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 West	Superintendent	Frances Berrones-Johnson	Principal	Patricia Ramos
District Number	071803	Campus Number	000000001	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 Ugarte & Jesus 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 principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	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.	Patricia Ramos, 9/9/20
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 West ELA student performance will achieve 39% 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 West Algebra I student performance will achieve 65% 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 West Biology student performance will achieve 40% in the "meets" or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment. *TPHS El Paso West US History student performance will achieve 80% in the "meets" category or above for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR US History assessment. **Overall Domain I Goal:** If TPHS El Paso West meets that above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 37 (scaled score of 87) to a component score of 50 (scaled score of 92) by increasing the percentage of students who perform at the "meets" grade level. **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 an "A" in Domain I and at least a "B" in Domain III **Domain 2B:** Not Applicable -- This is an AEA Campus and is not rated in this area. **Rationale:** Not Applicable **Domain 3:** Domain III has the same ELA and Math targets as listed in Domain I. They were purposefully set to address both Domain I and III. **Rationale:** The rationale for Domain III is that if we meet the ELA performance target of 39% we would met the economically disadvantaged and the Hispanic targets for academic achievement. Last report we missed 2 out of 3 targets. This target would ensure that we meet at least 2 out of 3 targets. In math, the target of 50% would ensure that we meet all of 3 of our targets for 100%. The two academic achievement areas (ELA and Math) for the overall area would be 5 out of 6 (83%) as compared to last performance of 1 out of 6 (17%). **Overall Domain 3 Goal:** If TPHS El Paso West meets the performance targets established above the Domain 3 component score of 8 (scaled score of 70) will improve to a component score of 83 (scaled score of 97) by meeting 2 of 3 academic achievement targets (Hispanic and Econ Dis) in ELA and meeting all 3 academic achievement targets (All Students, Hispanic/ Eco Dis, and Non-Continuously Enrolled) for mathematics.
	What changes in student group and subject performance are included in these goals?	**Domain 1:** Hispanic, Eco Dis., & ELs: Move from 20% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 58% passing math assessment in 2019 at the "meets" level or above in 2021. Note: Based on the student makeup of the campus and the review of the 2018-2019 TAPR report, all of the above student subgroups did similar (only 1% point variation) so we are setting the goals for all subgroups the same in the plan. SPED: Special education is a small subgroup for the campus and is not reported on 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 30% of student in ELA and math pass the 2020-2021 STAAR assessment at the "meets" performance level. **Domain 2B:** Not Applicable. This campus is an AEA campus and this area is not calculated in accountability. **Domain 3:** (same goals as above) Hispanic, Eco Dis., & ELs: Move from 20% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 58% passing math assessment in 2019 at the "meets" level or above in 2021. Note: Based on the student makeup of the campus and the review of the 2018-2019 TAPR report, all of the above student subgroups did similar (only 1% point variation) so we are setting the goals for all subgroups the same in the plan. SPED: Special education is a small subgroup for the campus and is not reported on 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 30% of student in ELA and math pass the 2020-2021 STAAR assessment at the "meets" performance level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	*50% of the TPHS El Paso West 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 El Paso West 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 West 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 West 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 West will have 70% of eligible graduates meeting the federal graduation rate as calculated in Domain III. **Note:** If TPHS El Paso West meets the CCMR targets established above, Domain 1 scaled score would be an "A" and in Domain 3 School Quality, TPHS would meet all 4 targets giving them 100% in this area. Finally, with all of the above targets, this would ensure that TPHS El Paso receives an "A" rating in Domain I and an "A" rating in Domain 3.

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.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	2 - Planning for 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.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	2 - Planning for 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	5.1	5.3	1.1
Rationale	Prioritize instruction for specific subgroups (EL SPED) in order to provide differentiated paths of instruction to ensure student success.	Address the needs specifically of the EL and SPED population and how to move all student performance to "meets" level and address federal graduation rate in Domain III of the accountability system. (through a specific process)	Because a new leader was assigned to this campus at the end of July 2019, the principal was unable to establish clear structures and protocols for the campus that align with the "key practices". In addition, COVID-19 closures added additional problems to this structure. Having this area as a focus will ensure the campus establishes strong systems for leadership and planning.
How will the campus build capacity in this area? Who will you partner with?	Action Coaching Capacity Builder with ESC 19, ESC 19 Instructional contract, and ESC 19 lesson planning component.	Action Coaching Capacity Builder with ESC 19, ESC 19 Instructional contract, and ESC 19 lesson planning component.	ESC 19 SI Support staff (Teran & Ugarte) & Action Coaching from the ESC.
Barriers to Address throughout this year	Needs of teachers are different (experienced vs. inexperienced teachers). Multiple models of instruction (distance/face-to-face, and hybrid). Teacher buy-in to the focus on instructional planning.	Lack of knowledge where students will be (beginning of the year). How do we determine gaps and address gaps. Lack of computer knowledge of students and teachers. How will DDI be collecting assessment data during distance learning.	Staff is a barrier because it is so small. Ensure we clarify Roles & Responsibilities with the CLT. Uncertainty of school start.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Professional development plan roll out. Beginning of year summary of the school improvement process and "why" these areas were selected. Ongoing meetings with a focus on the improvements. Embedding the instructional planning process changes into the PLC meetings.	Professional development plan roll out. Beginning of year summary of the school improvement process and "why" these areas were selected. Ongoing meetings with a focus on the improvements. Reviewing student performance data during PLC/DDI meetings.	Ongoing dialogue through Action Coaching. Other sources of communication during the year will also be utilized including PLC meetings.
Desired Annual Outcome	Through a monitoring process, 100% of teachers will be planning and implementing differentiated learning paths during instructional delivery as observed by lesson planning artifacts and walkthrough observations.	Through a structured DDI/PLC process, the campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well at 70% federal graduation rate.	The campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well at 70% federal graduation rate.
District Commitment Theory of Action	if the District policies and practices support effective instruction in school, then school leadership and teachers will be able to prioritize instruction for all groups but specifically subgroups in order to support differentiated pathways of instruction to ensure student success.	if the District ensure that the campus and teachers receive assessment data within two instructional days, then school leadership and teachers will be more responsive to EL and SPED student population data dn take appropriate interventions to develop differentiated pathways of support including Vacation Coaching processes.	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to implement the capacity builder of action coaching and ensure there are strong support for the implementation of structures and protocols for ongoing, job-embedded observation and feedback cycles for teachers.

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	47%	0%	STAAR Interim Assessment	47%		STAAR Interim Assessment	50%		STAAR Interim Assessment	52%		52%
		English I High School 9-12	All	English I	Meets	STAAR	23%	0%	STAAR Interim Assessment	25%		STAAR Interim Assessment	30%		STAAR Interim Assessment	35%		39%
		English I High School 9-12	All	English I	Masters	STAAR	0%	0%	STAAR Interim Assessment	3%		STAAR Interim Assessment	4%		STAAR Interim Assessment	5%		5%
		English II High School 9-12	All	English II	Approaches	STAAR	53%	0%	STAAR Interim Assessment	58%		STAAR Interim Assessment	63%		STAAR Interim Assessment	68%		70%
		English II High School 9-12	All	English II	Meets	STAAR	16%	0%	STAAR Interim Assessment	20%		STAAR Interim Assessment	25%		STAAR Interim Assessment	30%		39%
		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	100%	33%	STAAR Interim Assessment	100		STAAR Interim Assessment	100		STAAR Interim Assessment	100		100%
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	58%	16%	STAAR Interim Assessment	60		STAAR Interim Assessment	62		STAAR Interim Assessment	64		65%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	0%	0%	STAAR Interim Assessment	2		STAAR Interim Assessment	4		STAAR Interim Assessment	6		8%
		Biology High School 9-12	All	Biology	Approaches	STAAR	65%	100%	STAAR Interim Assessment	68%		STAAR Interim Assessment	70%		STAAR Interim Assessment	71%		73%%
		Biology High School 9-12	All	Biology	Meets	STAAR	12%	0%	STAAR Interim Assessment	20%		STAAR Interim Assessment	30%		STAAR Interim Assessment	35%		40%
		Biology High School 9-12	All	Biology	Masters	STAAR	5%	0%	STAAR Interim Assessment	6%		STAAR Interim Assessment	7%		STAAR Interim Assessment	9%		10%
		US History High School 11-12	All	US History	Approaches	STAAR	93%	40%	STAAR Interim Assessment	93%		STAAR Interim Assessment	94%		STAAR Interim Assessment	94%		95%
		US History High School 11-12	All	US History	Meets	STAAR	74%	0%	STAAR Interim Assessment	75%		STAAR Interim Assessment	77%		STAAR Interim Assessment	79%		80%
		US History High School 11-12	All	US History	Masters	STAAR	44%	0%	STAAR Interim Assessment	45%		STAAR Interim Assessment	47%		STAAR Interim Assessment	49%		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	23%		STAAR Interim Assessment	25%		STAAR Interim Assessment	30%		STAAR Interim Assessment	35%		39%
		English 2	Eco Dis	ELA	Meets	STAAR	16%		STAAR Interim Assessment	20%		STAAR Interim Assessment	25%		STAAR Interim Assessment	30%		39%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Graduates 2021 CCMR	All 2021 Graduates	CCMR (D1 & D3)	CCMR	Local CMR Tracking Tool	22%		Local CMR Tracking Tool	55%		Local CMR Tracking Tool	55%		Local CMR Tracking Tool	55%		55%
		Federal Graduation Rate	All Graduates Including 4-Year Cohort	Federal Graduation Rate	Graduation Rate	Local Graduation Tracking Tool	45.90%		Local Graduation Tracking Tool	70%		Local Graduation Tracking Tool	70%		Local Graduation Tracking Tool	70%		70%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	17%		Summit K-12	20%		Summit K-12	30%		Summit K-12	40%		40%

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	5.1	5.3	1.1
Desired Annual Outcome	Through a monitoring process, 100% of teachers will be planning and implementing differentiated learning paths during instructional delivery as observed by lesson planning artifacts and walkthrough observations.	Through a structured DDI/PLC process, the campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well at 70% federal graduation rate.	The campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well at 70% federal graduation rate.
Desired 90-day Outcome	Ensure that the 3-Week PLC process reviews lesson plans from the perspective of special populations and ensure that differentiation pathways for special populations students is evident. Feedback to address special population students would take place during PLC. Special populations staff will be included in the PLC to provide additional support to general education teachers in planning differentiated pathways of instruction.	Ensure that PLC/DDI processes are clearly defined and communicated to all staff. PLCs will be calendared on the master calendar with specific agenda and summary templates to document processes. Also conduct the first 3 PLCs.	Install an Interim Principal who understands and can follow through with current systems at the campus and begin a search for a highly qualified full-time principal.
Barriers to Address During this Cycle	Potential health concerns during the pandemic that could be a barrier if a staff members was ill during a PLC meeting. Leadership time to effectively plan PLC meetings.	Potential health concerns during the pandemic that could be a barrier if a staff members was ill during a PLC meeting. Leadership time to effectively plan PLC meetings. Ensuring data is available.	Quality candidate pool, time management for the Interim Principal in managing two campuses, identifying support personnel for the campus, and maintaining quality school culture that has been established.
District Actions for this Cycle	Exemplars of differentiated pathways of instruction for teachers to access when developing their "personal libraries" in Google Classroom. District will ensure that leadership planning time is calendared for PLC planning and attendance.	Ensuring data is collected and provided to the PLC within 2 days of assessment.	Support the Interim Principal to help solve problems and participate in the selection of a highly qualified principal for the campus that aligns with TPHS mission, vision, and culture of high expectations.
\	if the District policies and practices support effective instruction in school, then school leadership and teachers will be able to prioritize instruction for all groups but specifically subgroups in order to support differentiated pathways of instruction to ensure student success.	If the District ensures that the campus and teachers receive assessment data within two instructional days, then school leadership and teachers will be more responsive to EL and SPED student population data and take appropriate interventions to develop differentiated pathways of support including Action Coaching processes.	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to implement the capacity builder of action coaching and ensure there are strong support for the implementation of structures and protocols for ongoing, job-embedded observation and feedback cycles for teachers.

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
Calendar the PLC meeting for the school year.	1 & 2	8/6/20 -9/1/20	Instructional Calendar	Principal	PLC Calendar with specific dates for all content area PLC	11/20/20		
Structure the PLC agenda and summary documents.	1 & 2	8/6/20 -9/1/20	Exemplar Agendas and Summary Documents	Principal	Agenda and Summary Documents from the first 3 PLC.	11/20/20		
Structure a process for collecting lesson plan evidence for special populations.	1	8/6/20 -9/1/20	Exemplar Documents and Resources from TPHS Special Programs Coordinator	Principal	PLC Expectations Document	11/20/20		
Collect a library of exemplar differentiated resources.	1	8/6/20 -- 11/20/20	Resources from TPHS Special Programs Coordinator	DCSI	A minimum of 3 exemplars of differentiated pathways of instruction loaded into the shared CLT Google Drive for TPHS El Paso	11/20/20		

Identify and install an Interim Principal for the campus.	3	10/1/20 -- 11/20/20	Resources from TPHS HR department	DCSI/Central Office	Letter from Superintendent designating the ELP West Interim Principal	11/20/20		
Define and communicate roles and responsibilities and processes for the Interim Principal.	3	9/15/20 -- 10/15/20	Meeting with Principal Supervisor and Superintendent to Review Interim Principal Structure and Duties	DCSI/Central Office	Documented Roles and Responsibilities and Structures for the Interim Principal	11/20/20		
Begin the Human Resources processes of recruitment and interviewing a new campus principal.	3	9/30/20 -- 11/20/20	Resources from TPHS HR department	DCSI/Central Office	List of Principal interview questions and TPHS Principal Profile using Stakeholder Input	11/20/20		
Conduct 2 PLC's at the campus in the first 90 days.	1 & 2	8/6/20 -- 11/20/20	Selected PLC Agenda and PLC Summary document	Principal	Agenda and Summary Documents for all 3 PLCs	11/20/20		
Conduct Action Coaching feedback cycles on a 2-week basis ensuring there is an observation, feedback following the GBF waterfall, and expectations for next visit.	1, 2 & 3	8/6/20 -- 11/20/20	AC resources, notebook, GBF and Leaver Leadership books all provided by ESC 19	DCSI	Action Coaching Scripts completed by Principal and/or Lead Teacher	11/20/20		
Conduct Action coaching training and professional development on Phase 1 of Action Coaching.	1, 2, & 3	8/6/20 -- 10/15/20	ESC 19 staff training and AC resources, notebook, GBF and Leaderage Leadership books all provided by ESC 19	DCSI	Professional Development and Training Log developed by ESC 19 staff	11/20/20		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort.	1, 2, & 3	8/1/20 -- 1120/20	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	5.1	5.3	1.1
Desired Annual Outcome	Through a monitoring process, 100% of teachers will be planning and implementing differentiated learning paths during instructional delivery as observed by lesson planning artifacts and walkthrough observations.	Through a structured DDI/PLC process, the campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well at 70% federal graduation rate.	The campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well at 70% federal graduation rate.
Desired 90-day Outcome	100% of teachers have EL and SPED student learning plans during PLC and lesson plans and lesson delivery specifically address all EL and SPED students designated supports.	PLC will systematically review Interim Assessment data and formative assessment data to ensure all students meet TIP Cycle 2 Formative Goal of 30% in ELA and 62% in Algebra I through structured data analysis leading to reteaching remediation lesson plans.	CLT will meet on a 6-week basis to review campus performance targets, review lesson plans, review action coaching scripts/documents, and provide feedback to teacher regarding planning and instructional delivery.
Barriers to Address During this Cycle	Due to small campus and small numbers of teachers, if a teacher was to contract COVID-19, this would be severely impacted: collection of special programs data for students who are new to the campus/district, student apathy, remote/virtual instructional model and the application to rigor, school as a priority, SEL concerns of student and family	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties, student apathy, remote/virtual instructional model and the application to rigor, school as a priority, SEL concerns of student and family	COVID-19 impact on the El Paso Region, due to small campus and small numbers of teachers, if a teacher was to contract COVID-19, this would be severely impacted, finding a quality principal to fill the vacancy at the West campus
District Actions for this Cycle	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.	Ongoing support and monitoring from the DCSI.
District Commitment Theory of Action	if the District policies and practices support effective instruction in school, then school leadership and teachers will be able to prioritize instruction for all groups but specifically subgroups in order to support differentiated pathways of instruction to ensure student success.	If the District ensure that the campus and teachers receive assessment data within two instructional days, then school leadership and teachers will be more responsive to EL and SPED student population data dn take appropriate interventions to develop differentiated pathways of support including Vacation Coaching processes.	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to implement the capacity builder of action coaching and ensure there are strong support for the implementation of structures and protocols for ongoing, job-embedded observation and feedback cycles for teachers.

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
Ensure that teachers have access and bring special populations student lists with associated designated supports to each PLC.	1, 2, & 3	11/30/20 -- 2/26/21	SPED and EL Program Student Listings	Principal	PLC Summary Document/Minutes	2/26/21		
Collect Interim and Formative Assessment data prior to PLC meeting for analysis.	1, 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.	1, 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.	1, 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 and provide feedback to lesson plans.	1, 2, & 3	11/30/20 -- 2/26/21	Teacher completed lesson plans	CLT	Documented feedback on lesson plans to teachers	2/26/21		
CLT will monitor the Action coaching script and feedback.	1, 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 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	5.1	5.3	1.1
Desired Annual Outcome	Through a monitoring process, 100% of teachers will be planning and implementing differentiated learning paths during instructional delivery as observed by lesson planning artifacts and walkthrough observations.	Through a structured DDI/PLC process, the campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well as 70% federal graduation rate.	The campus will achieve 40% of of student achieving "meets" standard in ELA and 50% in Algebra I as well at 70% federal graduation rate.
Desired 90-day Outcome	100% of teachers demonstrate alignment of student designated and targeted supports and instructional planning and instructional delivery.	PLC will evaluate Interim and formative assessment data to meet TIP Cycle 3 Formative Goal of 35% in ELA and 64% in Algebra I through structured data analysis leading to reteaching remediation lesson plans.	CLT will meet on a 3-week basis to review campus performance targets, review lesson plans, and provide feedback to teacher regarding planning and instructional delivery.
Barriers to Address During this Cycle	Due to small campus and small numbers of teachers, if a teacher was to contract COVID-19, this would be severely impacted, student apathy, remote/virtual instructional model and the application to rigor, school as a priority, SEL concerns of student and family	Support to ensure campus staff can focus on specific targets of the campus and that staff are not pulled by other duties, student apathy, remote/virtual instructional model and the application to rigor, school as a priority, SEL concerns of student and family	COVID-19 impact on the El Paso Region, due to small campus and small numbers of teachers, if a teacher was to contract COVID-19, this would be severely impacted, finding a quality principal to fill the vacancy at the West campus
District Actions for this Cycle	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.	Ongoing support and monitoring from the DCSI.
District Commitment Theory of Action	if the District policies and practices support effective instruction in school, then school leadership and teachers will be able to prioritize instruction for all groups but specifically subgroups in order to support differentiated pathways of instruction to ensure student success.	If the District ensure that the campus and teachers receive assessment data within two instructional days, then school leadership and teachers will be more responsive to EL and SPED student population data dn take appropriate interventions to develop differentiated pathways of support including Vacation Coaching processes.	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to implement the capacity builder of action coaching and ensure there are strong support for the implementation of structures and protocols for ongoing, job-embedded observation and feedback cycles for teachers.

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
Ensure that teachers have access and bring special populations student lists with associated designated supports to each PLC.	1, 2, & 3	3/1/21 -- 6/4/21	SPED and EL Program Student Listings	Principal	PLC Summary Document/Minutes	6/1/21		
Collect Interim and Formative Assessment data prior to PLC meeting for analysis.	1, 2, & 3	3/1/21 -- 6/4/21	Data reports timely	Principal	Interim and Formative Assessment Data Reports	6/1/21		
Develop student listings for remediaition as a result of interim and formative assessment data based on TEKS.	1, 2, & 3	3/1/21 -- 6/4/21	Data analysis results from the PLC	PLC	Student Remediation listing	6/1/21		
Develop reteach and remediation plans for each student group needing additional support.	1, 2, & 3	3/1/21 -- 6/4/21	Identified targeted TEKS identified by the PLC	PLC	Sample Lesson Plans and Remediation Plans to address	6/1/21		
CLT will monitor and provide feedback to lesson plans.	1, 2, & 3	3/1/21 -- 6/4/21	Teacher completed lesson plans	CLT	Documented feedback on lesson plans to teachers	6/1/21		

CLT will monitor the Action coaching script and feedback.	1, 2, & 3	3/1/21 -- 6/4/21	Action coaching scripts that have been conducted during the 90 day cycle	CLT	Action Coaching Scripts	6/1/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort.	1, 2, & 3	3/1/21 -- 6/4/21	List of graduation cohorts and PGPs	CLT/ Graduation Coach	Graduation Cohort Listing	6/1/21		

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?			