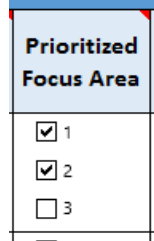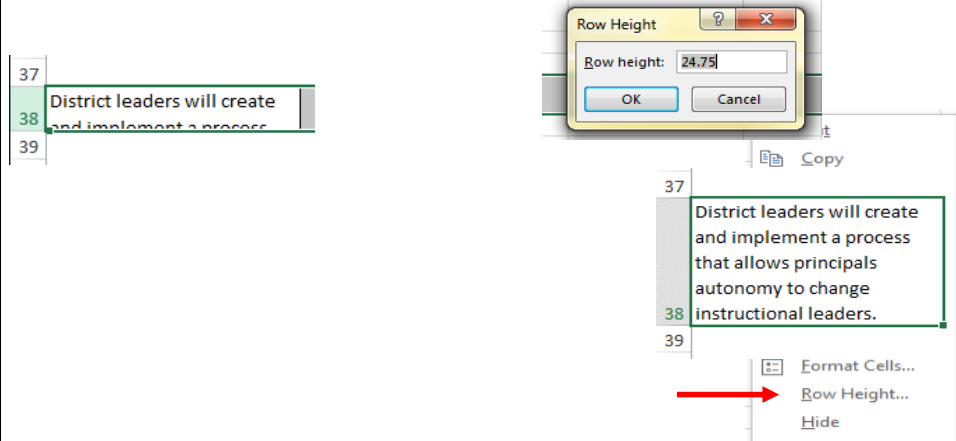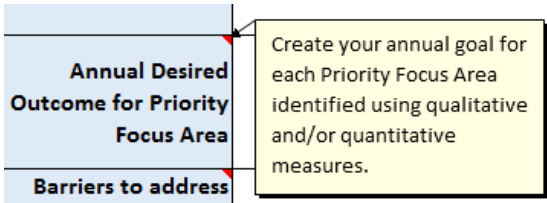| z≈ |
|---|
| Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/ |

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	**Prioritized Focus Area** ☑ 1 ☑ 2 ☐ 3
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	37 38 District leaders will create and implement a process 39 Row Height Row height: 24.75 OK Cancel Copy 37 38 District leaders will create and implement a process that allows principals autonomy to change instructional leaders. 39 Format Cells... → Row Height... Hide

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	San Antonio ISD	Campus Name	Rogers Middle School	Superintendent	Pedro Martinez	Principal	Julie May
District Number	015907	Campus Number	015907055	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Support	Debbie Rosenbaum

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.	Daniel Girard 10/18/19
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Daniel Girard 10/18/19
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.	Julie May 10/18/19
Board Approval Date	2019-11-11	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 60 Domain 2: 69 Domain 3: 60
	What changes in student group and subject performance are included in these goals?	Rogers Middle School has set domain goals that reflect an increase in every domain with an overall goal of a D.
	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.	2
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.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

	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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Rationale	Inconsistent use of protocols used in PLC. We are operating PLC without two department chairs so much of the work is falling on the Administrator. There are weekly pre-scheduled meetings that take place between the Principal and Assistant Principal focused on walkthrough findings, data, student concerns, and next steps for teachers (artifact-calendar, agenda, sign in sheet). However there are times when these meetings don't take place. Principal modeled implementation of curriculum framework in ELAR and has worked with math department to design a problem solving process. (artifacts- pictures of anchor charts). Principal meets with teachers to review standardized assessment data and co develops short. term action plans (artifact-action plans, outlook calendar).	District provided resources are available in print (adoption) and digital. Teachers follow the district developed scope and sequence. Textbook adoption provides implication for special populations (including ELL and SPED). Teachers sometimes use material that is not 100% aligned. Modifications and accommodations for Special populations are not always evident during instructional walks. PLC agendas show evidence of data meetings. Reteach plans are not currently discussed in PLC. Campus calendar provided PD solely on district designated days. Assessments are given at the end of each unit. In addition, daily formative assessments are given at the end of every lesson to assess learning of the day. Assessment tracker is used to track and analyze trends. Some teachers review data from formative assessments quickly and make lesson adjustments although there are times when teachers simply administer formative assessments as a compliance measure and don't analyze data and make adjustments. During the vetting process it is evident that some exit tickets are not aligned.	Teachers are currently working on assessment calendars. Data meetings will be planned after scoring and administration based on calendar. Coaching and support is intermittent and not consistent. Teachers identify misconceptions with guidance from Administration but do not always unpack standards, and create re-teach plans. A consistent data protocol is not utilized across all content areas.
Desired Annual Outcome	1. Identify, model and effectively use consistent protocols across all content areas. 2. Dedicate and honor time with Assistant Principal to meet, discuss walkthrough findings, coaching of teachers and status of PLC meetings and lastly coaching of Assistant Principal	1. Analyze weaknesses to current assessment vetting process and make adjustments to ensure that it is seamless and effective process. 2. Conduct walkthroughs during exit ticket administration, specifically looking at real-time response to data and lesson adjustments. 3. Provide immediate feedback to teachers during walkthroughs focused on alignment of assessments. 4. Focus additional attention on modifications and modifications of special populations (504, ELL, SPED) during walkthroughs.	1 Set agenda items for PLC several weeks in advances centered around data, student work, assessments. 2. Meet with Instructional coaches weekly to discuss progress with teachers, struggles and next steps. 3. Meet wit teachers fo0llowing the admiration of unit assessments to discuss strengths and weaknesses and work with them to develop short term action plans
Barriers to Address During the Year	1. Full participation of all teachers in PLC protocol and meetings. 2. Building capacity of a new Instructional coach and Assistant Principal related to facilitating PLC and PLC protocol.	1. Some teachers do not have a true understanding of grade level TEKS. 2. Sometimes a struggles having teaches submit exits and unit assessments in for vetting in a timely manner.	1. Assessments are calendarized however there are times when unit assessments are administered late due to instruction sometimes taking longer than planned per curriculum map. 2. Instructional Coach meetings are currently set but there are times that interruptions happen and meetings don't take place
District Commitment Theory of Action:		If the district provides opportunities for ongoing support and coaching of the campus leader; the district provides access to assessments aligned to the standards and the expected level of rigor; and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students teacher leaders will emerge, and assessments given at the campus level will be aligned to the depth and complexity to the TEKS.	

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	Pending Feedback - ESF Visit was conducted on 2/19/2020

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

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
6	Reading	Benchmark	11	13	Benchmark	20	14	Benchmark	29		STAAR	29	
6	Math	Benchmark	12	40	Benchmark	20	20	Benchmark	30		STAAR	30	
7	Reading	Benchmark	8	17	Benchmark	12	5	Benchmark	20		STAAR	20	
7	Math	Benchmark	8	14	Benchmark	12	16	Benchmark	20		STAAR	20	
7	Writing	Benchmark	9	0	Benchmark	12	8	Benchmark	16		STAAR	16	
8	Reading	Benchmark	11	2	Benchmark	20	17	Benchmark	30		STAAR	30	
8	Math	Benchmark	3	16	Benchmark	6	17	Benchmark	10		STAAR	10	
8	Science	Benchmark	8	19	Benchmark	12	5	Benchmark	21		STAAR	21	
8	Social Studies	Benchmark	12	19	Benchmark	20	19	Benchmark	30		STAAR	30	
EOC	Algebra I	Benchmark	50	59	Benchmark	75	26	Benchmark	100		STAAR	100	

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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	1. Identify, model and effectively use consistent protocols across all content areas. 2. Dedicate and honor time with Assistant Principal to meet, discuss walkthrough findings, coaching of teachers and status of PLC meetings and lastly coaching of Assistant Principal	1. Analyze weaknesses to current assessment vetting process and make adjustments to ensure that it is seamless and effective process. 2. Conduct walkthroughs during exit ticket administration, specifically looking at real-time response to data and lesson adjustments. 3. Provide immediate feedback to teachers during walkthroughs focused on alignment of assessments. 4. Focus additional attention on modifications and modifications of special populations (504, ELL, SPED) during walkthroughs.	1 Set agenda items for PLC several weeks in advances centered around data, student work, assessments. 2. Meet with Instructional coaches weekly to discuss progress with teachers, struggles and next steps. 3. Meet with teachers fo0llowing the admiration of unit assessments to discuss strengths and weaknesses and work with them to develop short term action plans
Desired 90-day Outcome	1. Identify and model PLC protocol for (analyzing data, student work analysis). 2. Calendarize weekly meetings with Assistant Principal to discuss instruction and next steps.	1. Refine vetting process conducted by Administration and share with teachers. 2. Begin conducting walkthroughs during exit ticket administration and provide feedback to teachers.	1. Set revolving topics on all PLC calendars. 2. Re-schedule instructional coach meetings from every two weeks to every week with a strictly followed agenda. 3. Begin meeting with teachers to discuss results from unit assessments
Barriers to Address During this Cycle	1. Time to select, model, implement effective protocol (Principal). 2. Interruptions occur during Administrative meetings	1. Administrative organization of analyzing assessments and providing feedback to teachers in a timely manner.	1. Keep Instructional coach meetings on topic and aligned to agenda.. 2. Review assessment calendar and schedule meetings for data review with teachers.
District Actions for this Cycle	Principal supervisor meets at minimum every two weeks with Principal to discuss PLC protocol modeling and selection, coaching of teachers and coaching of Assistant Principal	Principal supervisor conducts walkthroughs with Principal focused on exit ticket administration (including alignment and rigor) and monitors how Principal provides feedback to teachers with regards to real time response to data.	Principal supervisor monitors Principal follow-through on the development of action plans and follow up meetings.
District Commitments Theory of Action	If the Principal supervisor schedules and meets with the Principal at a minimum once every two weeks and focuses meetings on Principal progress of coaching teachers, implementation of PLC protocol, feedback to teachers with regard to real time responses to data, and follow through on action plans, then the campus will be able to establish effective coaching practices and rigorous and aligned assessments that will enable the data to demonstrate substantial increase toward accountability goals.		

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
Identify and model Professional Learning community protocols (Data protocol, student work protocol)	1	Sept 30-Nov 29	Effective PLC protocol	Julie May, Principal. Trista Saunders, Assistant Principal	PLC Agendas, copies of protocol	Ongoing	Some Progress	We have identified and modeled a data protocol. We continue to seek out additional protocol
Calendar time to meet with Assistant Principal to discuss walkthrough findings	1	Sept 30-Nov 29	None	Julie May, Principal	Outlook Calendar, Agenda and notes	Ongoing	Some Progress	I have scheduled weekly meetings with my AP. It is sometimes challenging to dedicate time to meeting. I need to work to honor our time and if we cant meet during the day, make time after school
Refine vetting process for assessments (daily exit tickets and unit tests)	2	11-Oct	None	Julie May, Principal	Copies of aligned assessments	14-Oct	Some Progress	I have create a system for vetting daily formative assessments, but I am challenged with vetting unit assessments since teachers administer them at different times. I am developing a plan to create and vet unit assessments in PLC

Milestone	Priority	Timeline	Support Needed	Owner	Evidence of Completion	Target/Status Date	Status	Necessary Adjustments/Next Steps
Begin walkthroughs during exit ticket administration	2	Sept 30-Nov 29	None	Julie May, Principal. Trista Saunders, Assistant Principal	Copies of Walkthrough feedback	Ongoing	Significant Progress	Administration has done a great job of monitoring exit ticket administration. We continue to dedicate walkthrough time to implementation
Set revolving PLC topics	3	Sept 30-Nov 29	None	Julie May, Principal. Trista Saunders, Assistant Principal, Instructional Coaches	PLC Agendas	Ongoing	Some Progress	We have dedicated one day per week to vetting daily formative assessments but need to also consider data conversations and looking at student work
Meet with teachers to discuss assessment results	3	Sept 30-Nov 29	None	Julie May, Principal	Data from assessments, Agendas and minutes	Ongoing	Significant Progress	I meet weekly with teacher to discuss walkthrough observations and provide feedback. I need to schedule more time to discussing assessment data with teachers 1-1
Provide instructional coaching development for Assistant Principal	1	Sept 30-Nov 29	Professional Development in instructional coaching	Julie May, Principal	Certificate of completion	29-Nov	Some Progress	I provide my AP with weekly coaching. She has not yet attended a professional development session on coaching

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	We made some progress on identifying PLC protocol, calendarizing time to meet with my assistant principal, refining a vetting process, setting revolving PLC topics and providing coaching for my assistant principal. Several times PLCs have focused on trainings and other managerial tasks not related to topics and protocols. Frequency of PLC (every other day) has been an identified barrier.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Reflecting on cycle 1 data we met goals in all grades and subject area except 7th grade writing and 8th grade reading. My 7th grade teacher has demonstrated struggles with teaching writing and understanding her standards. She is now working with 2 instructional coaches to improve her practice. My 8th grade teacher is a first year teacher. She knows her content but struggles with student engagement. An instructional coach is working with her to improve this area.

	Carryover Milestones	New Milestones
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?	All milestones will carry over since they have yet to be met.	

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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	1. Identify, model and effectively use consistent protocols across all content areas. 2. Dedicate and honor time with Assistant Principal to meet, discuss walkthrough findings, coaching of teachers and status of PLC meetings and lastly coaching of Assistant Principal	1. Analyze weaknesses to current assessment vetting process and make adjustments to ensure that it is seamless and effective process. 2. Conduct walkthroughs during exit ticket administration, specifically looking at real-time response to data and lesson adjustments. 3. Provide immediate feedback to teachers during walkthroughs focused on alignment of assessments. 4. Focus additional attention on modifications and modifications of special populations (504, ELL, SPED) during walkthroughs.	1 Set agenda items for PLC several weeks in advances centered around data, student work, assessments. 2. Meet with Instructional coaches weekly to discuss progress with teachers, struggles and next steps. 3. Meet with teachers following the admiration of unit assessments to discuss strengths and weaknesses and work with them to develop short term action plans
Desired 90-day Outcome	1. Monitor effectiveness of implementation of selected protocol. 2. Continued coaching of Assistant Principal with regards to working with struggling teachers	1. Conduct refined vetting process effortlessly. 2. Conduct exit ticket admiration with ADMIN team and discuss real time feedback with teachers. 3.Look for modifications and accommodations provided to special populations during instruction.	1. Co-develop action plans with teachers during data meetings. 2. Continue to conduct focused Instructional coach meetings centered around improving teacher capacity and alignment.
Barriers to Address During this Cycle	1. Time to monitor effective implementation across all content areas. 2. Additional support may be needed to build capacity of Assistant Principal outside of my support	1. Instructional coaches have a background specifically in ELAR.	Timely response in scanning and receiving data from assessments.
District Actions for this Cycle	Principal supervisor meets at minimum every two weeks with Principal to discuss PLC protocol modeling and selection, coaching of teachers and coaching of Assistant Principal	Principal supervisor conducts walkthroughs with Principal focused on exit ticket administration (including alignment and rigor) and monitors how Principal provides feedback to teachers with regards to real time response to data.	Principal supervisor monitors Principal follow-through on the development of action plans and follow up meetings.
District Commitments Theory of Action	If the Principal supervisor schedules and meets with the Principal at a minimum once every two weeks and focuses meetings on Principal progress of coaching teachers, implementation of PLC protocol, feedback to teachers with regard to real time responses to data, and follow through on action plans, then the campus will be able to establish effective coaching practices and rigorous and aligned assessments that will enable the data to demonstrate substantial increase toward accountability goals.		

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
Identify and model Professional Learning community protocols (Data protocol, student work protocol)	1	Dec 2- Fed 28	None	Julie May, Principal, Trista Saunders, Assistant Principal. Instructional Coaches	PLC agendas, minutes	Ongoing	Significant Progress	Ensure that the protocol utilized in PLC is the same and presented the same across all content areas
Calendar time to meet with Assistant Principal to discuss walkthrough findings	3	Dec 2- Fed 28	None	Julie May, Principal	Agendas, minutes	Ongoing	Some Progress	Honor and protect calendarized time with Assistant Principal
Refine vetting process for assessments (daily exit tickets and unit tests)	2	Dec 2- Fed 28	None	Julie May, Principal, Trista Saunders, Assistant Principal. Instructional Coaches	Copies of aligned assessments	Ongoing	Met	Add a new step to include vetting of instructional material and or assessments provided by district office personnel
Co-develop action plans with teachers	3	Dec 2- Fed 28	None	Julie May, Principal	Copies of action plans	Ongoing	Significant Progress	Revised action plans to "action steps" based on walkthrough data. Steps are then evaluated on a walkthrough the following day
Set revolving PLC topics	1	Dec 2- Fed 28	Effective PLC protocol	Julie May, Principal, Trista Saunders, Assistant Principal. Instructional Coaches	Agendas, minutes	Ongoing	Significant Progress	Schedule out PLC topics and share with staff.
Begin walkthroughs during exit ticket administration	2	Dec 2- Fed 28	None	Julie May, Principal. Trista Saunders, Assistant Principal	Copies of Walkthrough feedback	Copies of Walkthrough feedback	Met	Continue to monitor during cycle three

Meet with teachers to discuss assessment results	3	Dec 2- Fed 28	None	Julie May, Principal	Data from assessments, Agendas and minutes	Ongoing	On Track	Frequency has changed to every day. I conduct walks and meet with the teachers on the same day or no later than 24 hours
Provide instructional coaching development for Assistant Principal	1	Dec 2- Fed 28	Professional Development in instructional coaching	Julie May, Principal	Certificate of completion	28-Feb	Significant Progress	Instructional coaching has taken with my AP on campus. We have conducted walkthroughs, discussed our findings and identified areas of improvement. I have also modeled the feedback and coaching meetings I conduct with teachers.

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	We met vetting assessments and walkthroughs during exit ticket administration. We are still working on the other milestones. However, we have mad substantial changes instructionally on campus. I recently received an additional Assistant Principal. This new allocation has allowed me to focus strictly on coaching and feedback. I walk my accountability teachers everyday and provide face to face feedback and coaching within 24 hours. We spend our meetings looking at data, discussing the walkthrough and determining next steps. We have also pushed our interventions to begin earlier than we had last year. Its in all in approach. Core teachers, Instructional coaches and myself are responsible for working with students.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The data point of reference for cycle two was the Semester exam. We declined in 6th reading, 7th reading, 7th writing, 8th reading, 8th social studies, 8th science and Algebra 1/ Although the is one data point and exhibits a decline, there are other pieces of data that say otherwise. We are administering a STAAR simulation in the next few week (2nd one for 7th writing, 8th reading and 8th math)

	Carryover Milestones	New Milestones
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?	1. Identify and model Professional Learning community protocols (Data protocol, student work protocol). 2. Calendar time to meet with Assistant Principal to discuss walkthrough findings 3. Co-develop action plans with teachers. 4. Set revolving PLC topics. 5. Meet with teachers to discuss assessment results. 6. Provide instructional coaching development for Assistant Principal	None

Cycle 3 90-Day Outcomes (March-May)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**

	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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.
Desired Annual Outcome	1. Identify, model and effectively use consistent protocols across all content areas. 2. Dedicate and honor time with Assistant Principal to meet, discuss walkthrough findings, coaching of teachers and status of PLC meetings and lastly coaching of Assistant Principal	1. Analyze weaknesses to current assessment vetting process and make adjustments to ensure that it is seamless and effective process. 2. Conduct walkthroughs during exit ticket administration, specifically looking at real-time response to data and lesson adjustments. 3. Provide immediate feedback to teachers during walkthroughs focused on alignment of assessments. 4. Focus additional attention on modifications and modifications of special populations (504, ELL, SPED) during walkthroughs.	1 Set agenda items for PLC several weeks in advances centered around data, student work, assessments. 2. Meet with Instructional coaches weekly to discuss progress with teachers, struggles and next steps. 3. Meet with teachers following the administration of unit assessments to discuss strengths and weaknesses and work with them to develop short term action plans
Desired 90-day Outcome	1. Effective implementation of selected protocol. 2. Administrative meetings are uninterrupted, instructional Improvements are seen and discussed. Assistant Principal is able to successfully coach teachers.	1. Continue to conduct refined vetting process effortlessly. 2. Continue to conduct exit ticket administration with ADMIN team and discuss real time feedback with teachers. 3.Modifications and accommodations are provided to special populations during instruction as is observed during walkthroughs.	1. Schedule follow up action plan meetings. 2. Continue to schedule and conduct data meetings with teachers. 3. Continue to conduct weekly PLCs centered around data analysis (tied to accountability goals, student work, assessment alignment
Barriers to Address During this Cycle	1. State testing is during this time. My Assistant Principal is the campus test coordinator and much vof her time will be consumed with preparing for testing.	Frequency of providing accommodations and modifications during instruction (fidelity)	Scheduling meetings with teachers shortly after assessments are administered and data is scanned
District Actions for this Cycle	Principal supervisor meets at minumum every two weeks with Principal to discuss PLC protocol modeling and selection, coaching of teachers and coaching of Assistant Principal	Principal supervisor conducts walkthroughs with Principal focused on exit ticket adminstration (including alignment and rigor) and monitors how Principal provides feedback to teachers with regards to real time response to data.	Principal supervisor monitors Prinicpal follpw-through on the develoment of action plans and follow up meetings.
District Commitments Theory of Action	If the Principal supervisor schedules and meets with the Principal at a minimum once every two weeks and focuses meetings on Principal progress of coaching teachers, implementation of PLC protocol, feedback to teachers with regard to real time responses to data, and follow through on action plans, then the campus will be able to establish effective coaching practices and rigourous and aligned assessements that will enable the data to demonstrate substantial increase toward saccountability goals.		

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**
Identify and model Professional Learning community protocols (Data protocol, student work protocol)	1	March 2-May 29	Effective PLC protocol	Julie May, Principal. Trista Saunders, Assistant Principal	PLC Agendas, copies of protocol	Ongoing		
Calendar time to meet with Asssitant Principal to discuss walkthrough findings	1	March 2-May 29	None	Julie May, Principal	Outlook Calendar, Agenda and notes	Ongoing		
Co-develop action plans with teachers	2	Sept 30-May 29	None	Julie May, Principal. Trista Saunders, Assistant Principal	Walkthrough forms, meeting notes	Ongoing		
Set revolving PLC topics	1	March2-May 29	None	Julie May, Principal, Instructional Coaches	Agenda, meeting notes, walkthrough documentation	Ongoing		
Meet with teachers to discuss assessment results	3	March 2-May 29	None	Julie May, Principal	Action plans	Ongoing		

Provide instructional coaching development for Assistant Principal	1	March 2-May 29	Professional Development in Instructional Coaching	Julie May, Principal	Certificate	Ongoing		

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?	

	Carryover Milestones	**New Milestones**
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?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	1. Identify, model and effectively use consistent protocols across all content areas. 2. Dedicate and honor time with Assistant Principal to meet, discuss walkthrough findings, coaching of teachers and status of PLC meetings and		
Did the campus achieve the desired outcome? Why or why not?			

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	1. Identify and model PLC protocol for (analyzing data, student work analysis). 2. Calendarize weekly meetings with Assistant Principal to discuss instruction and next steps.	1. Refine vetting process conducted by Administration and share with teachers. 2. Begin conducting walkthroughs during exit ticket administration and provide feedback to teachers.	1. Set revolving topics on all PLC calendars. 2. Re-schedule instructional coach meetings from every two weeks to every week with a strictly followed agenda. 3. Begin meeting with teachers to discuss results from unit assessments
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	0		

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

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?	
	Carryover Milestones	New Milestones
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?		

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	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.
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 achieving this action.
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