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 San Benito	Superintendent	Frances Berrones-Johnson	Principal	Dr. Hans Schuller
District Number	108804	Campus Number	000000003	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.	Dr. Hans Schuller, 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

| 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 San Benito 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 San Benito 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 San Benito Biology student performance will achieve 55% 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 San Benito US History student performance will achieve 75% 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 San Benito meets the above performance targets for 2020-2021, the campus will increase our Domain 1 STAAR performance component score from 35 (scaled score of 85) to a component score of 49 (scaled score of 93) 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 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 B at 85% for this single indicator; and, Domain 3 Academic Achievement is a 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 3.
Rationale: The rationale for Domain 3 is if we meet our established target in **ELA performance of 39%**, TPHS RGV San Benito would met the economically disadvantaged EL, and the Hispanic targets for Domain 3 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 3 targets for a score of 100%. Previously the campus was rated in all students, hispanic, eco dis, and non-continuously enrolled and the campus did not meet any of the targets. The two academic achievement areas (ELA and Math) for the overall area would be 7 out of 9 (78%) as compared to last performance of 0 out of 9 (0%). Meeting our targets would also give the campus a component score of 78 in Domain 3 academic achievement (scaled score of 96- |
| | **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 |

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 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	English I High School 9-12	All	English I	Approaches	STAAR	50%	43%	STAAR Interim Assessment	50%		STAAR Interim Assessment	59%		STAAR Interim Assessment	68%		70%
		English I High School 9-12	All	English I	Meets	STAAR	13%	43%	STAAR Interim Assessment	15%		STAAR Interim Assessment	25%		STAAR Interim Assessment	30%		39%
		English I High School 9-12	All	English I	Masters	STAAR	2%	7%	STAAR Interim Assessment	2%		STAAR Interim Assessment	4%		STAAR Interim Assessment	6%		7%
		English II High School 9-12	All	English II	Approaches	STAAR	40%	20%	STAAR Interim Assessment	40%		STAAR Interim Assessment	50%		STAAR Interim Assessment	55%		60%
		English II High School 9-12	All	English II	Meets	STAAR	17%	33%	STAAR Interim Assessment	17%		STAAR Interim Assessment	25%		STAAR Interim Assessment	32%		39%
		English II High School 9-12	All	English II	Masters	STAAR	0%	0%	STAAR Interim Assessment	1%		STAAR Interim Assessment	3%		STAAR Interim Assessment	4%		5%
		Algebra I High School 9-12	All	Algebra I	Approaches	STAAR	76%	67%	STAAR Interim Assessment	76¨%		STAAR Interim Assessment	78%		STAAR Interim Assessment	79%		80%
		Algebra I High School 9-12	All	Algebra I	Meets	STAAR	32%	0%	STAAR Interim Assessment	32%		STAAR Interim Assessment	42%		STAAR Interim Assessment	48%		50%
		Algebra I High School 9-12	All	Algebra I	Masters	STAAR	24%	11%	STAAR Interim Assessment	24%		STAAR Interim Assessment	26%		STAAR Interim Assessment	27%		28%
		Biology High School 9-12	All	Biology	Approaches	STAAR	86%	14%	STAAR Interim Assessment	86%		STAAR Interim Assessment	89%		STAAR Interim Assessment	91%		93%
		Biology High School 9-12	All	Biology	Meets	STAAR	36%	29%	STAAR Interim Assessment	36%		STAAR Interim Assessment	45%		STAAR Interim Assessment	50%		55%
		Biology High School 9-12	All	Biology	Masters	STAAR	9%	29%	STAAR Interim Assessment	9%		STAAR Interim Assessment	11%		STAAR Interim Assessment	13%		15%
		US History High School 11-12	All	US History	Approaches	STAAR	98%	23%	STAAR Interim Assessment	85%		STAAR Interim Assessment	90%		STAAR Interim Assessment	95		100%
		US History High School 11-12	All	US History	Meets	STAAR	56%	23%	STAAR Interim Assessment	50%		STAAR Interim Assessment	65%		STAAR Interim Assessment	70%		75%
		US History High School 11-12	All	US History	Masters	STAAR	18%	0%	STAAR Interim Assessment	15%		STAAR Interim Assessment	18%		STAAR Interim Assessment	20%		23%
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	13%	43%	STAAR Interim Assessment	15%		STAAR Interim Assessment	25%		STAAR Interim Assessment	30%		39%
		English 2	Eco Dis	ELA	Meets	STAAR	17%	33%	STAAR Interim Assessment	17%		STAAR Interim Assessment	25%		STAAR Interim Assessment	32%		39%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	Graduates 2021 CCMR	All	CCMR (D1 & D3)	CCMR	CMR Tracking Tool	13%	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	87%	N/A	Graduation Tracking Tool	87%		Graduation Tracking Tool	87%		Graduation Tracking Tool	87%		87%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	Composite	TELPAS	18%	N/A	Summit K-12	18%		Summit K-12	20%		Summit K-12	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 will reach 39% in ELA at the "meets" performance level or higher in Domain III and 50% in Algebra 1 at the "meets" performance level or higher in Domain III.	Student performance will reach 39% in ELA at the "meets" performance level or higher in Domain III and 50% in Algebra 1 at the "meets" performance level or higher in Domain III.
Desired 90-day Outcome	Establish CLT data protocols and structures to ensure that time is allotted to review 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, strategies and 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. In which that includes plans for monitoring and giving feedback on lesson plans before instruction.	If the District has timely, efficient, and responsive hiring processes, then the campus will be able to effectively hire highly competent staff to fill vacancies quickly, embedded ongoing coaching, teacher support, eliminate gaps in student instruction where this is not a highly competent 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
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 Superintendent Principal Meeting	DCSI	Principal Communication 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 <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	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 will reach 39% in ELA at the "meets" performance level or higher in Domain III and 50% in Algebra 1 at the "meets" performance level or higher in Domain III.	Student performance will reach 39% in ELA at the "meets" performance level or higher in Domain III and 50% in Algebra 1 at the "meets" performance level or higher in Domain III.
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, strategies and 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. In which that includes plans for monitoring and giving feedback on lesson plans before instruction.	If the District has timely, efficient, and responsive hiring processes, then the campus will be able to effectively hire highly competent staff to fill vacancies quickly, embedded ongoing coaching, teacher support, eliminate gaps in student instruction where this is not a highly competent 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
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 Superintendent 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 <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	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 will reach 39% in ELA at the "meets" performance level or higher in Domain III and 50% in Algebra 1 at the "meets" performance level or higher in Domain III.	Student performance will reach 39% in ELA at the "meets" performance level or higher in Domain III and 50% in Algebra 1 at the "meets" performance level or higher in Domain III.
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, strategies and 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. In which that includes plans for monitoring and giving feedback on lesson plans before instruction.	If the District has timely, efficient, and responsive hiring processes, then the campus will be able to effectively hire highly competent staff to fill vacancies quickly, embedded ongoing coaching, teacher support, eliminate gaps in student instruction where this is not a highly competent 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
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		
Develop 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 Superintendent Principal Meeting	DCSI	Principal Communication 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	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?			