DMAC tests and benchmark assessments. Campus leaders and teachers will work together to determine re-teach items and formulate detailed plans for re-teach.	Campus administration will focus on creating professional development plans to develop and support instructional leaders. As a result, instruction will improve, and we will promote a strong academic culture.		

<p>Review the Annual Desired Outcomes for the Prioritized Focus Area(s) identified on the Foundations Tab.</p> <p>Did the district achieve the desired outcome? Why or why not?</p>					
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**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 District Commitments the district prioritizes may have changed based on progress made in the school year or based on the ESF diagnostic results of your campuses. Please complete this portion of the plan by reflecting on your district's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

District Commitment: Select 1-5 (preferably no more than 3) Prioritized Focus Areas. These focus areas should be District Commitments found in the Effective Schools framework located here: <https://texas.esf.org/framework/>

Rationale: Explain the reason(s) the district chose to focus on these District Commitments this year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the district plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the district may face during this cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	Prioritized Focus Area #4 (if applicable)	Prioritized Focus Area #5 (if applicable)
<b>District Commitment</b>	District policies and practices ensure that campuses have effective, well-supported teachers.	The district provides a data assessment platform to capture assessment data by item and student level.	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control,		
<b>Annual Desired Outcome for Prioritized Focus Area</b>	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership will schedule regular meetings to discuss lesson plans and strategies for delivery of content.	Campus instructional leaders will schedule regular instructional team meetings to analyze data from DMAC tests and benchmark assessments. Campus leaders and teachers will work together to	Campus administration will focus on creating professional development plans to develop and support instructional leaders. As a result, instruction will improve, and we will promote a strong academic culture.		
<b>Desired 90-Day Outcome</b>	Teachers meet regularly as an instructional team (primary & intermediate) to share best practices and plan parts of instruction. Campus leadership	Teachers will use data to adjust and improve instruction that is strategic and targeted to student needs.	Instructional leaders will be designated for priority practices and accessed to support teachers when needed.		
<b>Barriers to address during this cycle</b>	Mindset: Teachers feel they do not have the time to meet and plan. Directors will devise scheduled planning time with specific areas of focus.	Behavior Barriers: Directors will hold teachers accountable for their student data monitoring and expect teachers to use the data daily for instructional decisions	Mindset: Teachers are leaders and will be expected to provide assistance to other teachers!		

**ACTION PLAN**

In each row, list the actions the district is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start/End Date	Resources Needed	Person(s) Responsible	Metric/Evidence Used to Determine Progress Toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress Toward Action Step	Necessary Adjustments/Next Steps

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

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle, and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

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