

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	Spring ISD	Campus Name	Cloughton Middle School	Superintendent	Dr. Rodney Watson	Principal	Mr. Rodney Louis
District Number	101919	Campus Number	000000047	District Coordinator of School Improvement (DCSI)	Ms. Dawn Oliver	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	n/a	Was TAP Implementation Ordered or Voluntary?	n/a	ESC Support	Charlotte Nicklebur

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.	Dawn A. Oliver, 11/01/20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	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.	Dr. Natasha R. Watson 10/30/20
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.	Rodney Louis 10/30/20
Board Approval Date	30-10-2020	

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.	<p>Domain 1: In Domain 1, Cloughton will increase from 58% in 2019 to 73% in 2021. Rationale: Based on 2019 Domain 1 student overall performance, it was determined that student performance must increase by 15% at the meets level and 7% at masters performance level to achieve a Domain 1 scale score of a C.</p> <p>Domain 2B: In Domain 2B, Cloughton will increase in from 58% in 2019 to 73% in 2021. Rationale: Based on the performance of the students that were identified as Economically Disadvantaged, it was determined that students who were identified as Economically Disadvantaged performance must improve to 73% to earn an accountability performance of a C. As a result, our relative performance will increase in Domain 2B.</p> <p>Domain 3: In Domain 3, Cloughton will increase the scale score from 30 in 2019 to 50 in 2021. Rationale: By improving student performance for all student groups and providing additional support to English Language Learners, Hispanics, and African Americans we will meet this goal.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Student performance in reading and math must improve at the Meets and Master levels for all student groups. Targeted Professional development that support tier 1 instruction, supplemental resources that support tier 2 instructions, and administrators providing coaching and feedback to teachers to increase student achievement</p> <p>Domain 2B: Additional support will be provided to dully coded students, English language Learners and Special Education Students in the areas of reading and mathematics.</p> <p>Domain 3: All student groups must have academic improvement to meet the performance goal of Domain 3.</p>

If applicable, what goals has your campus set for CCMR and Graduation Rate?

N/A

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Beginning Implementation
5.3 Data-driven instruction.	3 - Planning for Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.3
Rationale	In the previous school year, schedule management and time protection was an obstacle that took away from opportunities to effective coaching with a focus on instruction. For the 2020-2021 school year in order to increase student achievement a focus on building the capacity of all campus leaders (Administrators, teacher leaders and counselors) to ensure instructional focuses are aligned for all teachers in all content areas.	There is a need to increase the student and staff culture to gain an environment of high expectations.	In the 2019- 2020 school year, it was evident that school leaders and teachers were not aware of the data driven protocols such as See It, Name It, and Do It, we believe with proper training school leaders and teachers will have the opportunity in data driven PLCs to review student learning data, identify learning gaps, and create action plans to modify student learning.
How will the campus build capacity in this area? Who will you partner with?	To build capacity in the area of coaching, the campus leaders will be trained on Leverage leadership's coaching process to coach teacher leaders, counselors, and staff. In addition, the campus will partner with Region 4 education service center to provide instructional coaching for teachers.	The school will build capacity by having the administrative team, teacher leaders, students and parents input on rebranding the mission, vision and value statements of the school. A rubric will be created and teacher leaders, students and parents will be trained on the description and implementation. Surveys will be given to the staff, students and parents to assess the improvement of a safe environment and high expectations.	To build capacity that supports Data Driven Instruction, campus leaders and teachers will be trained on data driven instructional protocols to identify misconceptions and determine the root cause as to why students are not learning certain concepts. In addition, the campus will partner with Region 4 Education Service center to support campus leadership in data driven instruction.

<p>Barriers to Address throughout this year</p>	<p>There are several barriers to address throughout the school year such as time management for observations, coaching, and feedback. Also, proper documentation of meetings with agendas, minutes, and next steps.</p>	<p>The barriers are time constraints for monitoring and feedback. This was not a priority last year. Also, there are communication limitations with parents due to Covid-19. Newsletters and messages are sent out to parents, but sometimes the information is not read and acted on. In addition, there is a need to develop a new systems for the staff to buy into the importance or significance of the new systems and the positive effects that can occur. A system is also needed for accountability for staff members who did not implement the system.</p>	<p>Barriers to address throughout the year are teachers' lack of capacity around data analysis and disaggregation, a consistant assessment calendar with identified times for data analysis, and aligned STAAR test bank to create valid and reliable test. Also, virtual and face to face students taking online assessments without text feature support.</p>
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>In order to accomplish this role roles and responsibilities will be communicated in the beginning of the year staff development to all staff members. In addition, Roles and Responsibilities of each administrator is shared in writing and verbally communicated. Staff can reference the handbook to see the role, responsibilities and expectations in the 2020-2021 campus handbook as well. This priority area is ongoing and will continue to be refined based upon day to day experiences and feedback. If and when adjustments are made we will communicate with the staff in a faculty meeting. We will create buy-in by having teacher leaders, department chairs, and staff to provide feedback on roles and responsibilities through surveys and team discussions.</p>	<p>Beginning of the year staff training will be conducted by the administrative and teacher lead teams. The rubric will be presented to the staff. Examples will be modeled with feedback. Every faculty meeting, pod meeting and PLCs we will reference the rubric to assess progress. Teacher leads will continue to model expectations. In regards to parents, we will communicate through parent phone calls, parent meetings, newsletters and text messages. Students will be exposed to the rubric through daily announcements, classroom management, common area practices and grade level meetings. A student ad hoc committee will be established to solicit input from student representative from a variety of grade levels and backgrounds. Implementation feedback and celebrations will be incorporated to create buy in.</p>	<p>Beginning of the year staff training will be conducted by the administrators, district level leaders, and teacher leaders on data driven instruction. Campus leaders will provide ongoing support to teachers and staff on data driven support. Teachers, staff, and the community will be a part of establishing the 2020-2021 academic performance goals and data trackers.</p>
<p>Desired Annual Outcome</p>	<p>As the 2020-2021 school year progresses we expect to see 100% of campus instructional leaders/administrators focusing on instruction and holding true to their weekly calendars; which will reflect protected time for PLC facilitation, completeing a coaching cycle and regularly evaluating lesson design and delivery to ensure good initial instruction. Lastly, 100% of administrators will be well versed in coaching and feedback via Leverage Leadership and Get Better Faster protocols.</p>	<p>The administrative team, teacher leaders and parents will work together to establish a 100% proficient school culture foundation rubric performance that will become embedded in the norms and operations of the school by communication, practice and feedback. This team will hold regular meetings to measure proficiency and make adjustments as needed to create a new system of accountability.</p>	<p>Administrators and teacher leaders will facilitate data analysis PLC meetings to unpack standards, identify gaps, plan reteach, practice the reteach, and follow through. Also, 100% of campus leaders, teachers, and students will all have data trackers. Lastly, core content data trackers will be visible in common areas throughout the building and pods.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports principals by protecting their time dedicated for school instructional leadership, then principals will spend their day structured around their calendar which will involve, observing and offering feedback to teachers, leading and facilitating the four PLCs, evaluating lesson delivery and design, and monitoring school culture.</p>	<p>If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).then, all stakeholders can consistently participate in community forums or processes to focus on strategies to improve the school culture.</p>	<p>If the district ensures access to high quality common formative assessment resources aligned to state standards for all tested areas, then campus leaders and teachers will have valid and reliable data to make informed instructional decisions during data PLC meetings.</p>

CYCLE 1 90-DAY OUTCOMES (August-December)

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	3.1	5.3
Desired Annual Outcome	As the 2020-2021 school year progresses we expect to see 100% of campus instructional leaders/administrators focusing on instruction and holding true to their weekly calendars; which will reflect protected time for PLC facilitation, completeing a coaching cycle and regularly evaluating lesson design and delivery to ensure good initial instruction. Lastly, 100% of administrators will be well versed in coaching and feedback via Leverage Leadership and Get Better Faster protocols.	The administrative team, teacher leaders and parents will work together to establish a 100% proficient school culture foundation rubric performance that will become embedded in the norms and operations of the school by communication, practice and feedback. This team will hold regular meetings to measure proficiency and make adjustments as needed to create a new system of accountability.	Administrators and teacher leaders will facilitate data analysis PLC meetings to unpack standards, identify gaps, plan reteach, practice the reteach, and follow through. Also, 100% of campus leaders, teachers, and students will all have data trackers. Lastly, core content data trackers will be visible in common areas throughout the building and pods.
Desired 90-day Outcome	In 90 days, 100% of Claughton Middle School Administrators will have updated weekly calendars that reflect consistent opportunities for walkthroughs, coaching and PLC facilitation. This will be reflected in the observation schedule/tracker, shared google calendars and calibrations walks to ensure alignment across content and grade levels.	In 90 days, staff, students and parents will be orientated on the Core Values rubric and will set a goal of Level 2 on the School culture rubric areas of school-wide system indicating that the school has established expectations for school safety, school-wide instructional strategies, student and staff behavior and parental involvement. All stakeholders will feel safe and confident working or attending CMS.	In 90 days, campus leaders will be trained on data driven instructional protocol See It, Name It, Do It, and teachers will have data trackers to monitor student achievement and make instructional adjustments. In addition, students will have an assessment tracker to monitor progress.
Barriers to Address During this Cycle	Unplanned meetings tend to work against our goal of protecting our time when it comes to what is on administration/school leader's calendars.	Parent communication is a barrier due to COVID-19 guidelines. Virtual meeting participation is usually low and information emailed is not read sometimes. When meeting with teachers, there are time constraints to have additional meetings due to the new bell schedule and protecting instructional learning time.	The potential barriers are administrators and teachers following their daily schedule to provide data driven coaching and feedback after each assessment.
District Actions for this Cycle	The district and the principal supervisor will provide ongoing coaching and professional development to develop campus instructional leaders.	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).	The district and the principal supervisor will provide ongoing coaching and professional development on effective instructional data driven instructional protocols.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then principals will spend their day structured around their calendar which will involve, observing and offering feedback to teachers, leading and facilitating the four PLCs, evaluating lesson delivery and design, and monitoring school culture.	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures)..then, all stakeholders can consistently participate in community forums or processes to focus on strategies to improve the school culture.	If the district ensures access to high quality common formative assessment resources aligned to state standards for all tested areas, then campus leaders and teachers will have valid and reliable data to make informed instructional decisions during data PLC meetings.

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.

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

CYCLE 2 90-DAY OUTCOMES (January-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.3
Desired Annual Outcome	As the 2020-2021 school year progresses we expect to see 100% of campus instructional leaders/administrators focusing on instruction and holding true to their weekly calendars; which will reflect protected time for PLC facilitation, completing a coaching cycle and regularly evaluating lesson design and delivery to ensure good initial instruction. Lastly, 100% of administrators will be well versed in coaching and feedback via Leverage Leadership and Get Better Faster protocols.	The administrative team, teacher leaders and parents will work together to establish a 100% proficient school culture foundation rubric performance that will become embedded in the norms and operations of the school by communication, practice and feedback. This team will hold regular meetings to measure proficiency and make adjustments as needed to create a new system of accountability.	Administrators and teacher leaders will facilitate data analysis PLC meetings to unpack standards, identify gaps, plan reteach, practice the reteach, and follow through. Also, 100% of campus leaders, teachers, and students will all have data trackers. Lastly, core content data trackers will be visible in common areas throughout the building and pods.
Desired 90-day Outcome	In 90 days, campus administrators will have instructional calibration walks to ensure instructional alignment when coaching, providing feedback, and continuous growth. Also, campus leaders will have shared calendars to leverage instructional and office time.	Staff, students, and parents will receive feedback from the walkthrough on the Core Values rubric and will set a goal of Level 3 on the School culture rubric areas of school-wide system. This indicates that the teachers, students and parents have established ownership to continue to improve school safety, school-wide instructional strategies, student and staff behavior and parental involvement. All stakeholders will feel involved in the improvements of the school culture.	Teachers analyze and disaggregate data from campus formative assessments, benchmarks, and district universal screeners for the purpose of creating action plans that are specific to student needs.
Barriers to Address During this Cycle	Campus administrators following up with feedback to teachers and staff from instructional rounds.	One barrier is getting more parents involved in meetings or dialogue discussing the changes in the school.	The teachers' ability to identify instructional gaps and make adjustments based on assessment data.
District Actions for this Cycle	The district ensures that the principal supervisor have the necessary authority to create conditions for school success (e.g. remove barriers).	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).	The district and the principal supervisor will provide ongoing coaching and professional development on effective instructional data driven instructional protocols.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then principals will spend their day structured around their calendar which will involve, observing and offering feedback to teachers, leading and facilitating the four PLCs, evaluating lesson delivery and design, and monitoring school culture.	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).then, all stakeholders can consistently participate in community forums or processes to focus on strategies to improve the school culture.	If the district ensures access to high quality common formative assessment resources aligned to state standards for all tested areas, then campus leaders and teachers will have valid and reliable data to make informed instructional decisions during data PLC meetings.

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 <small>(May be requested by Specialist)</small>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
The Administration Observation Schedule/tracker will be updated weekly to reflect current progress. Administrator's calendars will be updated based upon need.	1.1	January 4, 2021-February 19, 2021	Google calendar, Administrator action tracker, and Whetstone	Principal, Associate Principal, and Assistant Principals	Admin. Action Tracker and Weekly calendars	February 19, 2021		
The Administrative team will engage in bi weekly calibration walks to ensure a common language regarding coaching, feedback, and continuous improvement.	1.1	January 4, 2020-February 19, 2021	T-Tess, culture, and PLC rubrics	Principal, Associate Principal, and Assistant Principals	Teacher calibration walkthrough form	February 19, 2021		
The administrative team will have designated days for coaching and designated days to be in their office taking care of administrative tasks such as (inputting walkthroughs, parent phone calls, campus/POD planning).	1.1	January 4, 2020-February 19, 2021	Admin. weekly calendars	Principal, Associate Principal, and Assistant Principals	Daily and weekly calendars	February 19, 2021		
Set date for the core values walkthrough	3.1	January 4, 2020-February 19, 2021	Google calendar, Administrator action tracker, and Whetstone	Principal, Associate Principal, and Assistant Principals	Admin. Action Tracker and Weekly calendars	February 19, 2021		
Conduct and analyze data from core values walkthrough	3.1	January 4, 2020-February 19, 2021	Whetstone, Strive, and T-TESS	Principal, Associate Principal, and Assistant Principals	Rubric results data sheets/Action tracker	February 19, 2021		
Provide coaching results and feedback from the core values walk-through	3.1	January 4, 2020-February 19, 2021	Whetstone, Strive, and T-TESS	Principal, Associate Principal, and Assistant Principals	admin google calendars and coaching forms	February 19, 2021		
Teachers are trained on data trackers for both teachers and students.	5.3	January 4, 2020-February 19, 2021	Assessment data and data trackers	Administrators and Teachers	Meeting agenda, Sign-in Sheet, and data trackers	February 19, 2021		
Teachers and students are implementing data trackers to analyze and interpret data to identify goals and reteach strategies.	5.3	January 4, 2020-February 19, 2021	Assessment data and data trackers	Administrators and Teachers	Teacher and student data trackers	February 19, 2021		
Campus administrators are leading data driven instructional PLCs with teacher teams.	5.3	January 4, 2020-February 19, 2021	Assessment data and See it, Name It, Do It protocols	Principal, Associate Principal, and Assistant Principals	Meeting Agendas and videos of Data driven instructional PLCs	February 19, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

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

CYCLE 3 90-DAY OUTCOMES (February-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.3
Desired Annual Outcome	As the 2020-2021 school year progresses we expect to see 100% of campus instructional leaders/administrators focusing on instruction and holding true to their weekly calendars; which will reflect protected time for PLC facilitation, completing a coaching cycle and regularly evaluating lesson design and delivery to ensure good initial instruction. Lastly, 100% of administrators will be well versed in coaching and feedback via Leverage Leadership and Get Better Faster protocols.	The administrative team, teacher leaders and parents will work together to establish a 100% proficient school culture foundation rubric performance that will become embedded in the norms and operations of the school by communication, practice and feedback. This team will hold regular meetings to measure proficiency and make adjustments as needed to create a new system of accountability.	Administrators and teacher leaders will facilitate data analysis PLC meetings to unpack standards, identify gaps, plan reteach, practice the reteach, and follow through. Also, 100% of campus leaders, teachers, and students will all have data trackers. Lastly, core content data trackers will be visible in common areas throughout the building and pods.
Desired 90-day Outcome	Campus administrators and teachers leaders will lead team meetings with written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring.	In 90 days, staff, students and parents, will receive feedback from the 2nd walkthrough on the Core Values rubric and will set a goal of Level 4 on the School culture rubric areas of school-wide system. This indicates that the teachers, students and parents have established ownership to continue to improve school safety, school-wide instructional strategies, student and staff behavior and parental involvement. All stakeholders will feel involved in the improvements of the school culture.	Teachers are individualizing instruction based upon disaggregated data to close instructional gaps, misconceptions, and enrichment. Data trackers are posted around the campus. Also, teachers, students, and parent data conferences are held.
Barriers to Address During this Cycle	Administrators and teacher leaders following up on the identified next steps and action items with documentation.	One barrier is getting teachers to do self-reflection in their practices to improve to a level 4.	A barrier is dedicated time for teachers to map and plan out individualized instruction based upon scholar needs.
District Actions for this Cycle	The district and the principal supervisor will provide ongoing coaching and professional development to develop campus instructional leaders.	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).	The district and the principal supervisor will provide ongoing coaching on effective instruction, data analysis, and best practices.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then principals will spend their day structured around their calendar which will involve, observing and offering feedback to teachers, leading and facilitating the four PLCs, evaluating lesson delivery and design, and monitoring school culture.	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures)..then, all stakeholders can consistently participate in community forums or processes to focus on strategies to improve the school culture.	If the district ensures access to high quality common formative assessment resources aligned to state standards for all tested areas, then campus leaders and teachers will have valid and reliable data to make informed instructional decisions during data PLC meetings.

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?		
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?	Carryover Action Steps	New Action Steps

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?			