

# Lowell Middle School Targeted Improvement Plan 2019-2020



TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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 achieving this action.
<b>Cycle 4</b>	

Not to filled out until summative process has been completed

Campus Information							
<b>District Name</b>	San Antonio Independent School District	<b>Campus Name</b>	Lowell Middle School	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Yvonne M. Hernández
<b>District Number</b>	015907	<b>Campus Number</b>	051	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Judith Solis	<b>ESC Support</b>	Region 20 Dr. Regina Davis
Assurances							
<b>DCSI</b>	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.				Dr. Judith Solis - November 11, 2019		
<b>Principal Supervisor</b> <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. Judith Solis - November 11, 2019		
<b>Principal</b>	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.				Yvonne M. Hernández - November 11, 2019		
<b>Board Approval Date</b>	2019-11-11						
Needs Assessment							
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1 Student Achievement : 58 Domain 2 School Progress: 69 Domain 3 Closing the Gap: 50					
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 4 -15 percentage point increase in each STAAR tested subject area and grade level. We also expect to see a growth in all student groups in Closing the Gap domain.					
	If applicable, what goals has your campus set for CCMR and	n/a					
Self-Assessment Results							
(To be completed if the campus HAS NOT had an ESF Diagnostic)							
<b>Use the completed Self-Assessment Tool to complete this section</b>							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				3			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				2			
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.				3			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				3			
5.1 Objective-driven daily lesson plans with formative assessments.				3			
5.3 Data-driven instruction.				3			

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Rationale</b>	Last year, teachers were not expected to submit lesson plans and therefore no feedback was provided. Lesson planning was not monitored. Focusing on this area allows us to establish expectations for rigorous lesson planning and provides structures for instructional leaders to utilize to provide precise and timely feedback to teachers.	PLCs have happened but they didn't focus on data analysis (to include Check Points), Learning Objectives, Demonstrations of Learning or Reteach from the data analysis; no real process in place for Instructional Coaches or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.	
<b>Desired Annual Outcome</b>	Teachers use PLC meetings to collaboratively plan parts of lessons (Lesson Objectives and Demonstrations of Learning) and ALT provides timely feedback to help improve the quality of lesson plans. Recurring trends found in lessons plans will serve as agenda items subsequent PLCs. Professional Development on DOLs (Demonstrations of Learning) will be provided and will be required component in the lesson plans.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	
<b>Barriers to Address During the Year</b>	Teacher receptivity to planning (and feedback). Instructional Coaches' and Assistant Principal skill and confidence in giving feedback on lesson plans; and, their ability to get into content-specific discussions.	ALT's ability to roll out plan and expectations for Data-driven Instruction to teachers (both from an effective PD and teacher buy in standpoint); and, time management for ALT to ensure preparations are implemented with fidelity.	
<b>District Commitment Theory of Action:</b>		The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.	
<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<b>Date of ESF Diagnostic</b>		2019-10-22	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Teachers use PLC meetings to collaboratively plan parts of lessons (Lesson Objectives and Demonstrations of Learning) and ALT provides timely feedback to help improve the quality of lesson plans. Recurring trends found in lessons plans will serve as agenda items subsequent PLCs. Professional Development on DOLs (Demonstrations of Learning) will be	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	
<b>Barriers to Address During the Year</b>	Teacher receptivity to planning (and feedback). Instructional Coaches' and Assistant Principal skill and confidence in giving feedback on lesson plans; and, their ability to get into content-specific discussions.	ALT's ability to roll out plan and expectations for Data-drive Instruction to teachers (both from an effective PD and teacher buy in standpoint); and, time management for ALT to ensure leader preparations are done and high quality.	
<b>District Commitment Theory of Action</b>		The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing	
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>		
5.1	Administrative Leadership Team weekly meeting will focus on lesson plan feedback and the effectiveness of the PLC		
5.3	Raise Up Texas training through ESC Region 20		
5.3	Ensure budget and calendar allow for Summer and on-going Professional Development for all ALT and Department Chairs		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6th	Math	District CBA	16%	19%	STAAR Release	18%	6%	Benchmark	20%		STAAR	20%	
6th	Reading	District CBA	18%	6%	STAAR Release	20%	5%	Benchmark	22%		STAAR	22%	
7th	Math	District CBA	19%	9%	STAAR Release	21%	10%	Benchmark	25%		STAAR	25%	
7th	Reading	District CBA	28%	14%	STAAR Release	31%	13%	Benchmark	34%		STAAR	34%	
7th	Writing	District CBA	20%	13%	STAAR Release	22%	9%	Benchmark	23%		STAAR	24%	
8th	Math	District CBA	26%	23%	STAAR Release	29%	16%	Benchmark	32%		STAAR	32%	
8th	Reading	District CBA	16%	10%	STAAR Release	18%	22%	Benchmark	30%		STAAR	30%	
8th	Science	District CBA	14%	45%	District CBA	16%	8%	Benchmark	18%		STAAR	25%	
8th	Social Studies	District CBA	7%	16%	District CBA	8%	16%	Benchmark	9%		STAAR	17%	
8th	Algebra EOC	District CBA	54%	42%	STAAR Release	60%	46%	Benchmark	67%		STAAR	67%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Teachers use PLC meetings to collaboratively plan parts of lessons (Lesson Objectives and Demonstrations of Learning) and ALT provides timely feedback to help improve the quality of lesson plans. Recurring trends found in lessons plans will serve as agenda items subsequent PLCs. Professional Development on DOLs (Demonstrations of Learning) will be provided and will be required component in the lesson plans. PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	
<b>Desired 90-day Outcome</b>	PLCs prioritize planning (creating Learning Objectives and Demonstrations of Learning).	Data meetings following common assessments, led by a member of the leadership team, will follow a DDI protocol in order to analyze results and ensure that planning for reteach of high leverage standards occurs. Re-teach/re-assess dates will also be set and monitored through observation and data discussion following reteach.	
<b>Barriers to Address During this Cycle</b>	Teacher receptivity to planning (and feedback). Instructional Coaches' and Assistant Principal skill and confidence in giving feedback on lesson plans; and, their ability to get into content-specific discussions.	ALT's ability to roll out plan and expectations for Data-drive Instruction to teachers (both from an effective PD and teacher buy in standpoint); and, time management for ALT to ensure leader preparations are done and high quality.	
<b>District Actions for this Cycle</b>	Provide an observation-feedback-coaching cycle to help develop the PLC framework. Conduct calibration classroom walkthroughs with the admin team to align feedback provided on delivery of instruction and to lessons are aligned to TEKS and focused on DOL.	Principal supervisor- coaching of principal continues every other week, with a coaching focus on implementation DDI roll out, observation feedback and systems that protect leadership team's time to focus on instructional leadership. The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	
<b>District Commitments Theory of Action</b>	The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.		

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
Raise Up Texas training through ESC Region 20	1, 2	8-Aug & 20-Sep	RaiseUp Team, Campus Data, Lesson Plan Template, Unit Organizer	RaiseUp Team, Principal, and Campus Coaches	Playbook, Unit Organizers, Weekly Cue-Do-Review, Lesson Plan, Agenda, sign in	Weekly through Nov 11	On Track	
Completed teacher training on the development of Exit Tickets and analysis	1, 2	20-Sep	TEKS, PPT, Exemplars, consumable materials to create products and PD materials	Academic Leadership Team and Teachers	Teacher Work Products, Lesson plans, Agenda, and Sign in,	Weekly through Nov 11	On Track	Re-teach and continue to monitor
Established data tracking tool for teachers and students to complete after each assessment.	2	3-Sep	Data tracker, Profile Folders (Teacher & Student version)	Academic Leadership Team and Teachers	Data tracker, Profile Folders (Teacher & Student version)	After every 3-week checkpoint	On Track	Monitor after each check point

Weekly planning every Thursday through PLC using Raise Up Instructional planning cycle	1	15-Aug	Lesson plans, PLC agenda, Sign in, District Specialist	Academic Leadership Team and Teachers	Lesson plans, Unit Organizers, Cycle Chart	Weekly through Nov 11	On Track	Continue PLC Cycle and Depth of Knowledge support via Region 20
ALT meetings analyze 9 week results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	2	18-Oct	9 weeks results, observation calendar	Academic Leadership Team and Teachers	Eduphoria Data, Data Trackers (Teacher & Student version)	25-Oct	Significant Progress	Continue walk-through tracker to monitor
Checkpoints will have been conducted every 3 weeks to monitor both formative assessments and re-assessment of TEKS.	2	23-Sep	Previous Checkpoint data, data tracker, prioritized standards, sample questions	Academic Leadership Team and Teachers	Checkpoint, Student Data, Lesson Plans	After each subsequent checkpoint	On Track	
Teachers and PLC leads use data tracker for all common assessments and unit tests.	1,2	10-Sept	Data tracker, test results	Academic Leadership Team and Teachers	Data Tracker and Lesson Plans	After each checkpoint	Significant Progress	Continue to monitor
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?	Our 90-day outcome has been achieved because all Milestones listed have been put in place and we are currently refining the process. We are meeting, monitoring, following up, and providing teacher support to make sure all Milestones are met.							
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Performance goals were met for 6th Math, 8th Science and Social Studies.							
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?	<b>Carryover Milestones</b>				<b>New Milestones</b>			
	ALT Meetings will continue to analyze 9 week results and continue to prioritize observation cycle. Teachers and PLC Leads will continue to use Data Tracker for all common assessments.				None at this time.			

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Teachers use PLC meetings to collaboratively plan parts of lessons (Lesson Objectives and Demonstrations of Learning) and ALT provides timely feedback to help improve the quality of lesson plans. Recurring trends found in lessons plans will serve as agenda items subsequent PLCs. Professional Development on DOLs (Demonstrations of Learning) will be provided and will be required component in the lesson plans. PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	
<b>Desired 90-day Outcome</b>	Teachers plan for teaching of prioritized standards with Learning Objectives and Demonstrations of Learning on a recurring basis as observed by PLC lead during PLCs.	PLCs conduct data meetings with fidelity (data tracker template) for Check Point assessments as well as unit tests, 9 week exams, and district benchmarks. Admin Team will be conducting one-to-one data meetings with individual teachers to monitor their annual goals.	
<b>Barriers to Address During this Cycle</b>	Maintain quality of Learning Objectives and Demonstrations of Learning during planning.	Time Management for targeted feedback on Check Points. Teachers' level of understanding of Check Point quality - alignment to TEKS and reoccurring trends to adjust teaching.	
<b>District Actions for this Cycle</b>	Conduct classroom walkthroughs to provide feedback on effectiveness of delivery of instruction and monitor lesson plan submissions and quality of feedback to teachers. The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	Provide coaching and support the DDI process and the DCSI will oversee PLCs and provide feedback. The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	
<b>District Commitments Theory of Action</b>	The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.		

**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
Administrative Leadership Team weekly meeting will focus on lesson plan feedback and the effectiveness of the PLC.	1,2	Weekly through Feb 28	ALT Calendar, Agenda Template, Lesson Plans, Lesson Plan Feedback, Performance Matters, PLC Agendas and Minutes	Principal, ALT	ALT Calendar, Agenda Minutes, Student Outcomes on Assessments	Weekly through Feb 28	On Track	No next steps are needed. We will continue to meet as an ALT with data.
Raise Up Texas training through ESC Region 20	1,2	6-Jan	RaiseUp Team, Campus Data, Lesson Form	RaiseUp Team, Principal, and Campus Coaches	Playbook, Unit Organizers, weekly Cue-Do-Review, Lesson Plan	6-Jan	On Track	No next steps are needed. We will continue to follow the Raise Up Program.
Use a systemic process for monitoring and analyzing Teacher/Student Data Tracking tool.	2	28-Feb	Data tracker, Profile Folders, DDI Calendar, On-line Shared Drive (SharePoint)	ALT, teachers	Data tracker and Profile folder	After each assessment (3-week cycle)	Significant Progress	Next steps will be to revise current student data Tracker using Simulation Data only.
Monitoring of weekly planning every Thursday through PLC using the Raise Up Instructional Planning Cycle.	1	Weekly through Feb 28	Lesson plans, PLC agenda, sign in, district specialist	ALT, teachers	Lesson plans, Unit Organizers, Cycle Chart	Weekly through Feb 28	On Track	No next steps are needed. Lesson plans and STAAR countowns will be monitored weekly.



ALT meetings analyze 9 week results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	2	through Feb 28	9 weeks results, observation calendar	ALT, teachers	Eduphoria data, data trackers	January	Significant Progress	Next steps will be to utilize and review revised Data Trackers.
Administer STAAR Simulation and use results to develop a Corrective Instruction Action Plan, including identified gaps, and dates for reteach, specific students to be addressed, and target tutorials to meet students needs.	2	27-Jan through 14-Feb	Simulation Results and CIAP Template	ALT, teachers	CIAP Plan, Student Rosters	14-Feb	On Track	Next steps implement Corrective Action Plan based on STAAR Simulations.
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?			We did meet our 90-Day outcome due to being On Track for 4 of our Milestones and made Significant Progress on 2 of our Milestones. For the areas with Significant Progress we are currently in the process of revising the evidence pieces used to determine our progress on the Milesstones.					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			We did not achieve our student performance goals in all grade levels with the excpetion of 8th Reading and 8th Social Studies. We have utilized reliable sources of data; however, our student Meets performance continues to remain below the goals we set.					
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?			<b>Carryover Milestones</b>			<b>New Milestones</b>		
			We will continue to work on all Milesstones with a focus on Milestones 3 and 5 as listed above.			We will not add New Milestones at this time.		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
<b>Desired Annual Outcome</b>	Teachers use PLC meetings to collaboratively plan parts of lessons (Lesson Objectives and Demonstrations of Learning) and ALT provides timely feedback to help improve the quality of lesson plans. Recurring trends found in lessons plans will serve as agenda items subsequent PLCs. Professional Development on DOLs (Demonstrations of Learning) will be provided and will be required component in the lesson plans. PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.	
<b>Desired 90-day Outcome</b>	Teachers make adjustments to lesson plans based on recurring analysis of demonstrations of learning (observed by Principal).	70% of students master priority standards after CIAP has been implemented with fidelity.	
<b>Barriers to Address During this Cycle</b>	Balancing planning adjustments with space in the scope and sequence to include time to reteach standard as needed using the DOL (Demonstration of Learning) data.	Quality and effectiveness of CIAP implementation.	
<b>District Actions for this Cycle</b>	Principal Supervisor/DCSI will conduct conference with the principal to review lesson feedback, simulation results and the CIAP. DCSI will also discuss alignment of CIAP with overall campus goals. "The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis."	Principal Supervisor/DCSI will provide coaching and support in monitoring of CIAP, PLCs and walkthrough feedback to observe how the campus is using data to drive delivery of instruction. The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	
<b>District Commitments Theory of Action</b>	The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.		

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
Use a systemic process for monitoring and analyzing Teacher/Student Data Tracking tool.	2	March 2-May 28	Data tracker, Profile Folders, DDI Calendar, On-line Shared Drive (SharePoint)	ALT, teachers	Data tracker and Profile folder	After each assessment (3-week cycle)		
Monitoring of weekly planning every Thursday through PLC using the Raise Up Instructional Planning Cycle.	1,2	Weekly through May 28, 2020	Lesson plans, PLC agenda, sign in, district specialist	ALT, teachers	Lesson plans, Unit Organizers, Cycle Chart	Weekly through May 28		
ALT meetings analyze 9 week results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	2	March 2-May 28	9 weeks results, observation calendar	ALT, teachers	Eduphoria data, data trackers	March		

Quality PLCs will be in effect and lead by Campus Admin and co-chaired by Core Content Department Chairs.	1,2	March 2-May 28	PLC Agenda, Master Calendar, Minute Recorder	ALT, teachers	PLC Agenda, PLC Minutes, Sign-in Sheet, Student Data, Data Tracker Tool	Weekly through May 28		
Admin Team monitors the effectiveness of the implementation of CIAP	1,2	March 2-May 28	CIAP Plan, Student Rosters, Data Tracker Tool, Walk Through Calendar	ALT, Teachers	CIAP Plan, STAAR Results, Formative Assessments	Weekly through May 28		

**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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	#REF!	Teachers use PLC meetings to collaboratively plan parts of lessons (Lesson Objectives and Demonstrations of Learning) and ALT provides timely feedback to help improve the quality of lesson plans. Recurring trends found in lessons plans will serve as agenda items subsequent	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**Cycle 4 90-Day Action Plan (June-August)**

The purpose of this 90-Day action plan is to prepare for the upcoming school year.  
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

**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


<b>Reflection and Planning for Next 90-Day Cycle</b>								
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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?	<b>Carryover Milestones</b>					<b>New Milestones</b>		