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 Mercedes	Superintendent	Frances Berrones-Johnson	Principal	Mischellene Pemelton
District Number	108804	Campus Number	000000001	District Coordinator of School Improvement (DCSI)	M. Scott Carothers	ESC Number	1
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	N/A	Was TAP Implementation Ordered or Voluntary?		ESC Support	Rosey 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.	Mischellene Pemelton, 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 Mercedes 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 Mercedes 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 Mercedes Biology student performance will achieve 28% in the "meets" or above passing standard for All Students, Eco Dis, and Hispanic subgroups on the 2020-2021 STAAR Biology assessment. *TPHS RGV Mercedes US History student performance will achieve 49% 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 RGV Mercedes meets that above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 24 (scaled score of 74) to a component score of 40 (scaled socre of 90) by increasing the percentage of students who perform at the "meets" grade level. **Rationale:** These performance goals (we call targets) were set to be aggressive and to push the campus to higher accountability scores in Domain I, Domain 2A, and Domain III. We utilized previous data to establish the aggressive performance target. If the campus is successful at meeting these performance targets, the district/campus would receive a "A" in Domain I and at least a "B" in Domain III. (Current Domain I STAAR Performance is a C at 74% for this single indicator; and, Domain 3 Academic Achievement is a F at 33% 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 rational for Domain 3 is if we meet our established target in **ELA performance of 39%**, TPHS RGV Mercedes would met the economically disadvantaged and the Hispanic targets for Domain 3 academic achievement. Last report we missed 6 targets out of 9 possible (all students, hispanic, eco. dis, EL, and non-continuously enrolled). The established performance targets would ensure that we meet at least 3 out of 5 Domain 3 targets give the campus a component score of 60 (scaled score of 94). In **mathematics performance**, the target of 50% would ensure that we meet all of 4 Domain 3 targets for a score of 100%. The two academic achievement areas (ELA and Math) for the overall area would be 7 out of 9 (78%) as compared to last performance of 3 out of 6 (33%). **Overall Domain 3 Goal:** If TPHS RGV Mercedes meets the campus level performance targets established above, the Domain 3 component score of 27 (scaled score of 85) will improve to a component score of 76% (scaled score of 95) by meeting 7 of 9 Domain 3 academic achievement targets (Hispanic, ELL, and Econ Dis) in ELA
	What changes in student group and subject performance are included in these goals?	**Domain 1:** Hispanic & Eco Dis: Move from 7% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 42% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. *Note:* Based on the student makeup of the campus and the review of the 2018-2019 TAPR report, Hispanic and Eco Dis in the above student subgroups did similar (only 1% point variation) so we are setting the goals for both subgroups at the same targets in the plan. ELs: Move from 6% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. 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 demostrates that SPED performance at "meets" level is 0% in ELA, Algebra I, Biology, and 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) Hispanic & Eco Dis: Move from 7% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. Move from 42% passing math assessment in 2019 at the "meets" level or above to 50% in 2021. Note: Based on the student makeup of the campus and the review of the 2018-2019 TAPR report, Hispanic and Eco Dis in the above student subgroups did similar (only 1% point variation) so we are setting the goals for both subgroups at the same targets in the plan. ELs: Move from 6% passing ELA assessment in 2019 at the "meets" level or above to 39% in 2021. 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
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	*50% of the TPHS RGV Mercedes 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 Mercedes 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 RGV Mercedes 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 Mercedes 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 Mercedes will have 70% of eligible graduates meeting the federal graduation rate as calculated in Domain III. **Note:** If TPHS RGV Mercedes 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 Mercedes would meet all 5 targets giving them 100% in this area. **Finally, with all of the above targets (academic achievement and school quality/CCMR), the campus would receive an "A" rating in Domain 1 and Domain 3.**

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning 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.	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.	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	5.1	5.3	2.1
Rationale	This area was a prioritized area on the ESF and the CLT team still believes it is a key area to continue to focus on to improve student performance. Focus on monitoring of key practice implementation for all EOC courses.	This area was priortized on the ESF and the CLT team still believe it is a key area to continue to focu on to improve student performance because the data will be used to track progress and make course corrections as a result of the data.	Historically and in 2019-2020 academic year, the campus sturggled without having a full staff for most of the year specifically in ELA and science. The CLT feels this is a contributing factor to low student performance.
How will the campus build capacity in this area? Who will you partner with?	Communicate the reason "why" this ESF lever is a focus area for the campus as well as the new processes and protocols that will be implemented to ensure quality lesson planning. CLT members will meet on a monthly basis to review progress and to make corrections to protocols as needed. Campus CLT and leadership will consistenly provide feedback and ongoing support for the initiative during staff meetings and PLC meetings. ESC 1 Project RISE partners. Explore the capacity builder of "School Culture" with ESC 1.	Communicate the reason "why" this ESF lever is a focus area for the campus as well as the new processes and protocols that will be implemented to ensure quality DDI. CLT members will meet on a monthly basis to review progress and to make corrections to protocols as needed. Campus CLT and leadership will consistenly provide feedback and ongoing support for the initiative during staff meetings and PLC meetings. ESC 1 Project RISE partners. Also, it is important to focus students on their progress and tracking their progress though various avenues.	Work closely with HR department at central office. Also, the CLT will work closely together to ensure that written structures and protocols are in place to select teachers for the campus who are highly qualified and align with the campus culture.
Barriers to Address throughout this year	Time with such a small staff. Ensuring new staff members are embedded and don't feel anxious during coaching sessions.	Time with such a small staff. Feeling overwhelmed. Possibility of students having significant learning gaps. Remote instruction will be a barrier and parents may be barriers as well in trying to engage students.	Salary, distance to the campus, difficult to interview because of remote instruction.
How will you communicate these priorities to your stakeholders? How will create buy-in?	Create a non-threatening atmosphere during coaching. Support teachers when getting overwhelmed. Completing the reflective practices and always looking at data keeps us focused on the activities.	Meeting with each grade level group, the students and the parents in person to explain expectations and instructional focus. Orientations also provide opportunities to focus students on growth and assessments.	Start collecting staff changes early and begin looking for staff earlier than we have typically done. Be transparent about why we are focusing on this area.
Desired Annual Outcome	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	100% of high qualified and highly competent staff are filling all core teaching positions for the full 187 instuctional days in the 2020-2021 academic year.
District Commitment Theory of Action	if the District ensure policies and practices suppor effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	if the District ensure policies and practices suppor 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 Diostrict has timely, efficient, and responsive hiring processes, then the campus will be able to effectively hire highly compentent staff in order to fill vacancies quickly, embedd onoing coaching and teacher supports, and eliminate gaps in student instruction where this is not a highly compentent teacher teaching 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	19%	14%	STAAR Interim Assessment	25%		STAAR Interim Assessment	35%		STAAR Interim Assessment	45%		50%%
		English I High School 9-12	All	English I	Meets	STAAR	8%	14%	STAAR Interim Assessment	8%		STAAR Interim Assessment	20%		STAAR Interim Assessment	35%		39%
		English I High School 9-12	All	English I	Masters	STAAR	0%	0%	STAAR Interim Assessment	1%		STAAR Interim Assessment	2%		STAAR Interim Assessment	4%		5%
		English II High School 9-12	All	English II	Approaches	STAAR	36%	0%	STAAR Interim Assessment	36%		STAAR Interim Assessment	41%		STAAR Interim Assessment	46%		50%
		English II High School 9-12	All	English II	Meets	STAAR	17%	0%	STAAR Interim Assessment	20%		STAAR Interim Assessment	25%		STAAR Interim Assessment	35%		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	81%	36.40%	STAAR Interim Assessment	81%	46%	STAAR Interim Assessment	84%		STAAR Interim Assessment	88%		90%
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	42%	9.10%	STAAR Interim Assessment	42%	15.38%	STAAR Interim Assessment	45%		STAAR Interim Assessment	48%		50%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	13%	0%	STAAR Interim Assessment	13%	7.69%	STAAR Interim Assessment	15%		STAAR Interim Assessment	18%		20%
		Biology High School 9-12	All	Biology	Approaches	STAAR	56%	0%	STAAR Interim Assessment	56%		STAAR Interim Assessment	65%		STAAR Interim Assessment	70%		70%
		Biology High School 9-12	All	Biology	Meets	STAAR	3%	0%	STAAR Interim Assessment	10%		STAAR Interim Assessment	20%		STAAR Interim Assessment	25%		28%
		Biology High School 9-12	All	Biology	Masters	STAAR	0%	0%	STAAR Interim Assessment	1%		STAAR Interim Assessment	2%		STAAR Interim Assessment	3%		20%
		US History High School 11-12	All	US History	Approaches	STAAR	49%	16%	STAAR Interim Assessment	49%		STAAR Interim Assessment	60%		STAAR Interim Assessment	65%		70%
		US History High School 11-12	All	US History	Meets	STAAR	18%	0%	STAAR Interim Assessment	18%		STAAR Interim Assessment	35%		STAAR Interim Assessment	45%		49%
		US History High School 11-12	All	US History	Masters	STAAR	4%	0%	STAAR Interim Assessment	4%		STAAR Interim Assessment	6%		STAAR Interim Assessment	8%		10%
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	8%		STAAR Interim Assessment	8%		STAAR Interim Assessment	20%		STAAR Interim Assessment	35%		39%
		English 2	Eco Dis	ELA	Meets	STAAR	17%		STAAR Interim Assessment	20%		STAAR Interim Assessment	28%		STAAR Interim Assessment	35%		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	31%	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	68.60%	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	0%	N/A	Content Area Formative Assessments w/TELPAS Rubric	10%		Content Area Formative Assessments w/TELPAS Rubric	20%		TELPAS	30%		35%

CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Desired Annual Outcome	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	100% of high qualified and highly competent staff are filling all core teaching positions for the full 187 instuctional days in the 2020-2021 academic year.
Desired 90-day Outcome	Establish and communicate lesson planning systems, lesson planning tools, coaching cycles, and lesson plan monitoring systems to all staff.	Recieve training in Data Diven Instruction, DDI, and set dates for our DDI meetings, and communicate to all staff and teachers.	Develop a communication system with DCSI and other TPHS Central Office Staff to rosolve any problems on conflicts that arise in a prompt and efficient manner.
Barriers to Address During this Cycle	Unable to complete face-to-face walkthroughs and how does observations occur in a virtual format.	Difficulties in collecting BOY data and student engagement.	Teacher turnover during COVID-19, teacher retirement, teachers leaving TPHS to take jobs with other districts paying more money when they don't have contracts with TPHS (at-will empoloyment).
District Actions for this Cycle	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Ensure that there is weekly communication regarding any questions or concerns that arise from the campus and facilitate the coordiante with other TPHS Central Office staff as necessary.
District Commitment Theory of Action	if the District ensure policies and practices suppor effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	if the District ensure policies and practices suppor 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 Diostrict has timely, efficient, and responsive hiring processes, then the campus will be able to effectively hire highly compentent staff in order to fill vacancies quickly, embedd onoing coaching and teacher supports, and eliminate gaps in student instruction where this is not a highly compentent teacher teaching 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
Master Teacher and Principal participate in Project RISE training with ESC 1 to focus on quality instructional processes and instrucdtional delivery.	1 & 2	9/1/20 -- 11/20/20	Project RISE @ Region 1 and Project RISE Campus Support Personnel	DCSI	Project RISE Attendance Documentation	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	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 PIC meeting by content areas and conduct one (1) district level PLC.	1 & 2	9/1/20 -- 11/20/20	PLC Exemplar Agenda and Reporting Documents	DCSI	PLC Agenda and Reporting Documents	11/20/20		
Conduct 2 data meetings with Master Teacher leading the meetings analyzing data from 2/3 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards	1 & 2	9/1/20 -- 11/20/20	CBA data available and accessible	Principal	CBA Data Meeting Summary	11/20/20		

Master Teacher will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to instructional delivery of lessons.	1 & 2	9/1/20 -- 11/20/20	Teacher lesson plans submitted timely	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 including observations, debrief, and follow-up for all teachers.	1 & 2	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		
DCSI will develop a system of coaching for the Master Teacher and the Principal on a twice monthly schedule to support the campus focus of improving teacher practice and meeting established student performance targets.	1 & 2	10/1/20 -- 11/20/20	Action Coaching/GBF and Leverage Leadership resources	DCSI	DSCI Coaching System Expectations and Protocols	11/20/20		
Principal will develop and system and calendar meetings on a routine basis to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system in order to monitor and provide corrective feedback.	1 & 2	9/1/20 -- 11/20/20	Google Calendar that is shared with both Principal and Master Teacher	DCSI	Principal and Master Teacher Communication System and Calendar of meeting dates.	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.	1 & 2	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		
Devevelop an ongoing weekly 1 hour meeting via Zoom between Principal and DCSI.	3	9/1/20 -- 11/20/20	DCSI and Principal Calendar	DCSI	DCSI and Principal Calendar	11/20/20		
Weekly Wednesday afternoon at 3:00 PM Principal meeting with Superintendent and other Central Office Staff toa ddress ongoing campus needs.	3	9/1/20 -- 11/20/20	Designated Suprintendent Principal Meeting	DCSI	Principal Communication Call Briefs	11/20/20		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness.	1, 2, & 3	9/1/20 -- 11/20/20	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	11/20/20		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?		

CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face _during this cycle._

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	2.1
Desired Annual Outcome	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	100% of high qualified and highly competent staff are filling all core teaching positions for the full 187 instuctional days in the 2020-2021 academic year.
Desired 90-day Outcome	Provide lesson plan feedback and correction on a weekly basis to ensure that lesson plans have aligned formative assessment, exit tickets, and aligned rigor to the level of instructional delivery.	Conduct 3 DDI meetings to review CBA and Interim Assessment Data. Focus will be to ensure that the campus is making significant progress toward the Desired Annual Outcome.	Ensure non-teaching staff to manage HR processes are fully trained and understand all expectations around completing and submitting HR paperwork for processing.
Barriers to Address During this Cycle	Time and bringing teachers together to build content and pedagogy.	Being productive and focused during data meetings reteach practice-Do it.	Establishing training opprootunities and times to address specific learnig
District Actions for this Cycle	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	DCSI will assist principal in identifying specific needs for front office staff and will ensure training is delivered by appropriate staff in a timely and efficient manner.
District Commitment Theory of Action	if the District ensure policies and practices suppor effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to	if the District ensure policies and practices suppor effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to	if the District 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, embedd onoing coaching and teacher supports, and eliminate gaps in student instruction where this is not a highly compenetent teacher

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
Master Teacher and Principal participate in ongong Project RISE training with ESC 1 to focus on quality instructional processes and instrucdtional delivery.	1 & 2	12/1/20 -- 2/26/21	Project RISE @ Region 1 and Project RISE Campus Support Personnel	DCSI	Project RISE Attendance Documentation	02/26/21		
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	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	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 2 district level PLC during Cycle 2 for content area teachers.	1 & 2	12/1/20 -- 2/26/21	PLC Agenda and Reporting Tool	DCSI	PLC Agenda and Reporting Documents	2/26/21		
Conduct 3 data meetings with Master Teacher leading the meetings analyzing data from 2/3 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards	1 & 2	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 of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide	1 & 2	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 in regarding rigor and instructional delivery focusing on ELA and math teachers.	1 & 2	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		
DCSI will conduct coaching for the Master Teacher and the Principal on a twice monthly schedule to support the campus focus of improving teacher practice and meeting established student performance targets.	1 & 2	12/1/20 -- 2/26/21	Action Coaching/GBF and Leverage Leadership resources	DCSI	DCSI Coaching System Expectations and Protocols	2/26/21		
Principal will implement meetings on a routine basiss to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system in order to monitor and provide corrective feedback.	1 & 2	12/1/20 -- 2/26/21	Google Calendar that is shared with both Principal and Master Teacher	DCSI	Principal and Master Teacher Communication System and Calendar of meeting dates.	2/26/21		
Master Teacher will facilitate the review of Fall 2020 SLO's with teachers and the development of Spring 2021 SLO's with all teachers for all content areas to improve student performance. Principal will review and approve all SLO's for the campus.	1 & 2	1/5/21 -- 2/26/21	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	2/26/21		
DSCI will conduct weekly 1 hour meeting via Zoom between Principal and DCSI.	3	12/1/20 -- 2/26/21	DCSI and Principal Calendar	DCSI	DCSI and Principal Calendar	2/26/21		
Weekly Wednesday afternoon at 3:00 PM Principal meeting with Superintendent and other Central Office Staff toa ddress ongoing campus needs.	3	12/1/20 -- 2/26/21	Designated Suprintendent Principal Meeting	DCSI	Principal Communciation Call Briefs	2/26/21		
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness.	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		

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

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	

Carryover Action Steps	New Action Steps

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <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	5.1	5.3	2.1
Desired Annual Outcome	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	Student performance will reach 39% passing in ELA based on Domain III calculation and 50% in Algebra I based on Domain III calculations.	100% of high qualified and highly competent staff are filling all core teaching positions for the full 187 instructional days in the 2020-2021 academic year.
Desired 90-day Outcome	Provide lesson plan feedback and corrections on a weekly basis to ensure that lesson plans have aligned formative assessments, exit tickets with teacher exemplar, and aligned rigor to the level of instructional delivery. The feedback leads educators to meet the specific needs of students participating in SPED or ESL program.	Conduct 2 DDI meetings to review CBA data and Interim Assessment Data with 2 reteach observations and real-time feedback. Focus will be to ensure that the campus is making significant progress toward the Desired Annual Outcome.	Develop a recruitment action plan to gather resumes and applicants for potential available positions int he future.
Barriers to Address During this Cycle	Potential of not making accelerated growth toward meeting our Performance Target of 39% in ELA and 50% in Algebra I.	Potential of not making accelerated growth toward meeting our Performance Target of 39% in ELA and 50% in Algebra I.	COVID-19 and the avility to recruit face-to-face and the need to devleop
District Actions for this Cycle	The district has effective systems for identifying and supporting struggling learners. Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Accountability and monitoring of initiatives with Instructional Officer and Principal twice a month.	Facilitate communcation with HR and Central Office staff.
District Commitment Theory of Action	If the District ensure policies and practices suppor effective instruction in schools, then school leadership will have the opportunity to provide ongoing, job-embedded coaching and support for teachers to ensure quality lesson planning including plans for monitoring and giving feedback on lesson plans prior to instruction.	If the District ensure policies and practices suppor 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 Diostrict has timely, efficient, and responsive hiring processes, then the campus will be able to effectively hire highly compentent staff in order to fill vacancies quickly, embedd onoing coaching and teacher supports, and eliminate gaps in student instruction where this is not a highly compentent teacher teaching 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
Conduct data analysis DDI meeting reviewing third Interim Assessment data and what instructional adjustments will be made as a result of COVID-19 slide.	1, 2, & 3	4/1/21-- 4/30/21	Third Interim Assessment Data Available and accessible	Principal	DDI Meeting to Review Third Interim Assessment Data Agenda and Meeting Summary	4/30/21		
Conduct 2 district level PLC during Cycle 2 for content area teachers.	1 & 2	3/1/21 -- 5/28/21	PLC Agenda and Reporting Tool	DCSI	PLC Agenda and Reporting Documents	5/28/21		
Conduct 2 data meetings with Master Teacher leading the meetings analyzing data from 2/3 weeks CBA's to determine next instructional steps either through reteaching or remediation to ensure students are mastering standards	1 & 2	3/1/21 -- 4/30/21	CBA data available and accessible	Principal	CBA Data Meeting Summary	4/30/21		

Master Teacher will review teachers lesson plans on a weekly basis to ensure alignment of instruction to the level of rigor in identified standards, quality formative assessments embedded into instruction (exit tickets and other formative assessment measures) and provide feedback to teachers prior to instructional delivery	1 & 2	3/1/21 -- 5/28/21	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	3/1/21 -- 5/28/21	Project RISE Reflective Practice model and expectations	CLT	Reflective Practice Coaching System Expectations and Protocols implemented by the Master Teacher	5/28/21	
DCSI will conduct coaching for the Master Teacher and the Principal on a twice monthly schedule to support the campus focus of improving teacher practice and meeting established student performance targets.	1 & 2	3/1/21 -- 5/28/21	Action Coaching/GBF and Leverage Leadership resources	DCSI	DSCI Coaching System Expectations and Protocols	5/28/21	
Principal will implement meetings on a routine basiss to monitor the implementation of Campus Instructional Officer coaching and lesson plan review system in order to monitor and provide corrective feedback.	1 & 2	3/1/21 -- 5/28/21	Google Calendar that is shared with both Principal and Master Teacher	DCSI	Principal and Master Teacher Communication System and Calendar of meeting dates.	5/28/21	
Master Teacher will facilitate the review of the Spring 2021 SLO's with teachers to determine student progress.	1 & 2	5/1/21 -- 5/28/21	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	5/28/21	
DSCI will conduct weekly 1 hour meeting via Zoom between Principal and DCSI. (Planned to end at the end of April 2021 unless otherwise needed)	3	3/1/21 -- 4/30/21	DCSI and Principal Calendar	DCSI	DCSI and Principal Calendar	5/28/21	
Weekly Wednesday afternoon at 3:00 PM Principal meeting with Superintendent and other Central Office Staff toa ddress ongoing campus needs.	3	3/1/21 -- 5/28/21	Designated Suprintendent Principal Meeting	DCSI	Principal Communciation Call Briefs	5/28/21	
CLT will monitor Personal Graduation Plans to ensure students are graduating with cohort and choosing how they will demonstrate college, career, or military readiness.	1, 2, & 3	3/1/21 -- 5/28/21	List of graduation cohorts and PGPs	CLT/ Counselor Designee	Graduation Cohort Listing & Graduate CCMR Listing/Plans	5/28/21	

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?			