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 Lubbock	Campus Name	Triumph Public High Schools Lubbock	Superintendent	Frances Berrones-Johnson	Principal	Trent Cook
District Number	152803	Campus Number	000000001	District Coordinator of School Improvement (DCSI)	M. Scott Carothers	ESC Number	17
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Tori Mitchell Heather Blount Amanda Wallace

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's 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. 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.	Trent Cook, 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 Lubbock ELA student performance will achieve 39% in the "meets" or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR English I and English II assessments. *TPHS Lubbock Algebra I student performance will achieve 50% in the "meets" or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR Algebra I assessments. *TPHS Lubbock Biology student performance will achieve 45% in the "meets" or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment. *TPHS Lubbock US History student performance will achieve 55% 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 Lubbock meets that above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 25 (scaled score of 75) to a component score of 34 (scaled score of 85) by increasing the percentage of students who perform at the "meets" grade level. This represents roughly 1/2 of all assessments at the "meets" grade level performance. **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 TAPR report we missed all four targets. This performance target would ensure that we meet at least 2 of our 4 targets. In math, the target of 50% would ensure that we meet all 4 of our targets. **Overall Domain 3 Goal:** If TPHS meets the performance targets established above the Domain 3 component score of 13 (scaled score of 77) will improve to a component score of 53 (scaled score of 93) by meeting 2 of 4 academic achievement targets (Hispanic and Econ Dis) in ELA and meeting all 4 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: Move from 9% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 19% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. Eco Dis: Move from 14% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 21% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. **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: Move from 9% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 19% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. Eco Dis: Move from 14% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 21% passing math assessment in 2019 at the "meets" level or above to 50% in 2021.
	What changes in student group and subject performance are included in these goals?	**Domain 1:** Hispanic: Move from 9% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 19% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. Eco Dis: Move from 14% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 21% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. SPED (not directly but embedded within the overall goals): Increase in ELA and Mathematics by 20%. (In 2019 0% of SPED students performed at "meets" level or above in any ELA or math assessment). **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: Move from 9% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 19% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. Eco Dis: Move from 14% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 21% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. SPED (not directly but embedded within the overall goals): Increase in ELA and Mathematics by 20%. (In 2019 0% of SPED students performed at "meets" level or above in any ELA or math assessment).
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	*55% of the TPHS Lubbock 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 Lubbock 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 Lubbock 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%) *28% of the TPHS Lubbock 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 Lubbock will have 77% of eligible graduates meeting the federal graduation rate as calculated in Domain III. **Note:** If TPHS 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 Lubbock 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.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	1.1	5.3
Rationale	Changes in administration over the course of the 2019-2020 academic year negatively impacted the school climate and culture and need to become a focus for the 2020-2021 academic year. During the ESF visit in 2018-2019, positive school culture was noted as a strength and a driving force to student success. Repairing and continuing to build a positive school climate with high expectations of student performance will make a positive and significant impact on student success.	Leadership has a significant impact on the overall campus, and there is a need for honest, open, and transparent communication between administration and the faculty/staff. TPHS Lubbock needs to clearly define the roles and responsibilities of the CLT and the core leadership tasks of the Principal and Instructional Program Director and ensure that those responsibilities are fulfilled with fidelity in order to establish a strong foundation that will build school and student success.	The impact of COVID-19 and moving to remote instruction beginning March 13, 2020 created significant problems with collecting formative and summative assessment data to determine student progress. A need exists to address how to collect, examine, and utilize data during the 2020-2021 school year. Planning and implementing systems that address student progress, PLC, and teachers ability to respond timely to data will be pivotal this academic year for student performance success.
How will the campus build capacity in this area? Who will you partner with?	Communicate to all educational stakeholders that building and maintaining a positive school climate and culture is a priority. Ensure that all stakeholders commit to move the campus forward through the use of formal and informal communication systems and through actions that demonstrate the district mission and vision statements. Additionally, Instructional Support Contractor Margaret Conner will assist in supporting efforts to improve school climate and culture through the School Improvement Grant funds.	Engage DCSI support of the new Campus Principal and Instructional Program Director as well as ongoing, job-embedded professional development through Margaret Conner, Instructional Support Contractor. Also, engage continuous development and support of leadership building and capacity through the ESC 17 School Improvement Collaborative, ESC 17 Instructional Leadership Academy, and the ESC 17 Principal Academy. Finally, use the ongoing support of the School Improvement Team at ESC 17: Tori Mitchell, Heather Blount, Amanda Wallace, and Ty Duncan.	Margaret Conner, Instructional Support Contractor to provide feedback, coaching, and resources for the leadership team and administration. Action Coaching capacity builder to support a process on job-embedded coaching and feedback cycles that support teacher development with a focus on collecting, analyzing, and adapting instruction based on data. ESC 17 School Improvement Collaborative, ESC 17 Instructional Leadership Academy, and ESC 17 Principal Academy will also support administration in reaching goals for this Essential Action.
Barriers to Address throughout this year	Teachers have a lack of trust in leadership to meet their needs and follow through with decisions/promises. Teachers and staff have a lack of understanding of individual roles in contributing to building the climate and culture. Also, teachers and staff have concerns over COVID-19 and how it affects the return to school and teacher/staff/student safety.	Barriers include time constraints, availability of workshops, and the cost of Margaret Conner's contract. Perception is a barrier as well, including the perception of unwarranted change and unnecessarily heavy teacher workload. Feedback and transparency regarding goals may be perceived as targeting individuals. The impact of Covid-19 may negatively affect teacher/staff perceptions of safety.	Mastery instead of work completion as a way to track student progress toward STAAR "meets" and "masters" levels of achievement. Formative and summative assessment tools and resources. Teacher understanding of teaching in a remote format and how instruction must be adjusted. Finally, teacher management of face-to-face and remote instruction simultaneously in classrooms.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Hold Restorative Community Circles at the beginning of the year and throughout the year as needed to address and improve issues of trust, identity, and unity among staff. Implement a purposefully developed school culture enhancement plan to address areas of concern. Employ the use of communication systems including, but not limited to, digital systems such as Google Calendar and Google Drives to provide transparency regarding campus decisions and share information with	Implement a Communication Brief process to communicate information from the CLT to all staff in a transparent and timely fashion. During the beginning of the year processes, explore the "why" this is a focus area. Implement a communication plan that provides multiple ways to communicate with the staff and collect information from the staff.	Utilizing Action Coaching and Margaret Conner to engage teachers in improving DDI processes. Also, communicate to staff how each of the three prioritized Essential Actions work in tandem with each other to support teacher, staff, and student performance. Always ensure that communication starts with the "why" is this important and what value this focus has for the campus.
Desired Annual Outcome	By May 2021, the campus climate surveys will demonstrate that 90% of teachers and staff trust administration to follow through with actions, that administration has the best interest of students and staff when making decisions, and that CLT roles and responsibilities are clear to all campus members.	The May 2021 Teacher Survey Instrument will demonstrate 90% of leadership roles and responsibilities were met.	Student performance will achieve 39% in ELA and 50% in Algebra I based on Domain III "meets" and "masters" performance level.
District Commitment Theory of Action	If the district policies and practices align with and promote positive school culture and the campus implements and use systems that provide transparency and clarity of decisions and information, that will build a positive school culture that demonstrates trust and support among all educational stakeholders.	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for campus growth.	If district policies and practices support effective instruction in schools through the use of Action Coaching and the services of Margaret Conner, DDI and effective instruction will be delivered that enable students to perform at or above the targeted assessment goals.

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	34%	11%	STAAR Interim Assessment	38%		STAAR Interim Assessment	40%		STAAR Interim Assessment	45%		50%
		English I High School 9-12	All	English I	Meets	STAAR	11%	0%	STAAR Interim Assessment	15%		STAAR Interim Assessment	28%		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	34%	14%	STAAR Interim Assessment	45%		STAAR Interim Assessment	50%		STAAR Interim Assessment	50%		50%
		English II High School 9-12	All	English II	Meets	STAAR	12%	14%	STAAR Interim Assessment	20%		STAAR Interim Assessment	35%		STAAR Interim Assessment	39%		39%
		English II High School 9-12	All	English II	Masters	STAAR	0%	0%	STAAR Interim Assessment	5%		STAAR Interim Assessment	5%		STAAR Interim Assessment	5%		5%
		Algebra I High School 9-12	All	Algebra I	Approaches	STAAR	65%	16%	STAAR Interim Assessment	65%		STAAR Interim Assessment	70%		STAAR Interim Assessment	75%		80%
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	20%	16%	STAAR Interim Assessment	30%		STAAR Interim Assessment	40%		STAAR Interim Assessment	45%		50%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	14%	0%	STAAR Interim Assessment	14%		STAAR Interim Assessment	15%		STAAR Interim Assessment	17%		20%
		Biology High School 9-12	All	Biology	Approaches	STAAR	84%	N/A	STAAR Interim Assessment	55%		STAAR Interim Assessment	75%		STAAR Interim Assessment	85%		90%
		Biology High School 9-12	All	Biology	Meets	STAAR	24%	N/A	STAAR Interim Assessment	10%		STAAR Interim Assessment	20%		STAAR Interim Assessment	30%		45%
		Biology High School 9-12	All	Biology	Masters	STAAR	2%	N/A	STAAR Interim Assessment	3%		STAAR Interim Assessment	4%		STAAR Interim Assessment	5%		6%
		US History High School 11-12	All	US History	Approaches	STAAR	79%	N/A	STAAR Interim Assessment	70%		STAAR Interim Assessment	80%		STAAR Interim Assessment	90%		90%
		US History High School 11-12	All	US History	Meets	STAAR	39%	N/A	STAAR Interim Assessment	30%		STAAR Interim Assessment	40%		STAAR Interim Assessment	50%		55%
		US History High School 11-12	All	US History	Masters	STAAR	16%	N/A	STAAR Interim Assessment	10%		STAAR Interim Assessment	20%		STAAR Interim Assessment	25%		30%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	English I	Eco Dis	English I	Meets	STAAR	11%	0%	STAAR Interim Assessment	15%		STAAR Interim Assessment	28%		STAAR Interim Assessment	35%		39%
		English 2	Eco Dis	English II	Meets	STAAR	12%	14%	STAAR Interim Assessment	18%		STAAR Interim Assessment	33%		STAAR Interim Assessment	39%		39%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Algebra I	All Students	Algebra I	Meets	STAAR	20%	16%	STAAR Interim Assessment	30%		STAAR Interim Assessment	40%		STAAR Interim Assessment	45%		50%
		Graduates 2021 CCMR	All 2021 Graduates	CCMR (D1 & D3)	CCMR	Local CCMR Tracking Tool	40%	N/A	Local CCMR Tracking Tool	55%		Local CCMR Tracking Tool	55%		Local CCMR Tracking Tool	55%		55%
		Federal Graduation Rate (included because the campus will monitor this closely)	All Graduates Including 4-Year Cohort	Federal Graduation Rate	Graduation Rate	Local Graduation Tracking Tool	74.60%	N/A	Local Graduation Tracking Tool	77%		Local Graduation Tracking Tool	77%		Local Graduation Tracking Tool	77%		77%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	N/A	N/A	N/A	N/A	N/A		N/A	N/A		N/A	N/A		N/A

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	3.1	1.1	5.3
Desired Annual Outcome	By May 2021, the campus climate surveys will demonstrate that 90% of teachers and staff trust administration to follow through with actions, that administration has the best interest of students and staff when making decisions, and that CLT roles and responsibilities are clear to all campus members.	The May 2021 Teacher Survey Instrument will demonstrate 90% of leadership roles and responsibilities were met.	Student performance will achieve 39% in ELA and 50% in Algebra I based on Domain III "meets" and "masters" performance level.
Desired 90-day Outcome	Establish the perceptual survey and collect baseline data in order to determine teacher perceptual growth in meeting the end of year goal.	Implement and monitor the CLT communication systems that were chosen during August 2020 planning session and clearly communicate the leadership roles and responsibilities to all educational stakeholders that leads to teacher understanding of leadership tasks and responsibilities.	Implement the first 30 days of Action Coaching plan and the structured PLC that will monitor and ensure that all teachers are moving student performance to the "meets" performance standard or higher.
Barriers to Address During this Cycle	Defining quality questions that target the desired information. Survey that is concise and no burdensome and requiring a lot of teacher time. Question alignment to the overall goal.	Time that ensures responsiveness. Potentially too much information so must be concise and to the point.	Lack of communication regarding the PLC cycle from previous year. Student engagement. Teacher social-emotional well-being. Teacher focus from survival mode to focusing on data.
District Actions for this Cycle	Time to collaborate with the CLT to develop and formalize the questions.	Accountability that the practices are a priority. Principal Support meetings. CLT Communication Template. DCSI will be responsible for communication on meetings he attends.	Social-emotional support resources, Tori Mitchell (Genre Connections, Comprehension Connections), and access to Jerard LaFuente for TEKS Resource System support.
District Commitment Theory of Action	If the district policies and practices align with and promote positive school culture and the campus implements and use systems that provide transparency and clarity of decisions and information, that will build a positive school culture that demonstrates trust and support among all educational stakeholders.	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for campus growth.	If district policies and practices support effective instruction in schools through the use of Action Coaching and the services of Margaret Conner, DDI and effective instruction will be delivered that enable students to perform at or above the targeted assessment goals.

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
Create Perceptual Survey to collect data from staff.	1 & 2	9/15/20 -- 11/2/20	Potential perceptual questions that have been previously utilized as well as exemplar questions to consider utilizing.	DCSI	CLT & Leadership Agreed Upon Perceptual Survey for 2020-2021	11/20/2020		
Deliver perceptual data survey and collect the data utilizing Google Forms from teachers.	1 & 2	11/2/20 -- 11/20/20	Google Forms Survey Instrument	DCSI	Google Form Data Collection Sheet from Survey Participants	11/20/2020		
Ongoing Teacher Restorative Circle to address the social and emotional needs of teachers will be completed on Wednesday of each week -- dedicated 1 hour that is calendared.	1 & 2	10/21/20 -- 11/20/20	Calendared Time, establish baseline agendas (beginning, middle, end)	Family Student Services Coordinator/CLT	Meeting Calendar with Document Time & Weekly Topic Agenda	11/20/2020		
Conduct restorative circle with all campus staff at the beginning of the 2020-2021 academic year.	1	8/1/20 -- 8/12/20	Restorative Circle Planning Document and Script	Principal	August PD Schedule and Calendar Activity with Time Frame	8/12/2020		
Develop a CLT Communication Brief that will be utilized to keep all campus staff informed of topics and decisions made during CLT meetings.	2	8/1/20 -- 11/20/20	Exemplar communication briefs	DCSI	2 CLT Communication Briefs	11/20/2020		
Create a "Who Do I Go To" resource that provides teachers with a list of individuals with specific skills that they can seek information from to enhance collaboration and sharing at the campus.	1 & 2	9/1/20 -- 9/30/20	Coordination and development by the Instructional Program Director	Instructional Program Director	"Who Do I Go To" Document	9/29/2020		
Core leadership tasks will be calendars utilizing Google Calendar and shared with the staff. A weekly newsletter will be developed and distributed weekly on Mondays from the Instructional Program Director in a effort to increase communication and transparency of leadership.	2	8/1/20 -- 8/31/20	DCSI will identify the Core Leadership tasks that must be calendared and documented	DCSI/Principal	Calendar Tasks with associated Timeframes & Copy of Newsletters	11/20/2020		

CLT and leadership will clearly define the PLC system and structures (including agendas and reporting documentation).	3	10/1/20 -- 11/20/20	Find and evaluate PLC processes developed in the 2019-2020 school year.	CLT	PLC processes and structures document.	11/20/2020		
CLT and leadership will communicate and train teachers on the agreed upon PLC system and structures.	3	11/1/20 -- 11/20/20	Completed PLC system and process with copies of required agendas and summary documents	Principal/Instructional Program Director	Calendar date and time frame for communication as well as an agenda for the meeting.	11/20/2020		
Conduct initial Action Coaching training for Principal, Instructional Program Director, and DCSI through ESC 17 contract.	3	10/1/20 -- 10/31/20	ESC 17 Staff and AC Training Materials	DCS/ESC 17	Calendared with Agenda from ESC 17	11/20/2020		
Plan Action Coaching Phase I implementation at the campus.	3	10/1/20 -- 10/31/20	Action Coaching materials from Action Coaching training by ESC 17	Principal/Instructional Program Director	Completed AC calendar and schedule			
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort.	1, 2, & 3	9/1/20 -- 11/20/20	List of graduation cohorts and PGPs	CLT/ Counselor	Graduation Cohort Listing	11/20/2020		
DCSI (which is also the Principal Supervisor) will conduct ongoing Prncipal Support Meetings each Monday for 1 hour with other TPHS Central Office staff members to address and support the development needs of a newly appointed Principal for the Lubbock campus. (10 Planned Support Meetings in Cycle 1)	1, 2, & 3	9/1/20 -- 11/20/20	Calendared Zoom Link	DCSI	DCSI Ongoing Support Calendar	11/20/2020		

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	3.1	1.1	5.3
Desired Annual Outcome	By May 2021, the campus climate surveys will demonstrate that 90% of teachers and staff trust administration to follow through with actions, that administration has the best interest of students and staff when making decisions, and that CLT roles and responsibilities are clear to all campus members.	The May 2021 Teacher Survey Instrument will demonstrate 90% of leadership roles and responsibilities were met.	Student performance will achieve 39% in ELA and 50% in Algebra I based on Domain III "meets" and "masters" performance level.
Desired 90-day Outcome	Second perceptual data collection at the end of January 2021 in order to determine teacher perceptual growth in meeting the end of year goal.	Monitor the implementation on the monthly CLT meetings focused on established Performance Targets established in August 2020 to ensure the campus stays focused on data and student performance measures.	Ensure that the 3 week PLC cycle is being implemented with fidelity and that implementing weekly action coaching protocols that will improve student performance.
Barriers to Address During this Cycle	Honest and transparent participation. Understanding the purpose of the Professional Partners program.	Data collection is aligning with established CLT meetings. Ensuring CLT stay focused on their Roles and Responsibilities.	Accountability to the 3 week PLC schedule. Time. Culture of support for growth. Creative RTI processes for virtual/remote learners. Individual teachers who don't feel they need the PLC growth and or participation/contribution to PLC is low.
District Actions for this Cycle	Monitoring of implementation.	Ensure that collection systems are in place. Monitoring CLT meetings are focused on data targets.	Conduct Action Coaching process with Principal
District Commitment Theory of Action	If the district policies and practices align with and promote positive school culture and the campus implements and use systems that provide transparency and clarity of decisions and information, that will build a positive school culture that demonstrates trust and support among all educational stakeholders	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for campus growth	If district policies and practices support effective instruction in schools through the use of Action Coaching and the services of Margaret Conner, DDI and effective instruction will be delivered that enable students to perform at or above the targeted assessment goals.

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 the end of January 2021 perceptual survey	1 & 2	1/5/21 -- 1/30/21	Approved Survey	CLT	January 2021 Perceptual Survey	2/26/2021		
Analyze perceptual survey and chart outcomes and communicate to staff.	1 & 2	1/5/21 -- 1/30/21	Google Sheets Summary of Survey Submissions	DCSI	Summary of Perceptual Data in Google Sheets	2/26/2021		
Conduct CLT monthly meetings (2 meetings) with completed communication brief sent out to faculty and staff.	2 & 3	1/5/21 -- 2/26/21	Agenda, Zoom Meeting Links, Sample Communication Brief, Student Performance Data, and Graduation/CCMR Data	DCSI/CLT	Agendas and Summary Briefs	2/26/2021		
CLT will review and possibly revise the CLT roles and responsibilities.	2	1/5/21 -- 1/30/21	CLT Roles & Responsibilities document	DCSI	January Agenda addressing CLT R&R and adjusted R&R	2/26/2021		
Collect PLC Documentation to ensure fidelity to the 3 week PLC schedule.	3	12/1/20 -- 2/26/21	Approved Agenda and PLC Summary Documents	Instructional Program Director	PLC Agenda and Summary Documentation	2/26/2021		

Leadership will observe and provide feedback to 50% of all PLC meetings.	3	12/1/20 -- 2/26/21	Google Calendar	Instructional Program Director	Sign in sheet documenting leadership attendance, PLC coaching log	2/26/2021		
Leadership will determine if the 3-week PLC cycle is making an impact on student performance every 9 weeks.	3	2/1/21 -- 2/26/21	CLT Meeting and Agenda, Student Formative Assessment Data	Instructional Program Director	Formative CBA at the end of the 3 week cycle.	2/26/2021		
Intentional refinement of intentional culture/"restorative circle" plan to address outcomes of perceptual survey.	1	1/5/21 -- 2/2/21	Data for Perceptual Survey	Family Student Services Coordinator	List of potential agenda items for the ongoing restorative circle as a result of the January survey.	2/26/2021		
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	2/26/2021		
DCSI (which is also the Principal Supervisor) will conduct ongoing Prncipal Support Meetings each Monday for 1 hour with other TPHS Central Office staff members to address and support the development needs of a newly appointed Principal for the Lubbock campus. (10 Planned Support Meetings in Cycle 2)	1, 2, & 3	11/30/20 -- 2/26/21	Calendared Zoom Link	DCSI	DCSI Ongoing Support Calendar	2/26/2021		

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	3.1	1.1	5.3
Desired Annual Outcome	By May 2021, the campus climate surveys will demonstrate that 90% of teachers and staff trust administration to follow through with actions, that administration has the best interest of students and staff when making decisions, and that CLT roles and responsibilities are clear to all campus members.	The May 2021 Teacher Survey Instrument will demonstrate 90% of leadership roles and responsibilities were met.	Student performance will achieve 39% in ELA and 50% in Algebra I based on Domain III "meets" and "masters" performance level.
Desired 90-day Outcome	Third perceptual data collection at the end of January 2021 in order to determine teacher perceptual growth in meeting the end of year goal.	Monitor the implementation on the monthly CLT meetings focused on established Performance Targets established in August 2020 to ensure the campus stays focused on data and student performance measures including necessary adjustments to positively impact student performance.	Monitor the PLC meetings and adjust PLC based on feedback from the participants. Campus will identify exemplar PLCs to use as a resource for training and modeling. Continuing Action Coaching processes.
Barriers to Address During this Cycle	Ensuring teachers are not overwhelmed with end of year tasks and take time to compelte the survey and accurately report perceptual data during atime that is busy and stressful.	Out of resources and ideas on how to impact student performance. Time to make a difference prior to assessments.	Accountability to the 3 week PLC schedule. Time. Culture of support for growth. Creative RTI processes for virtual/remote learners. Individual teachers who don't feel they need the PLC growth and or participation/contribution to PLC is low.
District Actions for this Cycle	Monitoring of implementation and follow up on potential adjustments based on data.	Connect the campus and CLT team to resources and ideas to make an impact on student performance.	Monitoring and accountability to the process
District Commitment Theory of Action	If the district policies and practices align with and promote positive school culture and the campus implements and use systems that provide transparency and clarity of decisions and information, that will build a positive school culture that demonstrates trust and support among all educational stakeholders.	If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus leadership will be able to ensure systems are implemented with fidelity that ensure communication, leadership task transparency, and clear and consistent roles and responsibilities for the CLT to establish a strong foundation for campus growth.	If district policies and practices support effective instruction in schools through the use of Action Coaching and the services of Margaret Conner, DDI and effective instruction will be delivered that enable students to perform at or above the targeted assessment goals.

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 the 3rd perceptual data survey	1 & 2	4/1/21 -- 4/30/21	Survey	CLT	Survey Conducted	5/28/2021		
Create the analysis outcome and communicate to the staff.	1 & 2	4/1/21 -- 4/30/21	Time, Google Sheets	DCSI	Google Form in Sheets with Data from Survey	5/28/2021		
Adapt the communication to address potential gaps demented by the survey.	1 & 2	4/1/21 -- 4/30/21	Perceptual Data Survey information in Google Sheets	CLT	List of communication needs for the 2021-	5/28/2021		
Conduct CLT monthly meetings (2 meetings) with completed communication brief sent out to faculty and staff.	2	3/1/21 --5/28/21	Agenda, Zoom Meeting Links, Sample Communication Brief, Student Performance Data, and Graduation/CCMR Data	DCSI/CLT	Agenda & Communication Briefs	5/28/2021		

Collect PLC Documentation to ensure fidelity to the 3 week PLC schedule.	3	3/1/21 --5/28/21	Approved Agenda and PLC Summary Documents	Instructional Program Director	Admin PLC Coaching Log	4/23/2021	
Leadership will observe and provide feedback to 30% of all PLC meetings.	3	3/1/21 --5/28/21	Google Calendar	Instructional Program Director	Admin PLC Coaching Log	4/23/2021	
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort.	1, 2, & 3	3/1/21 -- 5/30/21	List of graduation cohorts and PGPs	CLT/Counselor	Graduation Cohort Listing	5/28/21	
DCSI (which is also the Principal Supervisor) will conduct ongoing Prncipal Support Meetings each Monday for 1 hour with other TPHS Central Office staff members to address and support the development needs of a newly appointed Principal for the Lubbock campus. (9 Planned Support Meetings in Cycle 3)	1, 2, & 3	11/30/20 -- 2/26/21	Calendared Zoom Link	DCSI	DCSI Ongoing Support Calendar	5/28/21	

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?			