90-Day Action Strategy and Quarterly Implementation Report (QIR)
Texas Title I Priority Schools (TTIPS) Grant - School Years 2010-2013

LEA:		Campus Name:		County-District-Campus #	

Critical Success Factor / Milestone Codes for **Activity #1**	*Click here to choose a CSF & Milestone* ** ***

90-Day Action Strategy - School Improvement Resource Center (SIRC)

Date	90-Day Goal/Objective		Actions For Implementation (Numbered action steps to be taken – How will you accomplish goal/objective?)	Person Accountable	Timeline (Due Dates)
	Major Activity (Specifically, <u>what</u> will you achieve/ accomplish?)	**Desired Evidence of Implementation** (Measurable Impact or Deliverable(s); <u>Tangible</u> <u>evidence</u> that goal/objective has been accomplished through implementation of activity)			

| *Click here to enter start date.* | **Recommendations:**

 The "Major Activity" you select should:
 • Target activities included in *Schedule 4B* or the MSDR, and your Campus Improvement Plan.
 • Yield significant gains towards an *Annual Performance Goal* listed in Schedule 4C
 • Specifically state what activity will be undertaken
 • Directly connect with the Campus Improvement Plan
 When selecting this activity…
 • Ask yourself, "Why is this a priority?"
 • Ask yourself, "Is this goal deep enough?"
 • Ask yourself, "What's my target?" | **Recommendations:**

 When completing this section…
 • Describe what you hope to achieve through implementing your activity
 • Describe the specific data that will be collected
 • Describe how the data will be collected, and when possible, include a baseline measurement
 • Specify a quantitative and/or qualitative measurement and/or
 • Indicate a tangible product that will be created and for what purpose it will be used | **Recommendations:**

 When completing this section…
 • Ask yourself, "What specific steps do we need to take in order to accomplish our goal?"
 • Include a discernible connection to the goal/objective
 • Include action verbs
 • Include an adequate number of steps to comprehend how the goal will be achieved. | When completing these sections…
 • Include/list the name and title of person(s) accountable for each implementation action.
 • Distribute activities among multiple staff members. | • List the specific dates for the completion of each action/activity.
 • Assign sequential due dates to each activity that progress toward 90 day goal/objective. |

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Example 1: **In the next 90 days, we will** increase **attendance** by having a parental liaison, attendance officer, and social worker make phone calls, home visits and provide **community service/resource** intervention to students who do not arrive to school…	**…So that** the current overall attendance rate (75%), will increase by 15% as measured by daily attendance checks and home visit/phone call logs.	1. Attendance log will be monitored and kept daily. 2. Daily calls will be made (and logged) to students' household on the first absence. 3. If no answer is received, a home visit will take place the same day and be logged in attendance/home visit log. 4. Students with 3 consecutive unexcused absences or 5+ accumulated unexcused absences will be referred to the social worker for a family interview/"check-in" and a community intervention/program. Bi-weekly reports will be submitted. 5. Weekly % calculation of attendance will be recorded and compared at the 30, 60, and 90 day marks.	1. Attendance Officer: Ms. Jones 2. Parental Liaisons: Mr. Smith 3. Parental Liaison: Mr. Smith 4. Social Worker: Mr. Johnson 5. Attendance Officer: Ms. Cohen	1. Daily 2. Daily 3. Daily monitoring; Home visit w/in 24 hours 4. 8/13/10, 8/27/10, 9/10/10, 9/24/10, 10/8/10, 10/22/10, 11/1/10 5. 9/1/10, 10/1/10, 11/1/10	
Example 2: **In the next 90 Days we will** identify **struggling teachers** and **conduct learning walks**…	**…So that** we can improve the instructional practices of the identified teacher. Improved instructional practices will be measured by conducting two follow-up observations to ensure that the strategies obtained through the learning walks are being implemented by the struggling teacher, and by a 10% improvement on student formative assessments.	1. Each teacher leader will identify a struggling teacher that they would like to participate, and submit the teacher's name to Michael Greenwalt (Principal). 2. A schedule of learning walks will be created. 3. A meeting to discuss the purpose of this process will be conducted with the participants. 4. Each participating teacher will identify a baseline measure of student performance on formative assessments. 5. Learning walks will be conducted. 6. Each Teacher leader will meet with their identified teacher to reflect upon the process and identify a new instructional strategy that they will implement. The strategies identified through these reflections will be submitted to Amy DeAnda (AP). 7. Administrators and teacher leaders will conduct 10 observations over a period of 6 weeks to ensure that the instructional practices are being implemented. 8. Participating teachers will report their formative assessment measurement data to the TLs.	1. Michael Greewalt – (Principal) 2. Allison Ivey- (AP) 3. Rachel Simic- (TL) 4. Cody Huie – (TL) 5. Allison Ivey – (AP) 6. Amy DeAnda – (AP) 7. Michael Greenwalt – (Principal) 8. Cody Huie – (TL)	1. 09/01 2. 09/05 3. 09/10 4. 09/20 5. 09/20 6. 09/25 7. 10/1 8. 10/1	