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 Rio Grande Valley	**Campus Name**	Triumph Public High Schools Rio Grande Valley McAllen	**Superintendent**	Frances Berrones-Johnson	**Principal**	Patricia Jasso
District Number	108804	**Campus Number**	000000002	**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.	Patricia Jasso 9/16/20
Board Approval Date	14-11-2020	

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

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

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	**Domain 1:** *TPHS RGV McAllen 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 RGV McAllen 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 RGV McAllen Biology student performance will achieve 40% in the "meets" or above passing standard for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment. *TPHS RGV McAllen US History student performance will achieve 49% in the "meets" category or above for All Students, Eco Dis, EL, and Hispanic subgroups on the 2020-2021 STAAR US History assessment. **Overall Domain I Goal:** If TPHS RGV McAllen meets the above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 32 (scaled score of 82) to a component score of 47 (scaled score of 91) by increasing the percentage of students who perform at the "meets" grade level or above. **Rationale:** These performance goals (we call targets) were set to be aggressive and to push the campus to higher accountability scores in Domain I, Domain IIA, and Domain III. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the district/campus would receive a "A" in Domain I and at least a "B" in Domain III. (Current Domain I STAAR Performance is a B at 82% for this single indicator; and, Domain III Academic Achievement is an F at 0% for this single indicator) **Domain 2B:** Not Applicable -- This is an AEA Campus and is not rated in this area. **Rationale:** Not Applicable **Domain 3:** Domain 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 rationael for Domain III is if we meet our established target in **ELA performance of 39%**, TPHS RGV McAllen would met the economically disadvantaged EL, and the Hispanic targets for Domain III academic achievement. Last report we missed all 5 targets out of 5 possible in ELA. The established performance targets would ensure that we meet at least 3 out of 5 Domain 3 targets in ELA. In **mathematics performance**, the target of 50% would ensure that we meet all Domain III targets for a score of 100%. Previously the campus was rated in only one target area (all students) and the campus met the target. The two academic achievement areas (ELA and Math) for the overall area would be 4 out of 6 (67%) as compared to last performance of 0 out of 6 (0%). Meeting our targets would also give the campus a component score of 67 in Domain III academic achievement (scaled score of 93-A). **Overall Domain 3 Goal:** If TPHS RGV McAllen meets the campus level performance targets established above, the Domain III component score of 15 (scaled score
	What changes in student group and subject performance are included in these goals?	**Domain 1:** For this campus, the Hispanic and Eco Dis subgroup is identical to the all students group based on campus demographics so the all students target would address this subgroup of students. **ELs:** English 1 performance would move from 12% at the "meets" performance level in 2018-2019 TAPr to 39% in 2021 accountability. English II performance would move from 7% at the "meets" performance level in 2018-2019 TAPR to 39% in 2021 accountability. Algebra I schores would move from 40% to 50% at the "meets" performance level . Biology scores would move from 17% to 40% at the "meets" performance level. Finally, USH scores would move from 25% to 49% **SPED:** Special education is a small subgroup for the campus and is sporadically reported due to numbers on the accountability report; however, there is an intentional focus on SPED at the campus level through targeted interventions for the 2020-2021 school year and close monitoring of this subgroup will take place. The goal is to ensure that 30% of student in ELA and math pass the 2020-2021 STAAR assessment at the "meets" performance level. 2018-2019 TAPER demonstrates that SPED performance at "meets" level is 0% in English 1, 17% in English 2, not calculated due to small numbers in Algebra 1, 20% in biology, and 30% in US History. **Domain 2B:** Not Applicable. This campus is an AEA campus and this area is not calculated in accountability. **Domain 3:** (same goals as above) For this campus, the Hispanic and Eco Dis subgroup is identical to the all students group based on campus demographics so the all students target would address this subgroup of students. ELs: English 1 performance would move from 12% at the "meets" performance level in 2018-2019 TAPr to 39% in 2021 accountability. English II performance would move from 7% at the "meets" performance level in 2018-2019 TAPR to 39% in 2021 accountability. Algebra I schores would move from 40% to 50% at the "meets" performance level . Biology scores would move from 17% to 40% at the "meets" performance level. Finally, USH scores would move from 25% to 49%
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	*50% of the TPHS RGV McAllen 2021 graduating class will meet one of the College, Career, or Military Readiness (CCMR) thresholds for All Students, Hispanic, and Eco Dis subgroups. *15% of the TPHS TPHS RGV McAllen 2021 graduating class will meet the threshold for CCMR outcome for the college ready measure for All Students, Hispanic, and Eco Dis subgroups. *15% of the TPHS TPHS RGV McAllen 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%) *36% of the TPHS RGV McAllen 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 RGV McAllen will have 70% of eligible graduates meeting the federal graduation rate as calculated in Domain III. **Note:** If TPHS RGV McAllen meets the CCMR targets established above, Domain 1 scaled scoree woudl be an "A" and in Domain 3 School Quality would also be an "A". TPHS RGV McAllen would meet all 4 targets giving them 100% in this area. **Finally, with all of the above targets (academic achievement and school quality/CCMR), the campus would re ceive an "A" rating in Domain 1 and Domain 3. Stong performance in Domain 3 would move the campus a step closer to being removed as a campus identified as "comprehensive support". It is anticipated that with improved performance in Domain 3, there will be an increase in performance in Domain 2A as well. If targets are met, then the campus would perform extremely well in the Accountability system and be identified as an A campus on the 2021 accountability and TAPR.**

CAMPUS FOCUS AREAS

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

Essential Action	**Implementation Level (1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2 - Planning for 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.	3 - Beginning 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.	4 - Partial 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	1.1	5.1	5.3
Rationale	There is a new principal for the campus and there is a need to address learning and growth with the new leadership as well as establish protocols and procedures for the campus.	The new teaching environment where there will be digital and face-to-face student learning at the campus will create the need for additional support and focus to ensure high quality instruction is delivered to all students.	The need to implement a process and structure to collect, analyze and engage with students on their individual progress. Also need structured process for identifying and addressing learning gaps.
How will the campus build capacity in this area? Who will you partner with?	DSCI, TPHS central office staff for ongoing processes and procedures, ESC 1 and Project RISE. Look into the potential to utilize school climate capacity builder from ESC 1	Project RISE, ESC 1	Project RISE, ESC 1, CLT.
Barriers to Address throughout this year	Time, new principal learning needs, potential burnout. New principal vacates a role of counselor and how that role will be filled and the transition of a new counselor.	Teacher perceptions of what distance learning is, will potentially be a concern. Teacher skill is deploying quality lesson planning via a digital format. Finding quality digital content.	Collection of data in a digital/virtual environment. Turnaround time of utilizing the data. The development of teacher skills in how to analyze and utilize data to drive instruction.
How will you communicate these priorities to your stakeholders? How will create buy-in?	At the beginning of the year, staff development will include the TIP selections and "why" these areas were selected and what the next steps for monitoring are. Beginning of year staff development will also define Campus Performance Targets and clearly define communication and transparency for decisions. Coordinate ongoing communication to build capacity in school culture and growth on the TIP.	17th Annual Virtual Summer conference and with ongoing training and support through the Master Teacher and Principal. Consistent monitoring by CLT of student performance data with feedback.	At the beginning of the year, staff development will include the TIP selections and "why" these areas were selected and what the next steps for monitoring are. Beginning of year staff development will also define Campus Performance Targets and clearly define communication and transparency for decisions. Coordinate ongoing communication to build capacity in school culture and growth on the TIP.
Desired Annual Outcome	CLT including the principal will aggressively and consistently meet and monitor student and campus performance data and provide feedback to key stakeholders 100% of the time.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.
District Commitment Theory of Action	If the District provides opportunities for ongoing support and coaching of the campus leader. The new campus leader will be provided with a foundation and a plan in which to implement TIP focused interventions and strategies; to ensure adequate planning, implementation and monitoring systems to ensure campus performance success.	If the District ensures 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 has timely, efficient and responsive hiring processes; then the campus will be able to effectively hire highly competent staff in order to fill vacancies quickly. Embed ongoing coaching, teacher supports and eliminate gaps in student instruction where there is not a highly effective teacher instructing students.

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	40%	22.20%	STAAR Interim Assessment	40%		STAAR Interim Assessment	45%		STAAR Interim Assessment	50%		50
		English I High School 9-12	All	English I	Meets	STAAR	19%	11.00%	STAAR Interim Assessment	19%		STAAR Interim Assessment	25%		STAAR Interim Assessment	33%		39%
		English I High School 9-12	All	English I	Masters	STAAR	2%	0%	STAAR Interim Assessment	2%		STAAR Interim Assessment	4%		STAAR Interim Assessment	6%		7%
		English II High School 9-12	All	English II	Approaches	STAAR	47%	0%	STAAR Interim Assessment	47%		STAAR Interim Assessment	53%		STAAR Interim Assessment	58%		60
		English II High School 9-12	All	English II	Meets	STAAR	27%	27%	STAAR Interim Assessment	27%		STAAR Interim Assessment	30%		STAAR Interim Assessment	37%		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	85%	31%	STAAR Interim Assessment	85%		STAAR Interim Assessment	86%		STAAR Interim Assessment	88%		90
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	45%	6%	STAAR Interim Assessment	45%		STAAR Interim Assessment	47%		STAAR Interim Assessment	49%		50%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	20%	0%	STAAR Interim Assessment	20%		STAAR Interim Assessment	22%		STAAR Interim Assessment	23%		25%
		Biology High School 9-12	All	Biology	Approaches	STAAR	75%	32%	STAAR Interim Assessment	75%		STAAR Interim Assessment	79%		STAAR Interim Assessment	83%		85%
		Biology High School 9-12	All	Biology	Meets	STAAR	21%	5%	STAAR Interim Assessment	21%		STAAR Interim Assessment	31%		STAAR Interim Assessment	38%		40%
		Biology High School 9-12	All	Biology	Masters	STAAR	8%	5%	STAAR Interim Assessment	8%		STAAR Interim Assessment	10%		STAAR Interim Assessment	12%		13%
		US History High School 11-12	All	US History	Approaches	STAAR	79%	61%	STAAR Interim Assessment	79%		STAAR Interim Assessment	82%		STAAR Interim Assessment	87%		89%
		US History High School 11-12	All	US History	Meets	STAAR	39%	18%	STAAR Interim Assessment	39%		STAAR Interim Assessment	41%		STAAR Interim Assessment	47%		49%
		US History High School 11-12	All	US History	Masters	STAAR	9%	0%	STAAR Interim Assessment	9%		STAAR Interim Assessment	10%		STAAR Interim Assessment	13%		15
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	19%	11%	STAAR Interim Assessment	19%		STAAR Interim Assessment	25%		STAAR Interim Assessment	33%		39%
		English 2	Eco Dis	ELA	Meets	STAAR	27%	27%	STAAR Interim Assessment	27%		STAAR Interim Assessment	30%		STAAR Interim Assessment	37%		39%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Graduates 2021 CCMR	All	CCMR (D1 & D3)	CCMR	CMR Tracking Tool	38%	N/A	CCMR Tracking Tool	50%		CCMR Tracking Tool	50%		CCMR Tracking Tool	50%		50%
		Federal Graduation Rate	All	Federal Graduation Rate	Graduation Rate	Graduation Tracking Tool	66%	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	16%	N/A	Content Area Formative Assessments w/TELPAS Rubric	20%		Content Area Formative Assessments w/TELPAS Rubric	20%		TELPAS	30%		36%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face 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	1.1	5.1	5.3
Desired Annual Outcome	CLT including the principal will aggressively and consistently meet and monitor student and campus performance data and provide feedback to key stakeholders 100% of the time.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.
Desired 90-day Outcome	Establish CLT data protocols and structures to ensure that time is alloted to reveiw performance targets and performance data.	Establish the lesson planning protocol ensuring that all special population students are addressed adequately based on LPAC and IEP's.	Establish and communicate the data tracking protocols/tools to all staff members.
Barriers to Address During this Cycle	Finding time to focus on data analysis as a CLT.	Virtual/Remote Instruction, quality of lesson plans in a remote/virtual environment, resources and engagement activities.	Virtual/Remote Instruction, student engagement in content, quality of assessments and quality of data collected.
District Actions for this Cycle	Weekly ongoing principal support. Structured timeline for CLT meetings. Monitoring and follow up with meetings.	Instructional resources to support remote/virtual learning, monitoring, support of principal and CLT; feedback and assistance on system implementation.	Instructional resources to support remote/virtual learning, monitoring, support of principal and CLT; feedback and assistance on system implementation.
District Commitment Theory of Action	If the District provides opportunities for ongoing support and coaching of the campus leader. The new campus leader will be provided with a foundation and a plan in which to implement TIP focused interventions and strategies; to ensure adequate planning, implementation and monitoring systems to ensure campus performance success.	If the District ensures 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 has timely, efficient and responsive hiring processes; then the campus will be able to effectively hire highly competent staff in order to fill vacancies quickly. Embed ongoing coaching, teacher supports and eliminate gaps in student instruction where there is not a highly effective teacher instructing students.

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
Define the CLT Roles and Responsibilities and adhere to those agreements by meeting twice (2 times) during Cycle 1.	1, 2, & 3	8/1/20 -- 11/20/20	Exemplars of Roles and Responsibilities to begin discussion and development	DCSI	Completed Roles and Responsibilities Document as well as the Meeting Agenda and Minutes	11/20/20		
CLT will develop systems of communication including teacher meetings and written forms of communication to communicate CLT topics and decisions to build transparency and leadership collaboration on the campus.	1, 2, & 3	8/1/20 -- 11/20/20	Exemplar Communication Systems	CLT	Defined Communication Systems and Calendared Teacher Meetings for the Year	11/20/20		
Develop an ongoing weekly 1 hour meeting via Zoom between Principal and DCSI.	1, 2, & 3	9/1/20 -- 11/20/20	DCSI and Principal Calendar	DCSI	DCSI and Principal Calendar	11/20/20		
Weekly Wednesday at 3:00 PM Principal meeting with Superintendent and other Central Office Staff to address ongoing campus needs.	1	9/1/20 -- 11/20/20	Designated Suprintendent Principal Meeting	DCSI	Principal Communciation Call Briefs	11/20/20		

Master Teacher and Principal participate in Project RISE training with ESC 1 to focus on quality instructional processes and instructional delivery.	1, 2, & 3	9/1/20 -- 11/20/20	Project RISE @ Region 1 and Project RISE Campus Support Personnel	DCSI	Project RISE Attendance Documentation	11/20/20		
Define and communicate the campus level DDI structure and process.	2 & 3	8/6/20 -9/1/20	Find DDI processes previously utilized in the 2018-2019 school year	CLT	Documented Campus DDI Process	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	DDI Meeting to Review BOY Data Agenda and Summary of Meeting	11/20/20		
Develop systems for a district level PLC meeting by content areas and conduct one (1) district level PLC.	1, 2, & 3	9/1/20 -- 11/20/20	PLC Exemplar Agenda and Reporting Documents	DCSI	PLC Agenda and Reporting Documents	11/20/20		
Master Teacher will review teachers lesson plans on a weekly basis to ensure differentiation for special program students in teachers lesson plans and provide feedback to teachers prior to instructional delivery of lessons.	2 & 3	9/1/20 -- 11/20/20	Teacher lesson plans submitted in a timely basis	Principal	Lesson Plan Feedback Documents Completed by Master Teacher	11/20/20		
Master Teacher along with the Principal and support of Project RISE will develop a system of providing job-embedded weekly coaching; to include pre-conferences, observations (scripting) and post-conferences for all teachers.	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 Master Teacher	11/20/20		
Master Teacher will facilitate the development of Student Learning Outcomes (SLOs) with all teachers for all content areas to improve student performance in the Fall 2020 semester. Principal will review and approve all SLOs for the campus.	2 & 3	9/1/20 -- 10/30/20	Project RISE SLO training and resources	Principal	List of Approved SLO's for all content areas taught in the Fall of 2020 at the campus	11/20/20		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and identify how they will meet 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 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	1.1	5.1	5.3
Desired Annual Outcome	CLT including the principal will aggressively and consistently meet and monitor student and campus performance data and provide feedback to key stakeholders 100% of the time.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.
Desired 90-day Outcome	Conduct two CLT meetings that are focused on student performance aligned with Performance Targets	Ensure that all teachers have received at least three lesson plan reviews with campus leadership/Master Teacher with face-to-face feedback including Special Populations staff member.	Implement campus level data collection and analysis protocols every two weeks. Data protocols will be monitored by leadership team. Teachers will be provided feedback at least three times during this 90 days cycle.
Barriers to Address During this Cycle	Time, transition from remote to face-to-face instruction and reliability of data collected.	Resources, remote/virtual learners	Time, transition from remote to face-to-face instruction and reliability of data collected.
District Actions for this Cycle	Weekly ongoing principal support. Structured timeline for CLT meetings. Monitoring and follow up with meetings.	Instructional resources to support remote/virtual learning, monitoring, support of principal and CLT; feedback and assistance on system implementation.	Instructional resources to support remote/virtual learning, monitoring, support of principal and CLT; feedback and assistance on system implementation.
District Commitment Theory of Action	If the District provides opportunities for ongoing support and coaching of the campus leader. The new campus leader will be provided with a foundation and a plan in which to implement TIP focused interventions and strategies; to ensure adequate planning, implementation and monitoring systems to ensure campus performance success.	If the District ensures 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 has timely, efficient and responsive hiring processes; then the campus will be able to effectively hire highly competent staff in order to fill vacancies quickly. Embed ongoing coaching, teacher supports and eliminate gaps in student instruction where there is not a highly effective teacher instructing students.

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
CLT will meet twice during Cycle 2 to monitor student performance in comparison to established Performance Targets and communicate results; next steps will be through established communication systems in Cycle 1.	1, 2, & 3	12/1/20 -- 2/26/21	Exemplars of Roles and Responsibilities to begin discussion and development	DCSI	Meeting Agenda and Minutes	2/26/21		
Develop an ongoing weekly one hour meeting via Zoom between Principal and DCSI.	1, 2, & 3	12/1/20 -- 2/26/21	DCSI and Principal Calendar	DCSI	DCSI and Principal Calendar	2/26/21		
Weekly Wednesday at 3:00 PM Principal meeting with Superintendent and other Central Office Staff to address ongoing campus needs.	1	12/1/20 -- 2/26/21	Designated Suprintendent Principal Meeting	DCSI	Principal Communication Call Briefs	2/26/21		

Master Teacher and Principal participate in Project RISE training with ESC 1 to focus on quality instructional processes and instructional delivery.	1, 2, & 3	12/1/20 -- 2/26/21	Project RISE @ Region 1 and Project RISE Campus Support Personnel	DCSI	Project RISE Attendance Documentation	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	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	DDI Meeting to Review Second Interim Assessment Data Agenda and Summary of Meeting	2/26/21	
Conduct two district level PLC's during Cycle 2 for content area teachers.	2 & 3	12/1/20 -- 2/26/21	PLC Agenda and Reporting Tool	DCSI	PLC Agenda and Reporting Documents	2/26/21	
Conduct three data meetings with Master Teacher leading the meetings, analyzing data from two/three week CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards.	1, 2, & 3	12/1/20 -- 2/26/21	CBA data available and accessible	Principal	CBA Data Meeting Summary	2/26/21	
Master Teacher will review teachers lesson plans on a weekly basis to ensure alignment regarding special populations differentiation 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	Principal	Lesson Plan Feedback Documents Completed by Master Teacher	2/26/21	
Master Teacher will conduct Project RISE Reflective Practice Observation protocol of job-embedded weekly coaching including observations, debrief and follow-up for all teachers 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 expectations	CLT	Reflective Practice Coaching System Expectations and Protocols implemented by the Master Teacher	2/26/21	
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and identify how they will demonstrate college, career, or military readiness.	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	

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	1.1	5.1	5.3
Desired Annual Outcome	CLT including the principal will aggressively and consistently meet and monitor student and campus performance data and provide feedback to key stakeholders 100% of the time.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.	Student performance on ELA will reach 39% at "meets" or above based on Domain III calculations and Algebra I will reach 50% at "meets" or above based on Domain III calculations.
Desired 90-day Outcome	Conduct two CLT meetings that are focused on student performance aligned with Performance Targets	Ensure that all teachers have received at least three lesson plan reviews with campus leadership/Master Teacher with face-to-face feedback including Special Populations staff member.	Implement campus level data collection and analysis protocols every two weeks. Data protocols will be monitored by leadership team. Teachers will be provided feedback at least three times during this 90 days cycle.
Barriers to Address During this Cycle	Time, transition from remote to face-to-face instruction and reliability of data collected.	Resources, remote/virtual learners	Time, transition from remote to face-to-face instruction and reliability of
District Actions for this Cycle	Weekly ongoing principal support. Structured timeline for CLT meetings. Monitoring and follow up with meetings.	Instructional resources to support remote/virtual learning, monitoring, support of principal and CLT; feedback and assistance on system implementation.	Instructional resources to support remote/virtual learning, monitoring, support of principal and CLT; feedback and assistance on system implementation.
District Commitment Theory of Action	If the District provides opportunities for ongoing support and coaching of the campus leader. The new campus leader will be provided with a foundation and a plan in which to implement TIP focused interventions and strategies; to ensure adequate planning, implementation and monitoring systems to ensure campus performance success.	If the District ensures 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 has timely, efficient and responsive hiring processes; then the campus will be able to effectively hire highly competent staff in order to fill vacancies quickly. Embed ongoing coaching, teacher supports and eliminate gaps in student instruction where there is not a highly effective teacher instructing students.

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
CLT will meet twice during Cycle 2 to monitor student performance in comparison to established Performance Targets and communicate results; next steps will be through established communication systems in Cycle 1.	1, 2, & 3	3/1/21 -- 5/28/20	Exemplars of Roles and Responsibilities to begin discussion and development	DCSI	Meeting Agenda and Minutes	5/28/21		
Devevelop an ongoing weekly 1 hour meeting via Zoom between Principal and DCSI.	1, 2, & 3	3/1/21 -- 5/28/20	DCSI and Principal Calendar	DCSI	DCSI and Principal Calendar	5/28/21		
Weekly Wednesday at 3:00 PM Principal meeting with Superintendent and other Central Office Staff to address ongoing campus needs.	1	3/1/21 -- 5/28/20	Designated Suprintendent Principal Meeting	DCSI	Principal Communciation Call Briefs	5/28/21		

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	First Interim Assessment Data available and accessible	Principal	DDI Meeting to Review First Interim Assessment Data Agenda and Summary of Meeting	4/30/21		
Conduct two district level PLC's during Cycle 2 for content area teachers.	2 & 3	3/1/21 -- 5/28/20	PLC Agenda and Reporting Tool	DCSI	PLC Agenda and Reporting Documents	5/28/21		
Conduct two data meetings with Master Teacher leading the meetings analyzing data from two/three 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 -- 5/28/20	CBA data available and accessible	Principal	CBA Data Meeting Summary	5/28/21		
Master Teacher will review teachers lesson plans on a weekly basis to ensure alignment regarding special populations differentiation and provide feedback to teachers prior to instructional delivery of lessons.	1, 2, & 3	3/1/21 -- 5/28/20	Teacher lesson plans submitted timely	Principal	Lesson Plan Feedback Documents Completed by Master Teacher	5/28/21		
Master Teacher 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 -- 5/28/20	Project RISE Reflective Practice model and expectations	CLT	Reflective Practice Coaching System Expectations and Protocols implemented by the Master Teacher	5/28/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and identify how they will demonstrate college, career, or military readiness.	1, 2, & 3	3/1/21 -- 5/28/20	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	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?			