

TARGETED IMPROVEMENT PLAN

2019-2020

LONGFELLOW MIDDLE SCHOOL

San Antonio ISD

Campus Information

District Name	San Antonio ISD	Campus Name	Longfellow Middle School	Superintendent	Pedro Martinez	Principal	Nancy Rodriguez
District Number	015907	Campus Number	000000050	District Coordinator of School Improvement (DCSI)	Dr. Courtney Gober	ESC Support	Ms. Shannon Allen (Region 20)

Assurances

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.	Courtney Gober, 9/25/2019
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.	Courtney Gober, 9/25/2019
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.	Nancy Rodriguez, 9/25/2019
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Student Achievement Domain: 64. School Progress Domain: 77. Closing the Gap Domain: 65.
	What changes in student group and subject performance are included in these goals?	All student groups were given ambitious achievement goals at the "meets" level. The goals are delineated in the student data section and have a graduated timeline. The campus has set the goal having an overall rating of "C" at the end of the school year.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	1
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	1
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	1
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	1
5.1 Objective-driven daily lesson plans with formative assessments.	0
5.3 Data-driven instruction.	1

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action		
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

Rationale	The administrative team created a comprehensive list of administrator responsibilities, teacher-leader responsibilities, and teacher responsibilities. The remaining work revolves around the need to improve communication and assure that all parties understand their responsibilities. Focusing on this area will facilitate the establishment of systems centered on student and teacher performance in the classroom.	Last year, teachers were expected to submit lesson plans, but, in general, the plans did not reflect the depth outlined in this essential action. Teachers were provided with minimal feedback on their lesson plans, and lesson plan implementation was not monitored for alignment and rigor. Focusing on this area allows us to establish expectations for rigorous lesson planning and provides structures for instructional leaders to utilize to provide precise feedback to teachers.	In January 2019, 90 minute PLCs were embedded in the master schedule but were not focused on student data. An assessment calendar was established but conversations remained focus on the disaggregation of student data without structures to support a robust corrective instruction action plan. Individualized student data was not monitored on a weekly basis. Focusing on this area allows us to establish a transparent DDI calendar, structured PLC protocols with an emphasis on a corrective instruction action plan, and individualized tracking of student and teacher data.
Desired Annual Outcome	Communicating transparent and clear campus leadership roles. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars. The campus leadership team will provide timely feedback to allow for teacher corrections.	Teachers will disaggregate student data by using a test-in-hand data protocol and use it to guide future instruction. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Barriers to Address During the Year	Lack of motivation to follow-through with responsibilities of leadership role. Lack of adequate communication to assure implementation. Difficulty prioritizing administrative responsibilities. Lack of sufficient administrative follow-up due to frequently re-prioritized responsibilities. Lack of robust systems to address scheduling tasks, protocols, and roles and responsibilities. Lack of clearly defined roles for campus leadership positions (e.g., department chairs).	Teachers view lesson planning as double work as opposed to a building block for a more successful learning environment. Teachers also feel there is little available time to create detailed and effective lesson plans. Teachers feel there is a lack of exemplar lesson plans to use as templates as well as a delay or lack of administrative feedback.	The lack of clear expectations for all members during PLC. The lack of belief that PLC is important and valuable work. Teachers do not see the correlation between PLCs and data driven instruction. Lack of clear and detailed protocols for PLC meetings.
District Commitment Theory of Action:		If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.	
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic		2018-10-19	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action		If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.	
Prioritized Focus Areas for Improvement	Capacity Builder		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.
Desired Annual Outcome	Communicating transparent and clear campus leadership roles. Using weekly calendars to show observations, feedback, and leadership meetings. Communicating performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders using consistent protocols and processes for PLCs. Campus leadership teams meeting weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars. The campus leadership team will provide timely feedback to allow for teacher corrections.	Teachers will disaggregate student data by using a test-in-hand data protocol and use it to guide future instruction. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Desired 90-day Outcome	Communication of clear campus leadership roles. Communicating performance expectations for all staff with matching job responsibilities.	Create a lesson template in Google Classroom and establish specific due dates, feedback criteria, and lesson plan schedule.	Establish and implement a PLC protocol and PLC agenda template. Establish and implement a system for CIAPs.
Barriers to Address During this Cycle	Lack of clearly defined roles for campus leadership positions (e.g., department chairs). Lack of motivation to follow-through with responsibilities of leadership role. Lack of adequate communication to assure implementation. Difficulty prioritizing administrative responsibilities.	Teachers view lesson planning as double work as opposed to a building block for a more successful learning environment. Teachers also feel there is little available time to create detailed and effective lesson plans. Teachers feel there is a lack of exemplar lesson plans to use as templates as well as a delay or lack of administrative feedback.	Poor implementation of PLC protocol due to inadequate feedback. Teachers not understanding
District Actions for this Cycle	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of September	Mandate expectations for the principal to establish a system to collect, provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of September. Spot check PLC minutes with the principal on a bi-weekly basis.
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establish clear, specific roles and responsibilities for leadership team members, schedule weekly meetings, and indicate the meetings on the campus calendar.	1.1	August 30, 2019	Roles and responsibilities for the administrative team, including the principal, APs, instructional coaches, and department leaders. Campus DDI calendar indicating scheduled meetings.	Principal Nancy Rodriguez; APs Derrick Cade, Elizabeth Castro, and Elisa Quiroz; Instructional Coaches Fred Schwab, Jacqueline Carter, and Maria Krichko	Written roles/responsibilities; DDI calendar	September 30, 2019		
Establish performance expectations and goals that match job responsibilities for APs, counselors, and instructional coaches.	1.1	October 18, 2019	TPESS and TTESS appraisal calendar	Principal Nancy Rodriguez; APs Derrick Cade, Elizabeth Castro, and Elisa Quiroz	TPESS and TTess goal submission	September 30, 2019		
Administrative team members create written protocols for department teams, and department chairs meet with their departments three days per week during collaboration periods to review student data and plan.	1.1	October 18, 2019	PLC Training	Principal Nancy Rodriguez; APs Derrick Cade, Elizabeth Castro, Elisa Quiroz; Instructional Coach Fred Schwab; Department Chairs	PLC collaboration protocols	September 30, 2019		

Provide campus leaders with PD; include PD on DDI calendar.	1.1	October 18, 2019	Include PD on DDI Calendar; weekly C.I.A. (Counselors, Instructional Coaches, Administrators) meeting agendas	Principal Nancy Rodriguez; APs Derrick Cade, Elizabeth Castro, Elisa Quiroz; Instructional Coach Fred Schwab; Department Chairs	Meeting/Training agendas and sign in sheets	Calendar: Sept 30, 2019 Training: On-going		
80% of teachers turn in weekly lesson plans to LMS Google Classroom by Friday at 8am that include; TEKS aligned objective, lesson/activities, differentiation, formative assessment with exemplar response, and time allotments.	5.1	September 30, 2019	Lesson plan template	All classroom teachers	Lesson plans	September 30, 2019		
Campus team leaders will review and provide feedback on 80% of submitted lesson plans focusing on a specific targeted component within 48 hours.	5.1	September 30, 2019	Google Classroom and Google Docs	Principal Nancy Rodriguez; APs Derrick Cade, Liz Castro, and Elisa Quiroz; Instructional Coaches Fred Schwab, and Jacqueline Carter	Google Classroom Feedback	September 30, 2019		
Create a DDI calendar and establish PLC rooms with a data online spreadsheet / data binder for every core content classroom.	5.3	October 25, 2019	Clear outlined expectations of the calendar and binder. Binder with tabs.	Principal Nancy Rodriguez, APs Cade, Castro, and Quiroz, Instructional Coach Fred Schwab, and Department Chairs.	DDI Calendar, Teacher data binder located in all core content classrooms.	November 1, 2019		
Create a campus wide protocol for PLC with expectations and norms.	5.3	October 30, 2019	Written PLC protocol	Fred Schwab	PLC agenda with sign-in sheet	November 29, 2019		
Develop a Corrective Instruction Action Plan, including identified gaps and dates for reteach, specific students to be addressed, method of assessment.	5.3	October 30, 2019	Clear outlined expectations, exemplar model of a corrective instruction action plan, DDI Calendar	Campus Department Chairs and PLC teams	Agenda/Sign-in sheets, Corrective Instruction Action Plan Expectations/Guidelines	November 29, 2019		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.1.1 Develop campus instructional leaders with clear roles and	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.
Desired Annual Outcome	Communicating transparent and clear campus leadership roles. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars. The campus leadership team will provide timely feedback to allow for teacher corrections.	Teachers will disaggregate student data by using a test-in-hand data protocol and use it to guide future instruction. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Desired 90-day Outcome	Continue to improve communication and assure that all parties understand their responsibilities. Focusing on this area will facilitate the establishment of systems centered on student and teacher performance in the classroom.	90% of teachers are utilizing the approved lesson plan template and are consistently meeting the established due dates. Administrative staff is evaluating 85% of teacher lesson plans and providing feedback.	Follow-through and feedback from 1st CIAP and begin to implement 2nd CIAP. 80% of Core teachers will participate and turn in PLC Agenda/Minutes.
Barriers to Address During this Cycle	Lack of sufficient administrative follow-up due to frequently re-prioritized responsibilities. Lack of robust systems to address scheduling tasks, protocols, and roles and responsibilities.	Teachers view lesson planning as double work as opposed to a fundamental building block in the creation of more successful learning environments. Teachers also feel there is little time available to create detailed and effective lesson plans. Teachers feel there is a need for exemplar lesson plans to use as templates, as well as consistent administrative feedback (as opposed to delayed or non-existent administrative lesson plan feedback).	Teacher absences during PLC. Teachers not bringing data to PLCs. Teachers not changing instruction after discussing student artifacts and data. Teachers not contributing in creating or participating in CIAPs.
District Actions for this Cycle	Monthly review of effectiveness of rosters, assignments, roles, responsibilities, calendars and schedules.	Monthly review with principal of lesson planning and feedback.	DCSI will sit in and observe PLCs (at least once, per PLC).
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
85% of department chairs meet with their departments three times per week and implement the protocols for their teams/PLCs.	1.1	January 31, 2020	PLC Protocol training	Department chairs	Completed PLC agenda/minutes forms from department PLC collaboration meetings	January 31, 2020	Some Progress	PLCs are not consistent in following the protocol. But they are all aware of the protocol.
Campus leaders are provided at least 8 PD opportunities within the instructional day.	1.1	February 14, 2020	Training opportunities	Principal Nancy Rodriguez; APs Derrick Cade, Elizabeth Castro, and Elisa Quiroz; Instructional Coaches Fred Schwab, Jacqueline Carter, and Maria Krichko	Sign-in sheets, agendas, certificates	February 14, 2020	Some Progress	Needs more targeted opportunities for dept chairs.
90% of teachers will submit a completed weekly lesson plan.	5.1	January 31, 2020	Lesson plan template	All teachers	Google Classroom Records	January 31, 2020	On Track	Teacher are completing lesson plans
85% of lesson plans will be evaluated by the Administrative team by Sunday morning.	5.1	January 31, 2020	Google Classroom and Google Docs	Derrick Cade, Liz Castro, and Elisa Quiroz; Instructional Coaches Fred Schwab and Jacqueline Carter	Provide targeted feedback using Google Classroom.	January 31, 2020	On Track	Admin. is giving feedback, staff can review feedback and make adjustments as needed.

Math (6th, 7th,8th grade), Reading (6th, 7th, 8th grade), Science (8th grade) and Social Studies (8th grade) will develop and implement 2 CIAPs.	5.3	February 26, 2020	DDI Calendar and Data binder	Core Content Department Chairs	CIAP information in the Longfellow shared drive	December 13, 2019	On Track	2 CIAPs have been completed.
80% of Core content departments will facilitate quality PLCs with input from administrators.	5.3	January 31, 2020	Student assessment Data	N. Rodriguez, Principal; Cade, AP; Quiroz- AP; Castro - AP; Fred Shwab - IC	CIAP found in the Longfellow Team Drive	December 13, 2019	Some Progress	Campus needs to reset across the board for PLC protocols and additional focus with

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Campus is going to "reset" expectations for PLCs. Lesson Planning and feedback are progressing well.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	6th and 7th grade math and reading are not showing the progress that was expected. Vacancy in 6th math. Teams are forming plans to be more targeted in their instruction and remediation of high frequency TEKS.
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones
	PLCs

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.1.1 Develop campus instructional leaders with clear roles and	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.
Desired Annual Outcome	Communicating transparent and clear campus leadership roles. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars. The campus leadership team will provide timely feedback to allow for teacher corrections.	Teachers will disaggregate student data by using a test-in-hand data protocol and use it to guide future instruction. Create an action plan for PLCs, data analysis, and processes for improving student performance.
Desired 90-day Outcome	Transparent and clear campus leadership roles are well established. Use of weekly calendars showing observations, feedback and leadership meetings. Consistent communication of performance expectations for all staff. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	100% of teachers are utilizing the approved lesson plan template and are consistently meeting the established due dates. 90% of teacher lesson plans are being evaluated by administrative staff with feedback.	Follow through and feedback from 2nd CIAP and begin to implement 3rd CIAP. 90% of core teachers will participate and submit PLC Agenda/Minutes.
Barriers to Address During this Cycle	Lack of motivation to follow-through with responsibilities of leadership role. Lack of adequate communication to assure implementation. Difficulty prioritizing administrative responsibilities. Lack of sufficient administrative follow-up due to frequently re-prioritized responsibilities. Breakdown of systems intended to address scheduling tasks, protocols, and roles and responsibilities.	Teachers maintaining consistent quality lesson plans. Administrators maintaining consistent quality feedback.	Teacher absences during PLC. Teachers not bringing data to PLCs. Teachers not changing instruction after discussing student artifacts and data. Teachers not contributing to the creation of CIAPs.
District Actions for this Cycle	Conference with principal on the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities.	Review Google Classroom template on the submission of lesson plans with feedback for the entire year.	Review effectiveness of PLCs with principal using the Google Classroom template.
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthrus.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
95% of department chairs meet with their departments three times per week and implement the protocols for their teams/PLCs. Re-evaluate protocols for teams/PLCs.	1.1	April 30, 2020	PLC protocols	Department chairs	Completed PLC agenda/minutes forms from department PLC collaboration meetings	April 30, 2020		
Campus leaders are provided at least 8 job-embedded PD opportunities.	1.1	April 30, 2020	Training opportunities	Principal Nancy Rodriguez; APs Derrick Cade, Elizabeth Castro, and Elisa Quiroz; Instructional Coaches Fred Schwab, Jacqueline Carter, and Maria Krichko	Sign-in sheets, agendas, certificates	April 30, 2020		
100% of teachers will submit a completed weekly lesson plan.	5.1	March 1, 2020	Lesson Plan Template	All Teachers	Google Classroom Records	March 1, 2020		

95% of lesson plans will be evaluated by the Administrative team by Sunday morning.	5.1	March 1, 2020	Google Classroom and Google Docs	Derrick Cade, Liz Castro, and Elisa Quiroz; Instructional Coaches Fred Schwab, and Jacqueline Carter	Provide targeted feedback using Google Classroom.	March 1, 2020		
3 CIAPs for each Math (6th, 7th, 8th grade), Reading (6th, 7th, 8th grade), Science (8th grade), and Social Studies (8th grade) will be developed and implemented by teachers.	5.3	May 8, 2020	DDI Calendar and Data Binders	N. Rodriguez, Principal; Cade, AP; Quiroz- AP; Castro - AP; Fred Shwab - IC	CIAP found in the Longfellow Team Drive	April 17, 2020		
90% of Core content departments will facilitate quality PLCs with input from administrators.	5.3	April 24, 2020	Student assessment Data	N. Rodriguez, Principal; Cade, AP; Quiroz- AP; Castro - AP; Fred Shwab - IC	CIAP found in the Longfellow Team Drive	April 10, 2020		

Reflection and Planning for Next 90-Day Cycle

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 milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%; text-align: center;">Carryover Milestones</th> <th style="width: 50%; text-align: center;">New Milestones</th> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Carryover Milestones	New Milestones		
Carryover Milestones	New Milestones				

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	Communicating transparent and clear campus leadership roles. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars. The campus leadership team will provide timely feedback to allow for teacher corrections.	Teachers will disaggregate student data by using a test-in-hand data protocol and use to it to guide future instruction. Create an action plan for PLCs, data anyalsis, and processes for improving student performance.
Did the campus achieve the desired outcome? Why or why not?			

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards