



# TAIS 201

# Training

## Welcome: Quarterly Planning

Welcome to this quarterly planning module. This module will achieve the following purposes: First, it will allow participants to practice the process for developing quarterly goals and interventions based on their determined root causes. It will also help participants to make foundational connections to problem statements

## Outcomes

- Participants will create annual goals to address each problem statement
- Participants will determine a strategy for each root cause
- Participants will decide on quarterly goals for each annual goal
- Participants will identify interventions for each quarterly goal
- Participants will define data sets for each intervention



## Handouts

- [Anchor Chart Diagram](#)



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## Annual Goals

Watch the video below to learn how to create annual goals based on your problem statements from Module 2.1: Data Analysis/Planning.



### High Quality

- No more than 3% of CTE students will withdraw from school during the 2016-2017 school year.
- The LEP subgroup will have a graduation rate of at least 84%.
- 3rd grade bilingual students will have a passing rate of 77% on the STAAR Spanish Reading exam.

## Activity

Read the annual goals below and determine if they are appropriate based on the criteria shared in the video. Discuss with your PSP facilitator what makes each one of the annual goals a good goal or bad goal.

### Good Goals

The 4th graders will increase writing scores by 12% on the 2017 STAAR writing exam.

72% of the special education subpop will meet standards on the 2017 STAAR science test.

The ELL student group will have a 62% passing rate on the 2017 STAAR reading.

### Bad Goals

The teachers will make sure 100% of students understand math content.

Students will have a 98% attendance rate and an 87% passing rate.

The high school math and reading exams will increase by 50%.



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# Annual Goals Activity

## Directions

1. Create an annual goal in your Targeted Improvement Plan for each of your problem statements established in Module 2.1.
2. Verify your annual goal with the Annual Goal Tips below.



## Annual Goal Tips


**S**pecific

**M**easureable

**A**ttainable

**R**esults-based

**T**ime bound



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## Strategies

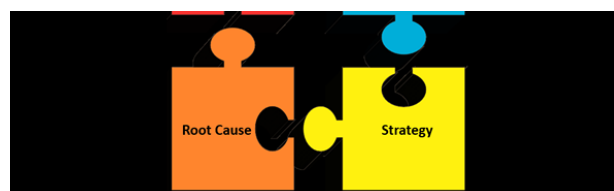
Watch the video below to learn about forming strategies to address your root causes.



### Activity

Write down the strategies for each of the problem statements in the targeted improvement plan. Consider the following points when crafting your strategies.

- The strategy should address the root cause and is the method for achieving the annual goal. The interventions will be the action steps that will lead to full implementation of the strategy.
- A strategy is not one focused event or checklist (e.g., provide PD, have a parent night, buy more books, etc.)
- A strategy is not so broad that it doesn't have any focus (e.g., provide better instruction (how?), ensure students come to school (how?), buy resources (what/why?))



Use your PSP as a resource to clarify the difference between strategies and interventions.





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## Quarterly Goals

Watch the video below to learn about how quarterly goals help to make the annual goals achievable by engaging in a process that is data-driven.



# Activity

Read the quarterly goals below and decide if they meet the quarterly goal in the video above.

## Quarterly Goal 1

By the end of the 1st nine weeks, 100% of teachers are including guided reading tactics in their lesson plans to provide all students the opportunity to demonstrate reading strategies.

Meets all Standards	Does Not Meet all Standards
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## Quarterly Goals Activity

Watch the video below to learn how to complete the quarterly goals activity.



### Directions



3:06



- Using the criteria that we just reviewed, spend time with your team crafting quarterly goals in your Targeted Improvement Plan.
- Your PSP will guide you through the process of creating your quarterly goals.



### Materials

1. [Stakeholder Behavior Chart](#)

### Quarterly Goal Checklist



Are your quarterly goals written as results-based goals?





Do the quarterly goals ensure the implementation of the strategy and accomplish the annual goal?



What is the connection between the quarterly goals and the annual goal?



What is the connection between the quarterly goals and the root cause? Will this plan impact the problem/gap?



What impact is expected to be seen at the end of each quarter as a result of implementing the strategy?





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## Interventions

Watch the video below describing how to determine the necessary action steps or behaviors of stakeholders needed to accomplish your quarterly goals.



## Interventions

### Directions

- Spend time with your team crafting interventions and record them in your Targeted Improvement Plan.
- Your PSP will guide you through the process of creating your interventions.



### Materials

1. [Stakeholder Behavior Chart](#)



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# Training Data Collection Activity

1. Data is of utmost importance as it gives us a way to measure progress.
2. Consider what data can be collected to determine if the goal is being met.
3. Then, align data sources to the interventions so that every intervention must have at least one data source.
4. A tool that can help with identifying data sources was shared in module 2.1b, the data collection pyramid.



In order to track the effectiveness of the interventions, the quarterly goals, and ultimately the success of the annual goal, we must continuously collect data.



## Directions

- Using the criteria that we just reviewed, spend time with your team identifying data sources in your Targeted Improvement Plan.
- Each of the interventions must have at least one data source that can be used to measure progress



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## Next Steps

This concludes Module 2.3. Here are your next steps;

1. Complete your Targeted Improvement Plan.
2. Submit your Targeted Improvement Plan by the submission date.
3. Begin implementing the plan.

Remember, this is a living, breathing plan. It should be referenced daily and progress should be monitored. Consider inquiring about midcourse corrections if desired outcomes are not being achieved in a reasonable time period. Continue to reach out to your PSP and Support Specialist for assistance throughout the year.



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## TAIS 201 COMPLETION FORM

This form is intended to be filled out by the PSP indicating who has completed the course. This form needs to be completed for each module (i.e. 2.1, 2.2, and

Indicate which module your team finished

Complete the PSP information

PSP First Name

PSP Last Name

Please select the District and School that completed the module.

District

School