

Rhodes Middle School Targeted Improvement Plan 2019-2020



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 achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio ISD	Campus Name	Rhodes Middle School	Superintendent	Pedro Martinez	Principal	Rick Flores
District Number	015907	Campus Number	015907055	District Coordinator of School Improvement (DCSI)	Dr. Judith Solis	ESC Support	Region 20 Jamie Goodwin
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.					Dr. Judith Solis-November 11, 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.					n/a	
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.					Rick Flores, November 11, 2019	
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: 70, Domain 2: 81, Domain 3: 65					
	What changes in student group and subject performance are included in these goals?	Across the board our campus is underperforming. The changes we are proposing will support our campus in increasing our performance in all areas by 5% points across the board. (Approaches: 65%; Meets: 33%; & Masters: 16%)					
	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.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5	
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.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	5.3 Data-driven instruction.	Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Rationale	Although PLC's have been held at the campus level for the past three years, the campus failed to focus on data analysis or effective responses (reteach) from the data analysis no real process was in place for ILT or teachers to analyze unit tests (or any other form of assessments)for the purposes of effective reteach. Teachers have attended no formal training on the PLC process. Therefore, from department to department, there has been no consistent approach to a DDI process.	Rationale	Although our campus has a vision and mission statement, not one adult in our building can clearly articulate our purpose as an organization. As an organization, we must clearly define our "why" and focus on providing all students with a safe environment and set high social and academic expectations for all students.
Desired Annual Outcome	Instructional Leadership Team (ILT) adds structure to two specific areas: leading PLCs so that there is effective collaborative planning, data analysis and reteach plans, and effective regular ILT meetings so that we are more strategic in how we plan our time, including how frequently who and when we observe teachers. As a result, each teacher will know individual student data and create action plans on a student by student basis by TEK. It is also our desire to ensure that conversations take place at our PLC's that are centered on the four essential questions: What do we want our students to learn? How will we know if they learned it? How will we respond if students did not learn it? How will we respond to students that did learn it?	Desired Annual Outcome	As an organization we will ensure that all students demonstrate a minimum of 1 years growth for 1 year of being in school.
Barriers to Address During the Year	Our only barrier to address this school year is addressing the fixed mindset of some organizational members.	Barriers to Address During the Year	Not all stakeholders understand the impact they have on student learning and the importance of creating and believing in a campus vision and when well throughout, how it drives the work.
District Commitment Theory of Action:		If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	

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

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
Grade 6 Reading	Benchmark	9.33%	9.21%	Benchmark	18.66%		District Interim	28%		STAAR	28	
Grade 6 Math	Benchmark	12.66%	12.75%	Benchmark	25.33%		District Interim	38%		STAAR	38	
Grade 7 Reading	Benchmark	13.33%	19.69%	Benchmark	26.66%		District Interim	40%		STAAR	40	
Grade 7 Writing	Benchmark	10%	Pending	Benchmark	20%		District Interim	30%		STAAR	30	
Grade 7 Math	Benchmark	18%	11.98%	Benchmark	36%		District Interim	54%		STAAR	54	
Grade 8 Reading	Benchmark	13.66%	18.18%	Benchmark	27.33%		District Interim	41%		STAAR	41	
Grade 8 Math	Benchmark	21.66%	9.62%	Benchmark	43.33%		District Interim	65%		STAAR	65	
Grade 8 Science	Benchmark	15%	38.71%	Benchmark	30%		District Interim	45%		STAAR	45	
Grade 8 Social Studies	Benchmark	17.66%	45%	Benchmark	35.33%		District Interim	53%		STAAR	53	
Algebra I EOC	Benchmark	33.33%	36.84%	District Interim	66.66%		District Interim	100		STAAR	100	

Cycle 1 90-day Action Plan (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-Driven Instruction	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired 90-day Outcome	The 90-day outcome is to ensure that teachers are working in collaboration on "best practices" as we continue to improve student outcomes. Teachers are expected to use the DDI protocol to make informed decisions on which standards to prioritize as they plan their reteach to improve student outcomes. Teachers will be expected to implement the "reteach" plan within 3 instructional days of their PLC meeting.	Our 90-day desired outcome is to begin the conversation centered on the following: (1) What is the vision of our campus? (2) What is our mission? (3) What are our performance goals in the areas Attendance, Behavior & Core Performance? (4) Provide a safe environment for all students by reducing office referrals by 20%. Lastly, to address the importance of high expectations for all students.	
Barriers to Address During this Cycle	There are 3 barriers that we will need to address during the first 90 days: (1) Providing our STAAR tested core teachers with the time for data disaggregation. (2). Provide accountability training for new teachers on how to interpret data and know how to create and use an intervention plan with the support of our Instructional Coach (District Level). (3) Consistent leadership and IC & IS support.	Not having a clear understanding of our vision, mission, goals and values that should drive everything we do on a daily basis. This causes lack of focus. The lack of teacher understanding of the impact they have on learning as a result of their behaviors and actions. The lack of teachers working together.	
District Actions for this Cycle	Principal supervisor attends Data Driven Instruction training with ILT and continues every other week coaching of principal, with coaching focus on implementation plan, PD plan for DDI roll out, and systems that protect leadership team's time to focus on instructional leadership.	The principal supervisor will coach the principal to begin the process of creating a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations in order create a culture of excellence for all.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
Weekly Professional Learning Communities Meetings will be calendarized and scheduled. Core teachers will follow the PLC "Data Protocol" with the 4 "Essential Questions"	1	17-Oct-19	PLC Agenda; & Meeting Minutes	Department Heads	PLC Agenda; & Meeting Minutes	29-Nov-19		
Department specific data-trackers by TEK will be developed in all STAAR tested areas. Teachers will model the tool and hold students accountable for tracking their progress at the conclusion of all assessments.	1	15-Oct-19	Data Tracking Tool	Department Heads & Instructional coach	Existence of Data Tracking Tool	29-Nov-19		
Provide ongoing training and support at faculty meetings as the ILT models the PLC process .	1	28-Oct-19	PLC Videos & Department Modeling of the Process	Principal Flores, Instructional Coach & Department Heads	PLC Meeting	29-Nov-19		
Organizational members will be provided with videos on the PLC process through our Wildcat Nation Weekly Bulletin.	1	13-Sep-19	Smore Newsletter	Principal Flores	Newsletter & PLC Meetings	Ongoing		

Ensure all students are scheduled correctly so that those who scored "Meets" & "Masters" on their state assessment, Spring of 2019, are in the correct PAP course in the Reading & Math.	1	15-Oct-19	Ensuring there are 2 PAP courses in Reading/Math	Principal Flores, Core-Tested Area Teachers, & Instructional Coach	Placement of 100% of our students in the correct course.	15-Oct-19		
Our PBIS Team will begin its "Positive Behavior Interventions & Support" training and present to staff on November 18, 2019.	2	28-Oct-19	PBIS Training & time for the team to connect	PBIS Team & Principal	Review 360 Data since the implementation of PBIS began	November 18, 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 Action Plan (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired 90-day Outcome	The 90-day outcome is to ensure that teachers are working in collaboration on "best practices" as we continue to improve student outcomes. Teachers are expected to use the DDI protocol to make informed decisions on which standards to prioritize as they plan their reteach to improve student outcomes. Teachers will be expected to implement the "reteach" plan within 3 instructional days of their PLC meeting.	The 90-day desired outcome is to ensure that teachers are supported through the Professional Learning Community Journey. The message will be clear that high performance expectations is not an option. As we visit classrooms, the expectations are that students are provided with a safe learning environment in which they can focus on learning at a high level.	
Barriers to Address During this Cycle	Not enough time during PLCs to complete the cycle of analyzing data, developing reteach plans which includes analysis of student work. The lack of time coupled with the lack of skill becomes a barrier we will be addressing this cycle.	Barriers to address during this cycle is for teachers to clearly understand the impact they have on learning and to believe in their students ability to succeed.	
District Actions for this Cycle	Principal Supervisor/DCSI will provide coaching and support in monitoring of action plan, PLCs and walkthrough feedback to observe how the campus is using data to drive delivery of instruction.	The principal supervisor will coach the principal to continue the process of completing the campus vision, mission, goals, values in order to create a culture where all stakeholders are held accountable and responsible for learning at high levels.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
Teachers will continue the work on the "Data Protocol": What do we want all students to be able to do? How will we know if students have mastered the standards? How will we respond for students who have not yet learned? How will we respond to students that have demonstrated mastery?	1	2-Dec-19	PLC Agendas & Meeting Minutes	Principal , Instructional Coach, & Department Heads	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		
Students enrolled in PAP courses will perform at 80% or above on all assessments.	1	2-Dec-19	Copy of student assessment booklets and student data	Core Area Teacher	Videos; sign ins	Ongoing		
One-on-one meetings with Principal & Department Heads which will be calendarized and will follow a data centered agenda.	1	2-Dec-19	Meeting agendas, minutes, & data trackers	Principal	Calendar; agendas	Ongoing		
Semester Exam conferences will be held in order to review the teacher's corrective-action plan. The goal is to ensure that our "Meets" performance is on target with our Performance Goal Plan.	1	16-Dec-19	Data Tracker	Principal , Instructional Coach, & Department Heads	Obs calendars	10-Jan-19		
Our PBIS Team will begin its "Positive Behavior Interventions & Support" training and present to staff on November 18, 2019.	2	2-Dec-19	Review 360 Data	PBIS Team	Reduction in OCI/Suspension Placements	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?		
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 3 90-Day Action Plan (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired 90-day Outcome	The 90-day outcome is that our process for analyzing data is positively observable and teachers are developing corrective action-plans at the conclusion of our February STAAR simulation and students are being successful. 80% of the students are experiencing success after reteaching. Teachers are using data to drive their decisions about student learning in order to respond immediately to students who experience difficulty.	The 90-day desired outcome is to ensure that all stakeholders maintain focused on what we have established as our blue print for how we do our business-vision, mission, goals, values. Discipline referrals will decrease, student mastery will increase and teachers will be aligned when making decisions about student learning and setting high expectations.	
Barriers to Address During this Cycle	Quality and rigor of the retest questions, teacher fidelity to the cycle of preparing lesson based on assessment results. Knowledge of DDI process.	Getting all stakeholders to remain focused on the right work founded on the beginning of the year collaboration creating our vision, mission, goals and values.	
District Actions for this Cycle	Principal Supervisor/DCSI will provide coaching and support in monitoring of action plan, PLCs and walkthrough feedback to observe how the campus is using data to drive delivery of instruction.	The principal supervisor will coach the principal to continue the process of completing the campus vision, mission, goals, values in order to create a culture where all stakeholders are held accountable and responsible for learning at high levels.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

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
All students will track their academic progress on all assessments as they aim to score in the "Meets" & "Masters" performance level.	1 & 2	1-Mar-20	Student data trackers (hard copy for student binders/folders) and calendar of set student conferences to review tracker.	Core Area Teacher	Copies of student trackers	1-May-20		
Focus on the "4 Essential Questions" that will drive the daily work of our campus: "What do we want student to learn? How will we know if they learned it? What will we do if they don't learn? What will we do if they already learned it?"	1 & 2	1-Mar-20	Teacher Data protocol at the conclusion of every assessment checkpoint	Principal & Instructional Coach	Student performance data	Ongoing		
One-on-one meetings with STAAR tested areas.	1 & 2	1-Mar-20	Meeting Agenda & Meeting Minutes	Principal & Instructional Coach	Meeting Agenda & Meeting Minutes	Ongoing		
High functioning PLCs	1,2	Ongoing	Meeting Agenda & Meeting Minutes	Principal & Instructional Coach	Meeting Agenda & Meeting Minutes	Ongoing		
Our PBIS Team will begin its rollout of the "Positive Behavior Interventions & Support" on January 7, 2020.	2	7-Jan-20	Review 360 Data	PBIS Team	Reduction in OCI/Suspension Placements	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?		
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

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Instructional Leadership Team (ILT) adds structure to two specific areas: leading PLCs so that there is effective collaborative planning, data analysis and reteach plans, and effective regular ILT meetings so that we are more strategic in how we plan our time, including how frequently who and when we observe teachers. As a result, each teacher will know individual student data and create action plans on a student by student basis by TEK. It is also our desire to ensure that conversations take place at our PLC's that are centered on the four essential questions: What do we want our students to learn? How will we know if they learned it? How will we respond if students did not learn it? How will we respond to students that did learn it?	As an organization we will ensure that all students demonstrate a minimum of 1 years growth for 1 year of being in school.	
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	Our 90-day desired outcome is to begin the conversation centered on the following: (1) What is the vision of our campus? (2) What is our mission? (3) What are our performance goals in the areas Attendance, Behavior & Core Performance? (4) Provide a safe environment for all students by reducing office referrals by 20%. Lastly, to address the importance of high expectations for all students.		The 90-day outcome is to ensure that teachers are working in collaboration on "best practices" as we continue to improve student outcomes. Teachers are expected to use the DDI protocol to make informed decisions on which standards to prioritize as they plan their reteach to improve student outcomes. Teachers will be expected to implement the "reteach" plan within 3 instructional days of their PLC meeting.					
Rationale	Based on some of the conversations held with professional staff, our campus lacks a systemic approach to how we conduct PLC's.		Currently, not all students are in the correct course. We have students in Reading courses that scored at the "Meets" & "Masters" level on their recent state assessment that are seated in classrooms where the majority of the students failed to meet the minimum state standard of performance.			Currently, our Review 360 Discipline Data clearly demonstrates that we are in need of a systemic approach to student discipline.		
How will you communicate these priorities to your stakeholders? How will you invest them?	PLC priorities will be communicated to all professional staff on an ongoing basis through our Wildcat Weekly Bulletin, campus professional development sessions and weekly PLC meetings. We are committed to investing in our teachers professional growth by providing all staff with their copy of "Learning By Doing" by Richard DuFour (Solution Tree). In addition, Department Heads will attend Solution Tree's PLC Training in San Antonio on October 14-16, 2019.		Conversations have already been held with Department Heads and teachers being impacted. Our professional staff have been apprised that students that have demonstrated academic success at the "Meets" level are expected to perform at the "Masters" level in 2020. Students that scored at the "Masters" level are expected to maintain that level of performance in the Spring of 2020.			Student discipline is top priority for our learning community. Students that do not feel safe simply cannot learn in that type of environment. This priority will be communicated through our weekly bulletins, professional staff developments and coaching of teachers in need of support in this area.		
Desired 90-Day Outcome	Our 90-day outcome is to ensure that all teachers are guided and provided with the PLC Data Protocol document. This document will guide our professional staff through the "4 Essential Questions" of a PLC.		Our 90-day desired outcome is to ensure that all high-performing students are placed in the appropriate educational setting.			Our 90-day desired outcome is to observe a substantial decrease in discipline referrals.		
Who will help the campus build capacity in this area?	Principal, Instructional Coach, & Department Heads		Principal, Instructional Coach, & Department Heads			Principal & PBIS Team		
Barriers to Address	The only barrier that we can determine are the adults in the building. We must guide our organization through this PLC process.		The barrier that we have to contend with is our Master Schedule and the balancing of class sizes. At the end of the day, we are committed to taking whatever action-steps are necessitated to ensure that our students are prepared to exceed all performance targets.			The only observable barrier that our team noted was the lack of buy-in from some professional staff.		
District Actions for this Cycle								
District Commitments Theory of Action								
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?		
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