CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Triumph Public High Schools El Paso	Campus Name	Triumph Public High Schools El Paso East	Superintendent	Frances Berrones-Johnson	Principal	Luis Liano
District Number	071803	Campus Number	000000002	District Coordinator of School Improvement (DCSI)	M. Scott Carothers	ESC Number	19
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Nellie UgarteJesus Teran

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

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.	M. Scott Carothers, 9/9/20
Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.*	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 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.	M. Scott Carothers, 9/9/20
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.	Luis Llano 9/16/20
Board Approval Date	14-11-2020	

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.

https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus 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.	Domain 1: *TPHS El Paso East ELA student performance will achieve 41% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR English I and English II assessments. *TPHS El Paso East Algebra I student performance will achieve 70% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR Algebra I assessments. *TPHS El Paso East Biology student performance will achieve 43% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment. *TPHS El Paso US History student performance will achieve 83% in the "meets" category and 50% in the "masters" category for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR US History assessment. **Overall Domain I Goal:** If TPHS El Paso East meets the above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 41 (scaled score of 90 -A) to a component score of 61 (scaled score of 94) by increasing the percentage of students who perform at the "meets" grade level or above. **Rationale:** These performance goals (we call targets) were set to be aggressive and to push the campus to higher accountability scores in Domain I, Domain 2A, and Domain III. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the district/campus would receive a "A" in Domain I. (Current Domain I STAAR Performance is an "A" at 90% for this single indicator). **Domain 2B:** Not Applicable -- This is an AEA Campus and is not rated in this area. **Rationale:** Not Applicable **Domain 3:** Domain 3 has the same ELA and Math targets as listed in Domain I. They were purposefully set to address both Domain I and 3. **Rationale:** The rationale for Domain 3 is if we meet our established target in **ELA performance of 41%,** TPHS El Paso East would meet the economically disadvantaged, Hispanic, and non-continuously enrolled subgroup targets for Domain 3 academic achievement for ELA. Last report we missed all 4 targets out of 4 possible in ELA. The established performance targets would ensure that we meet at least 2 out of 4 Domain 3 targets in ELA. In **mathematics performance,** the target of 70% would ensure that we meet ALL Domain 3 targets for a score of 100% (in 2018-2019 TAPER the calculation was only based on all students -- no other subgroups were large enough to be calculated). Previously the campus was rated in only one target area (all students) and the campus met the target. The two academic achievement areas (ELA and Math) for the overall area would be 3 out of 5 (60%) as compared to last performance of 0 out of 5 (0%). Meeting our targets would also give the campus a component score of 60 in Domain 3 academic achievement (scaled score of 94-A). **Overall Domain 3 Goal:** If TPHS El Paso East meets the campus level performance targets established above, the Domain 3 component score of 0 (scaled score of
	What changes in student group and subject performance are included in these goals?	Domain 1: For this campus, the Hispanic and Eco Dis subgroup is identical to the all students group based on campus demographics so the all students target would address this subgroup of students. **EL:** English I & English 2 performance would move from 14% to 41% (at the meets performance standard). In Biology performance would move from 33% to 43% (at the meets performance standard). **SPED:** Special education is a small subgroup for the campus and is sporadically reported due to numbers on the accountability report; however, there is an intentional focus on SPED at the campus level through targeted interventions for the 2020-2021 school year and close monitoring of this subgroup will take place. The goal is to ensure that 45% of student in ELA and math pass the 2020-2021 STAAR assessment at the "meets" performance level. 2018-2019 TAPER demonstrates that SPED performance at "meets" level is 40% in English 1 and was too small to report in other assessment areas. **Domain 2B:** Not Applicable. This campus is an AEA campus and this area is not calculated in accountability. **Domain 3:** (same goals as above) For this campus, the Hispanic and Eco Dis subgroup is identical to the all students group based on campus demographics so the all students target would address this subgroup of students. **EL:** English I & English 2 performance would move from 30% to 41% (at the meets performance standard). In Biology performance would move from 33% to 43% (at the meets performance standard). **SPED:** Special education is a small subgroup for the campus and is sporadically reported due to numbers on the accountability report; however, there is an intentional focus on SPED at the campus level through targeted interventions for the 2020-2021 school year and close monitoring of this subgroup will take place. The goal is to ensure that 45% of student in ELA and math pass the 2020-2021 STAAR assessment at the "meets" performance level. 2018-2019 TAPER demonstrates that SPED performance at "meets" level is 40% in English 1 and was too small to report in other assessment areas.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	*50% of the TPHS El Paso Ease 2021 graduating class will meet one of the College, Career, or Military Readiness (CCMR) thresholds for All Students, Hispanic, and Eco Dis subgroups. *15% of the TPHS TPHS El Paso East 2021 graduating class will meet the threshold for CCMR outcome for the college ready measure for All Students, Hispanic, and Eco Dis subgroups. *27% of the TPHS El Paso East 2021 graduating class will meet the threshold for CCMR outcome for the career ready measure for All Students, Hispanic, and Eco Dis subgroups. (currently 24%) *18% of the TPHS El Paso East 2021 graduating class will meet the threshold for CCMR outcome for the military ready measure for All Students, Hispanic, and Eco Dis subgroups. (currently 39%) *TPHS El Paso Eastwill have 70% of eligible graduates meeting the federal graduation rate as calculated in Domain III. **Note:** If TPHS El Paso meets the CCMR targets established above, Domain 1 scaled score would be an "A" and in Domain 3 School Quality would also be an "A". TPHS El Paso East would meet all 3 targets giving them 100% in this area. **Finally, with all of the above targets (academic achievement and school quality/CCMR), the campus would receive an "A" rating in Domain 1 and Domain 3. Strong performance in Domain 3 would move the campus a step closer to being removed as a campus identified as "comprehensive support". It is anticipated that with improved performance in Domain 3, there will be an increase in performance in Domain 2A as well. If targets are met, then the campus would perform extremely well in the Accountability system and be identified as an A campus on the 2021 accountability and TAPR.**

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation

3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: **https://texasesf.org/vetted-programs/**

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

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

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: **https://texasesf.org/framework/**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.1
Rationale	Focus on ensuring that the vision and commitment to excellence remains whether students are in a face-to-face instruction or in a virtual environment. Continue to build capacity in this area.	There is a need to continue to review scope and sequence to ensure that it is aligned based on data points/interim/STAAR assessments. Also, the unknown changed in the instructional program (virtually).	How lesson planning going to work during the virtual instruction and with the new 2020-2021 models including the transition between virtual and face-to-face. Concerns regarding the framing the lesson and aligning lesson plans to standards.
How will the campus build capacity in this area? Who will you partner with?	Implementation and alignment of Action Coaching in all educational stakeholders through ESC 19.	Implementation and alignment of Action Coaching in all educational stakeholders through ESC 19.	Implementation and alignment of Action Coaching in all educational stakeholders through ESC 19.
Barriers to Address throughout this year	Positive cases of COVID-19 on campus, is not an exemplar for virtual and not sure how it will unfold virtually, a complicated flu season, potential technology infrastructure overload vs. potential paper packets for learning.	Virtual instruction vs. face-to-face instruction, missing STAAR data, positive COVID-19 cases.	Transitions from virtual to face-to-face, success at framing a lesson by the teachers during a virtual environment, and COVID-19.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Beginning of year professional development will communicate the expectations. PLC's are built into the first three weeks of school to ensure expectations are being met. Providing a monthly calendar of activities and documents supports for all educational stakeholders.	Beginning of year professional development will communicate the expectations. PLC's are built into the first three weeks of school to ensure expectations are being met. Ongoing PLC on a 3 week rotation and ongoing Action Coaching implementation and supports from ESC 19.	Developing and implementing growth charts documenting student growth from one category to another, strongly structured syllabus, ongoing PLC, ongoing Action Coaching, and ongoing monitoring by the administration.
Desired Annual Outcome	In May 2021, at least 75% of students, parents, teachers, and staff report a positive school climate on the perceptual surveys.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.
District Commitment Theory of Action	If the District provides data systems to track pertinent school culture data, then the campus will be able to collect and made decisions on perceptual data and surveys being collected in order to impact overall school culture by focusing on a commitment to excellence, vision, and the mission of TPHS El Paso East.	If the District provides the campus with a standards-aligned guaranteed, viable curriculum, scope and sequence, then, the campus will be able to ensure engage students in curriculum that is aligned to state-standards in a sequence that builds student understanding towards mastery in all EOC courses.	If the District assessments are graded and detailed reports are provided to instructional staff within 2 instruction days, then, the campus will be able to utilize most recent data to make instructional decisions through ongoing DDI processes and PLC meetings to make an impact on student performance.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	English I High School 9-12	All	English I	Approaches	STAAR	64%	86%	STAAR Interim Assessment	64%		STAAR Interim Assessment	67%		STAAR Interim Assessment	70%		74%
		English I High School 9-12	All	English I	Meets	STAAR	36%	66%	STAAR Interim Assessment	36%		STAAR Interim Assessment	36%		STAAR Interim Assessment	38%		41%
		English I High School 9-12	All	English I	Masters	STAAR	5%	12%	STAAR Interim Assessment	5%		STAAR Interim Assessment	5%		STAAR Interim Assessment	7%		7%
		English II High School 9-12	All	English II	Approaches	STAAR	63%	84%	STAAR Interim Assessment	63%		STAAR Interim Assessment	67%		STAAR Interim Assessment	70%		73%
		English II High School 9-12	All	English II	Meets	STAAR	25%	38%	STAAR Interim Assessment	30%		STAAR Interim Assessment	34%		STAAR Interim Assessment	38%		41%
		English II High School 9-12	All	English II	Masters	STAAR	0%	0%	STAAR Interim Assessment	2%		STAAR Interim Assessment	3%		STAAR Interim Assessment	5%		5%
		Algebra I High School 9-12	All	Algebra I	Approaches	STAAR	93%	30%	STAAR Interim Assessment	93%		STAAR Interim Assessment	93%		STAAR Interim Assessment	94%		95%
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	43%	0%	STAAR Interim Assessment	50%		STAAR Interim Assessment	60%		STAAR Interim Assessment	65%		70%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	7%	0%	STAAR Interim Assessment	10%		STAAR Interim Assessment	15%		STAAR Interim Assessment	20%		25%
		Biology High School 9-12	All	Biology	Approaches	STAAR	89%	57%	STAAR Interim Assessment	89%		STAAR Interim Assessment	90%		STAAR Interim Assessment	91%		92%
		Biology High School 9-12	All	Biology	Meets	STAAR	33%	21%	STAAR Interim Assessment	33%		STAAR Interim Assessment	35%		STAAR Interim Assessment	40%		43%
		Biology High School 9-12	All	Biology	Masters	STAAR	6%	7%	STAAR Interim Assessment	6%		STAAR Interim Assessment	7%		STAAR Interim Assessment	7%		8%
		US History High School 11-12	All	US History	Approaches	STAAR	100%		STAAR Interim Assessment	100%		STAAR Interim Assessment	100%		STAAR Interim Assessment	100%		100%
		US History High School 11-12	All	US History	Meets	STAAR	77%		STAAR Interim Assessment	77%		STAAR Interim Assessment	79%		STAAR Interim Assessment	81%		83%
		US History High School 11-12	All	US History	Masters	STAAR	15%		STAAR Interim Assessment	15%		STAAR Interim Assessment	30%		STAAR Interim Assessment	45%		50%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	English I	Eco Dis	ELA	Meets	STAAR	36%	66%	STAAR Interim Assessment	36%		STAAR Interim Assessment	36%		STAAR Interim Assessment	40%		41%
		English 2	Eco Dis	ELA	Meets	STAAR	25%	38%	STAAR Interim Assessment	30%		STAAR Interim Assessment	34%		STAAR Interim Assessment	38%		41%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Graduates 2021 CCMR	All	CCMR (D1 & D3)	CCMR	CMR Tracking Tool	25%	N/A	CCMR Tracking Tool	50%		CCMR Tracking Tool	50%		CCMR Tracking Tool	50%		50%
		Federal Graduation Rate	All	Federal Graduation Rate	Graduation Rate	Graduation Tracking Tool	49%	N/A	Graduation Tracking Tool	70%		Graduation Tracking Tool	70%		Graduation Tracking Tool	70%		70%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	Composite	TELPAS	17%	N/A	Content Area Formative Assessments w/TELPAS Rubric	17%		Content Area Formative Assessments w/TELPAS Rubric	22%		TELPAS	32%		36%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: 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: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.1
Desired Annual Outcome	In May 2021, at least 75% of students, parents, teachers, and staff report a positive school climate on the perceptual surveys.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.
Desired 90-day Outcome	Completed survey instruments via Google Forms for students, parents, teachers, and staff.	During the 3-week PLC process, teachers will review lesson plans, scope and sequence documents, and BOY data to address student performance gaps in TEKS mastery to ensure ELA student performance at the "meets" level for the Cycle I Formative Goal of 33% and Algebra I student performance at the "meets" level for the Cycle I Formative Goal of 50%.	The 3-Week PLC process reviews lesson plans and provides feedback to teachers to ensure that formative assessments are aligned to the rigor of the standard and are developed first in a backwards design process leading to meeting student performance in ELA of 33% and Algebra I of 50% meeting the TIP Cycle 1 Formative Goal.
Barriers to Address During this Cycle	Identify questions that provide necessary information that do not infringe on parent/student personal lives.	Impact of COVID-19 in the El Paso region, assessment results may not be completely valid as assessments are given remotely, not all students were able to be assessed on the BOY.	Impact of COVID-19 in the El Paso region, assessment results may not be completely valid as assessments are given remotely, not all students were able to be assessed on the BOY, home atmosphere will potentially be an instructional barrier to address in lesson planning, COVID-19 safety guidelines with social distancing and limited classroom attendance on campus.
District Actions for this Cycle	School messenger is updated and working correctly with parent and student demographics.	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties.	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties.
District Commitment Theory of Action	If the District provides data systems to track pertinent school culture data, then the campus will be able to collect and made decisions on perceptual data and surveys being collected in order to impact overall school culture by focusing on a commitment to excellence, vision, and the mission of TPHS El Paso East.	If the District provides the campus with a standards-aligned guaranteed, viable curriculum, scope and sequence, then, the campus will be able to ensure engage students in curriculum that is aligned to state-standards in a sequence that builds student understanding towards mastery in all EOC courses.	If the District assessments are graded and detailed reports are provided to instructional staff within 2 instruction days, then, the campus will be able to utilize most recent data to make instructional decisions through ongoing DDI processes and PLC meetings to make an impact on student performance.

ACTION PLAN

In each row below, list the actions the campus 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 Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop the student, parent, teacher, and staff perceptual surveys in Google Forms and prepare a plan for distribution.	1	9/1/20 -- 10/30/21	School Messenger, student emails, and sample/exemplar questions to consider	CLT	Developed Surveys for each group in Google Forms	November 20, 2020		
Calendar the PLC meeting for the school year.	2 & 3	8/6/20 -9/1/20	Instructional Calendar	Principal	PLC Calendar with specific dates for all content area PLC every 3 weeks	11/20/20		
Structure the PLC agenda and summary documents	2 & 3	8/6/20 -9/1/20	Exemplar Agendas and Summary Documents	Principal	Agenda and Summary Documents from the first 2 PLCs that were conducted during this cycle.	11/20/20		
Structure a process for collecting lesson plan evidence for formative assessments.	2 & 3	8/6/20 -9/1/20	Exemplar Documents and Resources from TPHS Special Programs Coordinator	CLT/Principal	PLC Expectations Document & PLC Summary Documents demonstrating this process	11/20/20		

Conduct and collect BOY data.	2 & 3	8/6/20 -9/1/20	Access and student data uploads into the BOY Assessment system	Principal	BOY Data Reports	11/20/20		
Conduct November 2020 interim Assessment.	2 & 3	11/1/2020 - 11/20/20	Access and student data uploaded into the Interim	Principal	November Interim Assessment Data Reports	11/20/20		
Provide professional development and leadership training for teachers for Phase 1 of Action Coaching.	2 & 3	8/6/20 -9/1/20	ESC 19 Staff	DCSI & ESC 19	ESC 19 Documents demonstrating attendance and participation in training sessions	11/20/20		
Implement an Action Coaching calendar and schedule for year.	2 & 3	7/15/2020 - 9/30/20	AC calendar and schedule template provided by ESC 19 staff	DCSI/Principal	Completed ESC 19 Calendar and Schedule Template completed and approved by DCSI & Action Coaching scripts for teachers.	11/20/20		
Provide professional development regarding Fundamental 5 specifically "Framing the Lesson" in this cycle.	2 & 3	8/6/20 -9/1/20	Fundamental 5 Books for all teachers and materials for professional development	Principal	Attendance to training for Fundamental 5	11/20/20		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort.	1, 2, & 3	9/1/20 -- 11/20/20	List of graduation cohorts and PGPs	CLT/ Graduation Coach	Graduation Cohort Listing	11/20/20		

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?		

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: 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: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.1
Desired Annual Outcome	In May 2021, at least 75% of students, parents, teachers, and staff report a positive school climate on the perceptual surveys.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.
Desired 90-day Outcome	Conduct student, parent, teacher, and staff survey with a completion rate of 50% and surveys demonstrating 50% positive school climate.	PLC will review November Interim Assessment data will be used to identify targeted TEKS for remediation and intervention to ensure that student performance on February Interim Assesment meets the TIP Cycle 2 targets of 36% in ELA and 60% in Algebra I at the "meets" performance level or higher.	100% of teachers will participate in Action Coaching process addressing the Rigor Trajectory to ensure student performance on February Interim Assessment meets the TIP Cycle 2 targets of 36% in ELA and 60% in Algebra I at the "meets" performance level or higher.
Barriers to Address During this Cycle	Parent and student accessibility to the survey, technical component of completing the survey either on a computer or on a phone, student mobility,	Impact of COVID 19 in the El Paso Region, assessments potentially not accurate because of virtual instruction, technology issues keeping students from participating in the Interim Assessments,	Impact of COVID 19 in the El Paso Region, assessments potentially not accurate because of virtual instruction, technology issues keeping students from participating in the Interim Assessments, home environment atmosphere, COVID-19 guidelines for those students attending the campus face to face
District Actions for this Cycle	School messenger is updated and working correctly with parent and student demographics.	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties.	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties.
District Commitment Theory of Action	If the District provides data systems to track pertinent school culture data, then the campus will be able to collect and made decisions on perceptual data and surveys being collected in order to impact overall school culture by focusing on a commitment to excellence, vision, and the mission of TPHS El Paso East.	If the District provides the campus with a standards-aligned guaranteed, viable curriculum, scope and sequence, then, the campus will be able to ensure engage students in curriculum that is aligned to state-standards in a sequence that builds student understanding towards mastery in all EOC courses.	If the District assessments are graded and detailed reports are provided to instructional staff within 2 instruction days, then, the campus will be able to utilize most recent data to make instructional decisions through ongoing DDI processes and PLC meetings to make an impact on student performance.

ACTION PLAN

In each row below, list the actions the campus 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 Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Conduct and collect perceptual data from students, parents, teachers, and staff at the end of November 2020.	1	11/20/20 -- 11/30/20	Agreed upon and CLT approved surveys for each group	CLT	Google Sheets Summary of Complete Surveys for Each Group	12/1/20		
Analyze perceptual data survey inforamtion to identify strengths and areas of potential growth for the campus in December 2020.	1	12/1/20 -- 12/20/20	Access to the Google Sheets Summary of Survey Responses for Each Group	CLT	Google Sheets Summary of Complete Surveys for Each Group	12/20/20		
Conduct parent and educational stakeholder meetings to collect information to determine next steps to improve on survey data during the month of January 2021.	1	1/5/21 -- 1/31/21	Technology to Connect with Parents/Students remote/virtually, Prepared Agenda	CLT	Summary of Outcomes and Priority Areas to Address	1/31/21		

Collect Interim and Formative Assessment data prior to PLC meeting for analysis.	2 & 3	11/30/20 -- 2/26/21	Data reports timely	Principal	Interim and Formative Assessment Data Reports	2/26/21		
Develop student listings for remediation as a result of interim and formative assessment data based on TEKS.	2 & 3	11/30/20 -- 2/26/21	Data analysis results from the PLC	PLC	Student Remediation listing	2/26/21		
Develop reteach and remediation plans for each student group needing additional support.	2 & 3	11/30/20 -- 2/26/21	Identified targeted TEKS identified by the PLC	PLC	Sample Lesson Plans and Remediation Plans to address gaps	2/26/21		
CLT will monitor the Action coaching script and feedback.	2 & 3	11/30/20 -- 2/26/21	Action coaching scripts that have been conducted during the 90 day cycle	CLT	Action Coaching Scripts	2/26/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort.	1, 2, & 3	11/30/20 -- 2/26/21	List of graduation cohorts and PGPs	CLT/ Graduation Coach	Graduation Cohort Listing	2/26/21		

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?		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: 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: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	4.1	5.1
Desired Annual Outcome	In May 2021, at least 75% of students, parents, teachers, and staff report a positive school climate on the perceptual surveys.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.	ELA student performance at the "meets" level at 41% based on Domain III calculation and Algebra I student performance at the "meets" level at 70% based on Domain III calculations.
Desired 90-day Outcome	Conduct student, parent, teacher, and staff survey with a completion rate of 65% and surveys demonstrating 65% positive school climate.	PLC will review November Interim Assessment data will be used to identify targeted TEKS for remediation and intervention to ensure that student performance on February Interim Assessment meets the TIP Cycle 3 targets of 38% in ELA and 65% in Algebra I at the "meets" performance level or higher.	100% of teachers will participate in Action Coaching process addressing the Rigor Trajectory to ensure student performance on February Interim Assessment meets the TIP Cycle 3 targets of 38% in ELA and 65% in Algebra I at the "meets" performance level or higher.
Barriers to Address During this Cycle	Parent and student accessibility to the survey, technical component of completing the survey either on a computer or on a phone, student mobility,	Impact of COVID 19 in the El Paso Region, assessments potentially not accurate because of virtual instruction, technology issues keeping students from participating in the Interim Assessments,	Impact of COVID 19 in the El Paso Region, assessments potentially not accurate because of virtual instruction, technology issues keeping students from participating in the Interim Assessments, home environment atmosphere, COVID-19 guidelines for those students attending the campus face to face
District Actions for this Cycle	School messenger is updated and working correctly with parent and student demographics.	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties.	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties.
District Commitment Theory of Action	If the District provides data systems to track pertinent school culture data, then the campus will be able to collect and made decisions on perceptual data and surveys being collected in order to impact overall school culture by focusing on a commitment to excellence, vision, and the mission of TPHS El Paso East.	If the District provides the campus with a standards-aligned guaranteed, viable curriculum, scope and sequence, then, the campus will be able to ensure engage students in curriculum that is aligned to state-standards in a sequence that builds student understanding towards mastery in all EOC courses.	If the District assessments are graded and detailed reports are provided to instructional staff within 2 instruction days, then, the campus will be able to utilize most recent data to make instructional decisions through ongoing DDI processes and PLC meetings to make an impact on student performance.

ACTION PLAN

In each row below, list the actions the campus 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 Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Conduct and collect perceptual data from students, parents, teachers, and staff at the end of March 2021.	1	3/1/21 -- 3/30/21	Agreed upon and CLT approved surveys for each group	CLT	Google Sheets Summary of Complete Surveys for Each Group	3/30/21		
Analyze perceptual data survey information to identify strengths and areas of potential growth for the campus in April 2021.	1	4/1/20 -- 4/30/21	Access to the Google Sheets Summary of Survey Responses for Each Group	CLT	Google Sheets Summary of Complete Surveys for Each Group	4/30/21		
Conduct parent and educational stakeholder meetings to collect information to determine next steps to improve on survey data during the month of April 2021.	1	4/1/20 -- 4/30/21	Technology to Connect with Parents/Students remote/virtually, Prepared Agenda	CLT	Summary of Outcomes and Priority Areas to Address	4/30/21		
Collect Interim and Formative Assessment data prior to PLC meeting for analysis.	2 & 3	3/1/21 -- 5/30/21	Data reports timely	Principal	Interim and Formative Assessment Data Reports	5/30/21		

Develop student listings for remediation as a result of interim and formative assessment data based on TEKS.	2 & 3	3/1/21 -- 5/30/21	Data analysis results from the PLC	PLC	Student Remediation listing	5/30/21		
Develop reteach and remediation plans for each student group needing additional support.	2 & 3	3/1/21 -- 5/30/21	Identified targeted TEKS identified by the PLC	PLC	Sample Lesson Plans and Remediation Plans to address gaps	5/30/21		
CLT will monitor the Action coaching script and feedback.	2 & 3	3/1/21 -- 5/30/21	Action coaching scripts that have been conducted during the 90 day cycle	CLT	Action Coaching Scripts	5/30/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort.	1, 2, & 3	3/1/21 -- 5/30/21	List of graduation cohorts and PGPs	CLT/ Graduation Coach	Graduation Cohort Listing	5/30/21		

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 campus 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
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			