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 Laredo	Campus Name	Triumph Public High Schools Laredo North	Superintendent	Frances Berrones-Johnson	Principal	Olga Trevino
District Number	240801	Campus Number	000000001	District Coordinator of School Improvement (DCSI)	M. Scott Carothers	ESC Number	1
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Francene PhoenixRosey GuerraRuben Degollado

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.	Olga Trevino, 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 Laredo North 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 Laredo North Algebra I student performance will achieve 50% 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 Laredo North 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 Laredo North US History student performance will achieve 60% 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 Laredo North meets that above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 22 (scaled score of 72) to a component score of 40 (scaled score of 90) 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 3 is if we meet our established target in **ELA performance of 39%**, TPHS Laredo North would met the economically disadvantaged and the Hispanic targets for Domain 3 academic achievement. Last report we missed all targets out of 9 possible (all students, hispanic, eco. dis, EL, and non-continuously enrolled). The established performance targets would ensure that we meet at least 3 out of 5 Domain 3 targets give the campus a component score of 60 (scaled score of 94). In **mathematics performance**, the target of 50% would ensure that we meet all of 4 Domain 3 targets for a score of 100%. The two academic achievement areas (ELA and Math) for the overall area would be 7 out of 9 (78%) as compared to last performance of 0 out of 6 (0%). **Overall Domain 3 Goal:** If TPHS Laredo North meets the campus level performance targets established above, the Domain 3 component score of 0 (scaled score of 30) will improve to a component score of 78% (scaled score of 97) by meeting 7 of 9 Domain 3 academic achievement targets (Hispanic, ELL, and Econ Dis) in ELA
	What changes in student group and subject performance are included in these goals?	**Domain 1:** Hispanic, Eco Dis., & ELs: Move from 12% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 38% passing math assessment in 2019 at the "meets" level or above in 65% 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 12% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 38% passing math assessment in 2019 at the "meets" level or above to 65% 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 Laredo North 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 Laredo North 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 Laredo North 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 Laredo North 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 Laredo North will have 70% of eligible graduates meeting the federal graduation rate as calculated in Domain III. **Note:** If TPHS Laredo North 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 Laredo North would meet all 5 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.

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.	4 - Partial 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.	4 - Partial 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	4.1	5.1	5.3
Rationale	There is a gap in utilization of formative assessment including exemplars that are aligned with TPHS approved Scope and Sequence and to State Standards.	Lesson plans will need to be adjusted based on face-to-face instruction and virtual instruction to ensure instructional rigor in the delivery of the plans.	Due to the lack of data that currently exists it will be difficult to implement processes. Concerns that data is inaccurate since the transition to remote instruction. Need to ensure alignment assessments to what is taught and aligned to TEKS along with reliable.
How will the campus build capacity in this area? Who will you partner with?	ESC 1 - Regional ESC Staff in Laredo & ESC Project RISE resources and professional development	ESC 1 - Regional ESC Staff in Laredo & ESC Project RISE resources and professional development	ESC 1 -- Project RISE Reflective Feedback
Barriers to Address throughout this year	Time to process with adjustments in instruction (current environment) -- Teachers and staff being overwhelmed with the new learning. Adjusting to change and really understanding to purpose and "why" the change. Potentially doing the training and the process virtually. Teacher communication with students.	Teacher emotional health, concerns over what planning looks like in the future. Also information overload. How do teachers ensure engagement?	Ensuring the teachers understand backward planning (teacher understanding). Ensuring the quality of questions. Time and potential student engagement
How will you communicate these priorities to your stakeholders? How will create buy-in?	Will communicate the initiative in beginning of year staff development and create a structured process to ensure that leadership is collecting DDI implementation data on a routine basis.	Will communicate the initiative in beginning of year staff development and create a structured process to ensure that leadership is collecting DDI implementation data on a routine basis.	PLC's, staff development, beginning of year staff development, ongoing communication with Principal/Instructional Officer, expectations with students.
Desired Annual Outcome	100% of TPHS Laredo North teachers will implement DDI processes when creating formative assessment in the 2020-2021 academic year.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.
District Commitment Theory of Action	If the District provides access to assessments aligned to the standards and the expected level of rigor with exemplars, then, then school leadership and teachers will be able to ensure formative and summative assessments are aligned with state standards and to instruction providing accurate data on students reaching mastery of content.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe, reflect, and provide feedback to teachers to develop high leverage delivery skills.

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	25%	36%	STAAR Interim Assessment	25%		STAAR Interim Assessment	35%		STAAR Interim Assessment	45%		50%
		English I High School 9-12	All	English I	Meets	STAAR	7%	9%	STAAR Interim Assessment	7%		STAAR Interim Assessment	20%		STAAR Interim Assessment	35%		39%
		English I High School 9-12	All	English I	Masters	STAAR	0%	9%	STAAR Interim Assessment	1%		STAAR Interim Assessment	2%		STAAR Interim Assessment	4%		5%
		English II High School 9-12	All	English II	Approaches	STAAR	34%	16%	STAAR Interim Assessment	34%		STAAR Interim Assessment	41%		STAAR Interim Assessment	46%		50%
		English II High School 9-12	All	English II	Meets	STAAR	2%	16%	STAAR Interim Assessment	10%		STAAR Interim Assessment	25%		STAAR Interim Assessment	32%		39%
		English II High School 9-12	All	English II	Masters	STAAR	0%	0%	STAAR Interim Assessment	1%		STAAR Interim Assessment	2%		STAAR Interim Assessment	4%		5%
		Algebra I High School 9-12	All	Algebra I	Approaches	STAAR	71%	24%	STAAR Interim Assessment	71%		STAAR Interim Assessment	75%		STAAR Interim Assessment	79%		81%
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	38%	6%	STAAR Interim Assessment	38%		STAAR Interim Assessment	43%		STAAR Interim Assessment	48%		50%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	10%	0%	STAAR Interim Assessment	10%		STAAR Interim Assessment	12%		STAAR Interim Assessment	14%		15%
		Biology High School 9-12	All	Biology	Approaches	STAAR	60%	38%	STAAR Interim Assessment	60%		STAAR Interim Assessment	68%		STAAR Interim Assessment	72%		75%
		Biology High School 9-12	All	Biology	Meets	STAAR	10%	23%	STAAR Interim Assessment	10%		STAAR Interim Assessment	20%		STAAR Interim Assessment	30%		40%
		Biology High School 9-12	All	Biology	Masters	STAAR	5%	0%	STAAR Interim Assessment	5%		STAAR Interim Assessment	7%		STAAR Interim Assessment	9%		10%
		US History High School 11-12	All	US History	Approaches	STAAR	78%	37%	STAAR Interim Assessment	80%		STAAR Interim Assessment	83%		STAAR Interim Assessment	85%		88%
		US History High School 11-12	All	US History	Meets	STAAR	44%	11%	STAAR Interim Assessment	46%		STAAR Interim Assessment	51%		STAAR Interim Assessment	55%		60%
		US History High School 11-12	All	US History	Masters	STAAR	22%	5%	STAAR Interim Assessment	24%		STAAR Interim Assessment	26%		STAAR Interim Assessment	28%		30%
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	7%		STAAR Interim Assessment	7%		STAAR Interim Assessment	20%		STAAR Interim Assessment	35%		39%
		English 2	Eco Dis	ELA	Meets	STAAR	2%		STAAR Interim Assessment	10%		STAAR Interim Assessment	25%		STAAR Interim Assessment	32%		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	CMR Tracking Tool	31%	N/A	CCMR Tracking Tool	50%		CCMR Tracking Tool	50%		CCMR Tracking Tool	50%		50%
		Federal Graduation Rate	All 2021 Graduates including 4-Year Cohort Graduates	Federal Graduation Rate	Graduation Rate	Graduation Tracking Tool	52.80%	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	4%	N/A	Summit K-12	5%		Summit K-12	20%		Summit K-12	30%		35%

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 during this cycle.

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	4.1	5.1	5.3
Desired Annual Outcome	100% of TPHS Laredo North teachers will implement DDI processes when creating formative assessment in the 2020-2021 academic year.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.
Desired 90-day Outcome	100% of Laredo North teachers will participate in 4 DDI trainings by ESC 1 Laredo staff to ensure basic understanding of DDI processes and structures to ensure teachers are prepared to implement quality formative assessments in the 2nd 90 days.	75% of teacher lesson plans demonstrate alignment of instruction to the rigor of the standard and supported by available data.	Campus will implement 3 cycles of DDI processes aligned with CBA assessments to ensure that student are making progress towards meeting the desired annual outcome.
Barriers to Address During this Cycle	Student engagement during remote/virtual instruction.	Student engagement, each understanding of rigor and alignment of instruction to standards, teacher understanding of how to demonstrate rigor in an assignment.	Aligned assessment, student engagement, not having data on all students.
District Actions for this Cycle	Monitoring that training is delivered and that teachers are using the knowledge to make a difference in student performance.	Meeting and supporting the Instructional Officer to support individual coaching growth with the teachers.	Meeting and supporting the Instructional Officer to support individual coaching growth with the teachers.
District Commitment Theory of Action	If the District provides access to assessments aligned to the standards and the expected level of rigor with exemplars, then, then school leadership and teachers will be able to ensure formative and summative assessments are aligned with state standards and to instruction providing accurate data on students reaching mastery of content	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe, reflect, and provide feedback to teachers to develop high leverage delivery skills.

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
Conduct and deliver 4 DDI STaff Development trainings provided by Darlene Rogers at ESC 1 (Laredo Office) for all teaching staff.	1, 2, & 3	9/1/20 -- 10/1/20	ESC 1 Darlene Rogers calendar to schedule trainings	DCSI	Staff Development Record from ESC 1	11/20/20		
Conduct data analysis DDI meeting reviewing BOY data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	9/15/20 -- 9/30/20	BOY Data available and accessible	Principal, Instructional Officer	DDI Meeting to Review BOY Data Agenda and Summary of Meeting	11/20/20		
Conduct 2 data meetings with Campus Instructional Officer leading the meetings analyzing data from 2/3 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards	1, 2, & 3	9/1/20 -- 11/20/20	CBA data available and accessible	Principal	CBA Data Meeting Summary	11/20/20		
Campus Instructional Officer will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to instructional delivery of lessons.	1, 2, & 3	9/1/20 -- 11/20/20	Teacher lesson plans submitted timely	Instructional Officer	Lesson Plan Feedback Documents Completed by Campus Instructional Officer	11/20/20		

Instructional Officer along with the Principal and support of Project RISE will develop a system of providing job-embedded weekly coaching including observations, debrief, and follow-up for all teachers.	1, 2, & 3	10/1/20 -- 11/20/20	Project RISE Reflective Practice model and expectations	CLT	Reflective Practice Coaching System Expectations and Protocols implemented by the Campus Instructional Officer	11/20/20		
DCSI will develop a system of coaching for the Campus Instructional Officer and the Principal on a twice monthly schedule to support the campus focus of improving teacher practice and meeting established student performance targets.	1, 2, & 3	10/1/20 -- 11/20/20	Action Coaching/GBF and Leverage Leadership resources	DCSI	DSCI Coaching System Expectations and Protocols	11/20/20		
Principal will develop and system and calendar meetings on a routine basis to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system in order to monitor and provide corrective feedback.	1, 2, & 3	9/1/20 -- 11/20/20	Google Calendar that is shared with both Principal and Instructional Officer	DCSI	Principal and Campus Instructional Office Communication System and Calendar of meeting dates.	11/20/20		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness.	1, 2, & 3	9/1/20 -- 11/20/20	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	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 <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	4.1	5.1	5.3
Desired Annual Outcome	100% of TPHS Laredo North teachers will implement DDI processes when creating formative assessment in the 2020-2021 academic year.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.
Desired 90-day Outcome	Implement DDI Data Meetings every 3/4 weeks depending on content area. Implementation of Data Meetings will ensure that teachers are implementing formative assessments to collect data to drive instruction.	85% of teacher lesson plans demonstrate alignment of instruction to the rigor of the standard and supported by available data.	Campus will implement 4 cycles of DDI processes aligned with CBA assessments to ensure that student are making progress towards meeting the desired annual outcome.
Barriers to Address During this Cycle	Student engagement	Student engagement, each understanding of rigor and alignment of instruction to standards, teacher understanding of how to demonstrate rigor in an assignment.	Aligned assessment, student engagement, not having data on all s
District Actions for this Cycle	Monitoring that training is delivered and that teachers are using the knowledge to make a difference in student performance.	Meeting and supporting the Instructional Officer to support individual coaching growth with the teachers.	Meeting and supporting the Instructional Officer to support individual coaching growth with the teachers.
District Commitment Theory of Action	If the District provides access to assessments aligned to the standards and the expected level of rigor with exemplars, then, then school leadership and teachers will be able to ensure formative and summative assessments are aligned with state standards and to instruction providing accurate data on students	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe,

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
ESC 1 (Darlene Rogers) Laredo Office will provide ongoing coaching support to the DDI Data Meetings. (2 meetings)	1, 2, & 3	12/1/20 -- 2/26/21	Contact with Darlene Rogers with ESC 1 Laredo Office	DCSI/Principal	Schedule of Trainings with Associated Attendance Records for ESC 1	2/26/21		
Conduct data analysis DDI meeting reviewing first Interim Assessment data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	12/1/20 -- 1/15/21	First Interim Assessment Data available and accessible	Principal, Instructional Officer	DDI Meeting to Review First Interim Assessment Data Agenda and Summary of Meeting	2/26/21		
Conduct data analysis DDI meeting reviewing second Interim Assessment data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	2/1/21 -- 3/1/21	Second Interim Assessment Data available and accessible	Principal, Instructional Officer	DDI Meeting to Review Second Interim Assessment Data Agenda and Summary of Meeting	2/26/21		
Conduct data meetings with Campus Instructional Officer leading the meetings analyzing data form 2/3 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards. (3 meetings in this cycle)	1, 2, & 3	12/1/20 -- 2/26/21	CBA data available and accessible	Principal	CBA Data Meeting Summary	2/26/21		
Campus Instructional Officer will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to instructional delivery of lessons.	1, 2, & 3	12/1/20 -- 2/26/21	Teacher lesson plans submitted timely	Instructional Officer	Lesson Plan Feedback Documents Completed by Campus Instructional Officer	2/26/21		
Instructional Officer will conduct Project RISE Reflective Practice Observation protocol of job-embedded weekly coaching including observations, debrief, and follow-up for all teachers in regarding rigor and instructional delivery focusing on ELA and math teachers.	1, 2, & 3	12/1/20 -- 2/26/21	Project RISE Reflective Practice model and documents/tools	CLT	Reflective Coaching Practice Teacher Feedback Forms	2/26/21		
DCSI will conduct coaching sessions for the Campus Instructional Officer and the Principal twice monthly via Zoom following GBF protocols and the system established in Cycle 1 to provide real-time feedback and coaching to the lesson plan review process and the ongoing Reflective Practice delivered by the Campus Instructional Officer. (5 coaching sessions in Cycle 2)	1, 2, & 3	12/1/20 -- 2/26/21	Action Coaching/GBF and Leverage Leadership resources	DCSI	GBF Coaching Scripts	2/26/21		
Principal will implement meetings on a routine basis to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system to monitor and provide corrective feedback. (5 meetings in Cycle 2)	1, 2, & 3	12/1/20 -- 2/26/21	Google Calendar that is shared with both Principal and Instructional Officer	DCSI	Meeting Summary Documentation	2/26/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness. (2 meetings in Cycle 2)	1, 2, & 3	12/1/20 -- 2/26/21	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	2/26/21		

Off-table fragments (to the right of the Action Plan table):

1, 2, & 3 | 12/1/20 -- 1/15/. First Interim Asse Principal | DDI Meeting to R | 44253 Conduct data analysis DDI meeting | 1, 2, & 3 | 12/1/20 -- 1/15/. First Interim Asse Principal | DDI Meeting to R | 44253

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	4.1	5.1	5.3
Desired Annual Outcome	100% of TPHS Laredo North teachers will implement DDI processes when creating formative assessment in the 2020-2021 academic year.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.	Student performance at the "meet" level or above for ELAR would be at 39% and for Algebra I would be 50% base on Domain III - Federal Accountability in the current A-F Accountability system.
Desired 90-day Outcome	90% of TPHS Laredo North teachers implementing DDI processes when creating formative assessment in the 2020-2021 school year.	95% of teacher lesson plans demonstrate alignment of instruction to the rigor of the standard and supported by available data.	Campus will implement 3 cycles of DDI processes aligned with CBA assessments to ensure that student are making progress towards meeting the desired annual outcome.
Barriers to Address During this Cycle	Potential of not making accelerated growth toward meeting our Performance Target of 39% in ELA and 50% in Algebra I.	Potential of not making accelerated growth toward meeting our Performance Target of 39% in ELA and 50% in Algebra I.	Potential of not making accelerated growth toward meeting our Performance Target of 39% in ELA and 50% in Algebra I.
District Actions for this Cycle	Monitoring that training is delivered and that teachers are using the knowledge to make a difference in student performance.	Meeting and supporting the Instructional Officer to support individual coaching growth with the teachers.	Meeting and supporting the Instructional Officer to support individual coaching growth with the teachers.
District Commitment Theory of Action	If the District provides access to assessments aligned to the standards and the expected level of rigor with exemplars, then, then school leadership and teachers will be able to ensure formative and summative assessments are aligned with state standards and to instruction providing accurate data on students	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to	If the District ensure policies and practices support effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure the quality of instructional delivery is at a rigorous level and systems are in place to observe,

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 data analysis DDI meeting reviewing third Interim Assessment data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	4/1/21-- 4/30/21	Third Interim Assessment Data Available and accessible	Principal, Instructional Officer	DDI Meeting to Review Third Interim Assessment Data Agenda and Meeting	4/30/21		
Conduct 3 data meetings with Campus Instructional Officer leading the meetings analyzing data from 5/6 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards.	1, 2, & 3	3/1/21 -- 5/28/21	CBA data available and accessible	Principal	CBA Data Meeting Summary	5/28/21		
Campus Instructional Officer will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to	1, 2, & 3	3/1/21 -- 5/28/21	Teacher lesson plans submitted timely	Instructional Officer	Lesson Plan Feedback Documents Completed by Campus Instructional Officer	5/28/21		
Instructional Officer will conduct Project RISE Reflective Practice Observation protocol of job-embedded weekly coaching including observations, debrief, and follow-up for all teachers in regarding rigor and instructional delivery focusing on ELA and math teachers.	1, 2, & 3	3/1/21 -- 5/28/21	Project RISE Reflective Practice model and documents/tools	CLT	Reflective Coaching Practice Teacher Feedback Forms	5/28/21		
DCSI will conduct coaching sessions for the Campus Instructional Officer and the Principal twice monthly via Zoom following GBF protocols and the system established in Cycle 1 to provide real-time feedback and coaching to the lesson plan review process and the ongoing Reflective Practice delivered by the Campus Instructional Officer. (4 coaching sessions in Cycle 3)	1, 2, & 3	3/1/21 -- 5/28/21	Action Coaching/GBF and Leverage Leadership resources	DCSI	GBF Coaching Scripts	5/28/21		
Principal will implement meetings on a routine basis to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system to monitor and provide corrective feedback. (4 meetings in Cycle 3)	1, 2, & 3	3/1/21 -- 5/28/21	Google Calendar that is shared with both Principal and Instructional Officer	DCSI	Meeting Summary Documentation	5/28/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness. (2 meetings in Cycle 3)	1, 2, & 3	3/1/21 -- 5/28/21	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	5/28/21		

1, 2, & 3	12/1/20 -- 1/15/2 First Interim Asse Principal	DDI Meeting to R	44253 Conduct data analysis DDI meeting	1, 2, & 3	12/1/20 -- 1/15/2 First Interim Asse Principal	DDI Meeting to R	44253
1, 2, & 3	2/1/21 -- 3/1/21 Second Interim A Principal	DDI Meeting to R	44253 Conduct data analysis DDI meeting	1, 2, & 3	2/1/21 -- 3/1/21 Second Interim A Principal	DDI Meeting to R	44253
1, 2, & 3	12/1/20 -- 2/26/2 CBA data availabl Principal	CBA Data Meetin	44253 Conduct 3 aata meetings with Camp	1, 2, & 3	12/1/20 -- 2/26/2 CBA data availabl Principal	CBA Data Meetin	44253
1, 2, & 3	12/1/20 -- 2/26/2 Teacher lesson pl Principal	Lesson Plan Feedl	44253 Campus Instructional Officer will rev	1, 2, & 3	12/1/20 -- 2/26/2 Teacher lesson pl Principal	Lesson Plan Feedl	44253
1, 2, & 3	12/1/20 -- 2/26/2 Project RISE Refle CLT	Reflective Coachi	44253 Instructional Officer will conduct Pr	1, 2, & 3	12/1/20 -- 2/26/2 Project RISE Refle CLT	Reflective Coachi	44253
1, 2, & 3	12/1/20 -- 2/26/2 Action Coaching/ DCSI	GBF Coaching Scr	44253 DCSI will conduct coaching sessions	1, 2, & 3	12/1/20 -- 2/26/2 Action Coaching/ DCSI	GBF Coaching Scr	44253
1, 2, & 3	12/1/20 -- 2/26/2 Google Calendar t DCSI	Meeting Summar	44253 Principal will implement meetings or	1, 2, & 3	12/1/20 -- 2/26/2 Google Calendar t DCSI	Meeting Summar	44253
1, 2, & 3	12/1/20 - List of gra CLT/ Cour Graduatio		44253 CLT will monitor Pe	1, 2, & 3	12/1/20 - List of gra CLT/ Cour Graduatio		44253

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