

## 2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district’s actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

<b>Campus Name:</b>		<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>	
Lowell Middle School		Daniel Girard, Assistant Superintendent	
<b>Campus Number:</b>		<b>Superintendent Name:</b>	
015907051		Pedro Martinez	

**Date:**

Friday, October 30, 2020



**CAMPUS INFORMATION**

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Antonio Independent School District	Campus Name	Lowell Middle School	Superintendent	Pedro Martinez	Principal	Yvonne M. Hernandez
District Number	015907	Campus Number	000000051	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Number	20
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2020-2021	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Michael Torres

**ASSURANCES**

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Daniel Girard, October 26, 2020
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.	
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.	Yvonne M. Hernandez, October 26, 2020
Board Approval Date	14-12-2020	

**DATA ANALYSIS**

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

<b>Data Analysis Questions</b>	<p>What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.</p>	<p>Domain 1: Student Achievement Goal is Scale Score of 70 for a grade of C. Rationale: We calculated Approaches at 67%, Meets at 34%, and Masters at 13% which will give us a Raw score of 38. This will give us a Domain 1 scaled score of 70 to bring our overall grade to a C.</p> <p>Domain 2B: School Progress Goal for Relative Performance is Scale Score of 82 for a grade of B. Rationale: Perfuming at Approaches at 67%, Meets at 34%, and Masters at 13% which will give us a Raw score of 38 and a Domain 2B scaled score of 82, grade of B, to bring our overall grade to a C.</p> <p>Domain 3: Closing the Gaps Goal is Scale Score of 61 for a grade of D. Rationale: We calculated meeting one component in Academic Achievement and meeting the English Language Proficiency component for a Domain 3 scaled score of 61 for a grade of D, to bring our overall grade to a C.</p> <p>We reviewed the 2018 - 2019 Domains 1 - 3 performance data. Knowing that Student Growth will not be option for us this school year, we used the TEA calculator to plug in numbers that would generate an overall performance grade of a C. We took our current enrollment into consideration as well as the number of tests that could possibly be taken this school year and used the calculator in order to determine what Scale Score would be needed in order to generate the letter grades that would aid us in earning the overall letter grade C. Our goal is to not only move out of Improvement Required with a 70 (D). With the work around Focus Areas 5.1 and 5.3 that we have engaged in last year and we are refining this year, the targeted, data-driven instruction provided will ultimately lead to students performing at a higher level.</p>
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	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Overall performance for all students at Approaches at 67%, Meets at 34%, and Masters at 13%, up from Approaches at 52%, Meets at 19%, and Masters at 6% in 2019.</p> <p>Domain 2B: Overall performance for all students at Approaches at 67%, Meets at 34%, and Masters at 13%, up from Approaches at 52%, Meets at 19%, and Masters at 6% in 2019.</p> <p>Domain 3: Academic Achievement for Reading Meets Special Education Current will reach target of 19%, up from 11% in 2019. Also performance in the English Language Proficiency component will meet target of 36%, up from 31% in 2019.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

**CAMPUS FOCUS AREAS**

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

**PRIORITIZED FOCUS AREAS**

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

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

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

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

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	

<p><b>Rationale</b></p>	<p>The campus has been engaged in refining the work for 5.1 for the last academic year. We have identified the importance of providing our students with rigorous learning experiences and therefore, as we continue to provide professional development on lesson design this will support our teachers with creating and submitting lesson plans that include clear objectives, opening activities, and exit tickets with exemplar responses. Ultimately our students benefit from the rigorous lessons designed by our teachers.</p>	<p>The campus has been engaged in refining the work for 5.3 for the last academic year. We have identified the importance of making sure all students make progress toward measurable academic goals and therefore, as we continue to review data to track and monitor the progress of all students this will support our teachers during Professional Learning Communities (PLCs) and planning. Ultimately our students benefit from teacher review of student data in order to create reteach plans, effective instructional strategies, and adjustments to the delivery of instruction to meet the needs of all students.</p>	
<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>We will partner with our district instructional specialists. The Principal Supervisor, the Assistant Superintendent, will support the ALT in creating new processes and protocols and help manage the change with this new system. The Assistant Superintendent will provide ongoing coaching and support to the Principal and ALT in this practice.</p>	<p>During professional training days, we will partner with district specialists that will provide teachers with additional training on data resources such as Eduphoria, Performance Matters, Edgenuity, and Lead4ward, as determined by observational evidence. Teachers will create exemplars and utilize rubrics for Exit Tickets.</p>	
<p><b>Barriers to Address throughout this year</b></p>	<p>Teacher receptivity to planning and feedback due to time constraints and previous teacher autonomy. Instructional Coaches' and Assistant Principal's skill and confidence in giving feedback on lesson plans, and their ability to get into content-specific discussions.</p>	<p>Teacher receptivity due to lack of knowledge regarding data analysis; ALT's ability to roll out an efficient and effective plan, along with expectations for Data-driven Instruction to teachers (both from an effective PD and teacher buy-in standpoint); and time management for ALT to ensure leader preparations are done with high quality.</p>	
<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>The campus will communicate these priorities to stakeholders by providing them with multiple communications of the revised campus mission and vision. A celebratory and continued spotlight on the effectiveness of our collective actions will be show cased via campus newsletter, parent newsletter, video morning announcements, and all campus social media platforms. Parent meetings will be held monthly to communicate state and district requirements. Buy-in will be developed in Academic Leadership Team (ALT) Meetings, Teacher-led PLCs, Parent Advisory Committee (PAG), and Student Advisory; input and feedback will be solicited.</p>	<p>Instructional coaches work with teachers during PLC discussions, facilitating the DDI protocol, aiding teachers in gaining needed data, and in building teacher capacity in data analysis. The need for data analysis is communicated not only as an ESF requirement, it is communicated as a best practice and necessity for targeted instruction for increased achievement. Teachers retain autonomy in crafting lessons that respond to what the data reveals.</p>	
<p><b>Desired Annual Outcome</b></p>	<p>Teachers utilize planning time and PLC meetings to collaboratively plan parts of lessons (Demonstrations of Learning to include exemplars) weekly. AP and instructional coaches will improve skills in analysis and feedback on weekly lesson plans and walk-throughs. Recurring trends found in lesson plans will serve as agenda items for subsequent PLCs. Professional Development on daily formative assessments will be provided and will be a required component in the lesson planning process which will be completed weekly. PLCs will be lead and planned by Instructional Coaches and Department Chairs on a weekly basis.</p>	<p>Teachers will receive one-on-one check-ins regarding their data needs, data usage, and data analysis capabilities weekly. Teacher and department chair capacity and efficacy will be built during the first 9 weeks, and continually supported for the remainder of the school year. PLCs will be lead and planned by Instructional Coaches and Department Chair Persons the 1st 9 Week period, co-presented by Instructional Coaches and Department Chair Persons during the 2nd 9 Week period, and lead by Department Chair Persons during the 3rd 9 Week period. The Data-Driven Instruction (DDI) protocol will be utilized after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle in order to establish targeted student groups every 3 weeks.</p>	

<b>District Commitment Theory of Action</b>	If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.	If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.	
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### CYCLE 1 90-DAY OUTCOMES (September - November)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers utilize planning time and PLC meetings to collaboratively plan parts of lessons (Demonstrations of Learning to include exemplars) weekly. AP and instructional coaches will improve skills in analysis and feedback on weekly lesson plans and walk-throughs. Recurring trends found in lesson plans will serve as agenda items for subsequent PLCs. Professional Development on daily formative assessments will be provided and will be a required component in the lesson planning process which will be completed weekly. PLCs will be lead and planned by Instructional Coaches and Department Chairs on a weekly basis.	Teachers will receive one-on-one check-ins regarding their data needs, data usage, and data analysis capabilities weekly. Teacher and department chair capacity and efficacy will be built during the first 9 weeks, and continually supported for the remainder of the school year. PLCs will be lead and planned by Instructional Coaches and Department Chair Persons the 1st 9 Week period, co-presented by Instructional Coaches and Department Chair Persons during the 2nd 9 Week period, and lead by Department Chair Persons during the 3rd 9 Week period. The Data-Driven Instruction (DDI) protocol will be utilized after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle in order to establish targeted student groups every 3 weeks.	
<b>Desired 90-day Outcome</b>	PLCs prioritize planning (creating Learning Objectives and Aligned Formative Assessments) weekly.	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 every 3 weeks. 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.	



<p><b>District Actions for this Cycle</b></p>	<p>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 formative assessment design.</p>	<p>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.</p> <p>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.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	

## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Completed teacher training on the development of Exit Tickets, Exit Ticket Tracker, and analysis	5.1 and 5.3	Aug 17 - Nov 20, 2020	TEKS, PPT, Exemplars, consumable materials to create products and PD materials	Academic Leadership Team (ALT), Department Chairs and Teachers	Teacher Work Products, Lesson plans, Agenda, and Sign in,	Weekly through Nov 20	Significant Progress	As an integral part of daily formative assessment, the next steps are to continue with the completion of the Exit Ticket Tracker as well as daily
Weekly planning every Monday/Tuesday through PLC using Deming Cycle	5.1	Aug 17 - Nov 20, 2020	TEKS, Texas Assessed Curriculum, Exit Ticket Trackers, Student work, PLC agenda, Instructional Coach, and District Specialist	Academic Leadership Team, Department Chairs and Teachers	Lesson plans and Exit Tickets , Student work, PLC agenda, Sign in, District Specialist input/feedback, and minutes	Weekly through Nov 20	Significant Progress	Increasing collaboration while PLCs continue will be the adjustment as PLCs continue to focus on learning and results.
Teachers and PLC leads (Instructional Coaches/Department Chairs) use Exit Ticket Tracker and Teacher Data tracker for all common assessments and unit tests.	5.1 and 5.3	Sept 13 - Nov 20, 2020	TEKS, Texas Assessed Curriculum, Exit Ticket Trackers, PLC agenda, Instructional Coach, and District Specialist	Academic Leadership Team, Department Chairs and Teachers	STAAR aligned common assessments and updated Teacher Data Tracker	3 week cycle beginning Aug 17 - Nov 20	Some Progress	Next steps are to get into a rhythm with the Exit Ticket Tracker in order to make sure the data are inputted on a daily basis or as often as data is available.
Common Assessments conducted every 3 weeks to monitor both formative assessments and re-assessment of TEKS.	5.3	Sept 8 - Nov 20, 2020	Previous Checkpoint data, TEKS, Texas Assessed Curriculum, STAAR release test questions, and design time	Department Chairs and Instructional Coaches	STAAR aligned common assessments	3 week cycle beginning Sept 21 - Nov 20	Met	Next steps are to continue this cycle in order to bridge student learning gaps quickly.



**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>For each of the Prioritized Focus Areas we feel that we have achieved the desired 90-day outcome in that all Action Steps have been designed and implemented in the daily work of the campus. The instructional program is centered around the Action Steps put in place.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not achieve our student performance goals (refer to Student Data Tab) due to the COVID slide and other factors. Specifically, only 20% of our enrollment participated in in-person learning, and students that were expected to participate virtually did not always participate due to lack of resources (internet service, lack of technology, or no parental supervision). Students learning virtually also had distractions in their homes that frequently interfered with their learning. Additionally, our teachers mentioned experiencing a learning curve with navigating the virtual environment.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>As an integral part of daily formative assessment, we will continue with the completion of the Exit Ticket Tracker as well as daily analysis. We will continue with the 3-week assessment cycle in order to bridge student learning gaps quickly. ALT need to continue to commit to the review of the 3-week results and have focused and aligned conversations around teacher performance and support.</p>	<p>New Action steps will be to get into a rhythm with the Exit Ticket Tracker in order to make sure the data are inputted on a daily basis or as often as data is available. Increasing collaboration while PLCs continue will be the adjustment as PLCs continue to focus on learning and results. We need to find new ways to engage our virtual learners in routinely participating and updating their student trackers after completing each assessment.</p>

### CYCLE 2 90-DAY OUTCOMES (December-February)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers utilize planning time and PLC meetings to collaboratively plan parts of lessons (Demonstrations of Learning to include exemplars) weekly. AP and instructional coaches will improve skills in analysis and feedback on weekly lesson plans and walk-throughs. Recurring trends found in lesson plans will serve as agenda items for subsequent PLCs. Professional Development on daily formative assessments will be provided and will be a required component in the lesson planning process which will be completed weekly. PLCs will be lead and planned by Instructional Coaches and Department Chairs on a weekly basis.	Teachers will receive one-on-one check-ins regarding their data needs, data usage, and data analysis capabilities weekly. Teacher and department chair capacity and efficacy will be built during the first 9 weeks, and continually supported for the remainder of the school year. PLCs will be lead and planned by Instructional Coaches and Department Chair Persons the 1st 9 Week period, co-presented by Instructional Coaches and Department Chair Persons during the 2nd 9 Week period, and lead by Department Chair Persons during the 3rd 9 Week period. The Data-Driven Instruction (DDI) protocol will be utilized after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle in order to establish targeted student groups every 3 weeks.	
<b>Desired 90-day Outcome</b>	Teachers plan for teaching of prioritized standards with Learning Objectives and Exit Tickets 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 Exit Tickets 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.	

<p><b>District Actions for this Cycle</b></p>	<p>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.</p>	<p>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.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	

## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

ACTION PLAN								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly planning every Monday/Tuesday through PLC using Deming Cycle with a focus on collaboration.	5.1	Nov 30 - Mar 4, 2021	TEKS, Texas Assessed Curriculum, Exit Ticket Trackers, Student work, PLC agenda, Instructional Coach, and District Specialist	Academic Leadership Team, Department Chairs and Teachers	Lesson plans and Exit Tickets , Student work, PLC agenda, Sign in, District Specialist input/feedback, and minutes	Weekly through Mar 4	Significant Progress	Next steps are for Department Chairs to plan and lead the PLCs with continued use of Deming Cycle.
Teachers and PLC leads (Instructional Coaches/Department Chairs) use Exit Ticket Tracker and Teacher Data tracker for all common assessments and unit tests.	5.1 and 5.3	Nov 30 - Mar 4, 2021	TEKS, Texas Assessed Curriculum, Exit Ticket Trackers, PLC agenda, Instructional Coach, and District Specialist	Academic Leadership Team, Department Chairs and Teachers	STAAR aligned common assessments and updated Teacher Data Tracker	3 week cycle beginning Nov 30 - Mar 4	Significant Progress	Continue to monitor the input of the Exit Ticket data on daily basis.
Common Assessments conducted every 3 weeks to monitor both formative assessments and re-assessment of TEKS.	5.3	Dec 14 - Mar 4, 2021	Previous Checkpoint data, TEKS, Texas Assessed Curriculum, STAAR release test questions, and design time	Department Chairs and Instructional Coaches	STAAR aligned common assessments	3 week cycle beginning Nov 30 - Mar 4	Met	Next steps are to make sure Re-teach Action Plans (RAPs) are implemented and re-taught TEKS are re-assessed.
Review Teacher Data Tracking tool for teachers and students (virtual learners will be invited for face-to-face instruction) to complete after each assessment.	5.3	30-Nov-20	Common Formative Assessments, Core and Special Education Teachers	Core and Special Education Teachers and ALT	Teacher and Student Data Tracker	3 week cycle beginning Nov 30 - Mar 4	Some Progress	Next steps are to increase the number of in-person learners.

ALT meetings analyze 3 week results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	5.3	Nov 30 - Mar 4, 2020	Common Assessment and Unit Test data	Academic Leadership Team	Teacher Performance	3 week cycle beginning Nov 30 - Mar 4	Significant Progress	Continue to review data at ALT meetings and prioritize conversations.



**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>For each of the Prioritized Focus Areas we feel that we have achieved the desired 90-day outcome in that all Action Steps have been designed and implemented in the daily work of the campus. The instructional program is centered around the Action Steps put in place.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did achieve some of our student performance goals (refer to Student Data Tab) due to the COVID slide and other factors. Specifically, only 35% of our enrollment participated in in-person learning, and students that were expected to participate virtually did not always participate due to lack of resources (internet service, lack of technology, or no parental supervision). Students learning virtually also had distractions in their homes that frequently interfered with their learning. Additionally, our teachers mentioned experiencing a learning curve</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>We will continue to utilize the Exit Ticket Tracker in order to make sure the data are inputted on a daily basis or as often as data is available. Increasing collaboration while PLCs continue will be the adjustment as PLCs continue to focus on learning and results.</p>	<p>As we increase the percentage of in-person learners we need to determine and address the needs (academic/social emotional) of these students.</p>

### CYCLE 3 90-DAY OUTCOMES (March-May)

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers utilize planning time and PLC meetings to collaboratively plan parts of lessons (Demonstrations of Learning to include exemplars) weekly. AP and instructional coaches will improve skills in analysis and feedback on weekly lesson plans and walk-throughs. Recurring trends found in lesson plans will serve as agenda items for subsequent PLCs. Professional Development on daily formative assessments will be provided and will be a required component in the lesson planning process which will be completed weekly. PLCs will be lead and planned by Instructional Coaches and Department Chairs on a weekly basis.	Teachers will receive one-on-one check-ins regarding their data needs, data usage, and data analysis capabilities weekly. Teacher and department chair capacity and efficacy will be built during the first 9 weeks, and continually supported for the remainder of the school year. PLCs will be lead and planned by Instructional Coaches and Department Chair Persons the 1st 9 Week period, co-presented by Instructional Coaches and Department Chair Persons during the 2nd 9 Week period, and lead by Department Chair Persons during the 3rd 9 Week period. The Data-Driven Instruction (DDI) protocol will be utilized after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle in order to establish targeted student groups every 3 weeks.	
<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 action plan 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 Exit Ticket data.	Quality and effectiveness of action plan implementation.	

<p><b>District Actions for this Cycle</b></p>	<p>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."</p>	<p>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 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.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	

## ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly planning every Monday/Tuesday through PLC using Deming Cycle	5.1	Mar 23 - May 17, 2021	TEKS, Texas Assessed Curriculum, Exit Ticket Trackers, Student work, PLC agenda, Instructional Coach, and District Specialist	Academic Leadership Team, Department Chairs and Teachers	Lesson plans and Exit Tickets , Student work, PLC agenda, Sign in, District Specialist input/feedback, and minutes	Weekly through May 17	Significant Progress	We will continue this process. We are currently attending PD (Make it Happen) to support this action step.
Teachers and PLC leads (Instructional Coaches/Department Chairs) use Exit Ticket Tracker and Teacher Data tracker for all common assessments and unit tests.	5.1 and 5.3	Mar 23 - May 21 , 2021	TEKS, Texas Assessed Curriculum, Exit Ticket Trackers, PLC agenda, Instructional Coach, and District Specialist	Academic Leadership Team, Department Chairs and Teachers	STAAR aligned common assessments and updated Teacher Data Tracker	3 week cycle beginning Mar 23 - May 21	Met	We will continue to use the trackers. We will start the school year with the Exit Ticket tracker.
Common Assessments conducted every 3 weeks to monitor both formative assessments and re-assessment of TEKS.	5.3	Mar 23 - Mar 29 , 2021	Previous Checkpoint data, TEKS, Texas Assessed Curriculum, STAAR release test questions, and design time	Department Chairs and Instructional Coaches	STAAR aligned common assessments	Week of Mar 23	Met	We have a countdown plan with assessments to address low-performing essential standards for next year.



### REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Focus Area #1 we met our 90-day outcome. Teachers make adjustments to lesson plans based on recurring analysis of demonstrations of learning as observed by the Principal and Assistant Principal. Teachers received weekly feedback during lesson plan vetting process and classroom walkthroughs. Focus Area #2 we did not meet our 90-day outcome due to the hybrid learning environment.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not achieve our student performance goals due to our hybrid learning environment. We tested 97% of our student population of which only 50% were in-person learners. On-line learning was not conducive to our student performance.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>We will continue this process. We are currently attending PD (Make it Happen) to support this action step. We will continue to use the trackers. We will start the school year with the Exit Ticket tracker. We have a countdown plan with assessments to address low-performing essential standards for next year. Currently, STAAR data is being reviewed with teachers. ALT is currently reviewing STAAR data to plan for the remainder of this year and the start of next year. We will continue this process for next school year.</p>	<p>Next year we anticipate having 100% of students in-person. As we increase the percentage of in-person learners we need to determine and address the needs (academic/social emotional) of these students. We are already making plans to improve our academic and social/emotional programs.</p>

## END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers utilize planning time and PLC meetings to collaboratively plan parts of lessons (Demonstrations of Learning to include exemplars) weekly. AP and instructional coaches will improve skills in analysis and feedback on weekly lesson plans and walk-throughs. Recurring trends found in lesson plans will serve as agenda items for subsequent PLCs. Professional Development on daily formative assessments will be provided and will be a required component in the lesson planning process which will be completed weekly. PLCs will be lead and planned by Instructional Coaches and Department Chairs on a weekly basis.	Teachers will receive one-on-one check-ins regarding their data needs, data usage, and data analysis capabilities weekly. Teacher and department chair capacity and efficacy will be built during the first 9 weeks, and continually supported for the remainder of the school year. PLCs will be lead and planned by Instructional Coaches and Department Chair Persons the 1st 9 Week period, co-presented by Instructional Coaches and Department Chair Persons during the 2nd 9 Week period, and lead by Department Chair Persons during the 3rd 9 Week period. The Data-Driven Instruction (DDI) protocol will be utilized after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle in order to establish targeted student groups every 3 weeks.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>	The campus has met the desired outcome and will continue the work in this area for next school year. We participated in professional development with professional learning communiites. PLCs were implemented as planned.	The campus has met the desired outcome and will continue the work in this area for next school year. PLCs, checkpoints and data process were implemented as planned.	

### CYCLE 4 90-DAY OUTCOMES (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. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

**Essential Action:** From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

**Communication:** Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

**Desired Annual Outcome:** For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

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

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

**Barriers:** For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

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

**District Commitment Theory of Action:** For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	The campus has been engaged in refining the work for 5.1 for the last academic year. We have identified the importance of providing our students with rigorous learning experiences and therefore, as we continue to provide professional development on lesson design this will support our teachers with creating and submitting lesson plans that include clear objectives, opening activities, and exit tickets with exemplar responses. Ultimately our students benefit from the rigorous lessons designed by our teachers.	The campus has been engaged in refining the work for 5.3 for the last academic year. We have identified the importance of making sure all students make progress toward measurable academic goals and therefore, as we continue to review data to track and monitor the progress of all students this will support our teachers during Professional Learning Communities (PLCs) and planning. Ultimately our students benefit from teacher review of student data in order to create reteach plans, effective instructional strategies, and adjustments to the delivery of instruction to meet the needs of all students.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	The campus will communicate these priorities to stakeholders by providing them with multiple communications of the revised campus mission and vision. A celebratory and continued spotlight on the effectiveness of our collective actions will be show cased via campus newsletter, parent newsletter, video morning announcements, and all campus social media platforms. Parent meetings will be held monthly to communicate state and district requirements. Buy-in will be developed in Academic Leadership Team (ALT) Meetings, Teacher-led PLCs, Parent Advisory Committee (PAG), and Student Advisory; input and feedback will be solicited.	Instructional coaches work with teachers during PLC discussions, facilitating the DDI protocol, aiding teachers in gaining needed data, and in building teacher capacity in data analysis. The need for data analysis is communicated not only as an ESF requirement, it is communicated as a best practice and necessity for targeted instruction for increased achievement. Teachers retain autonomy in crafting lessons that respond to what the data reveals.	



<p><b>Desired Annual Outcome</b></p>	<p>Teachers utilize planning time and PLC meetings to collaboratively plan parts of lessons (Demonstrations of Learning to include exemplars) weekly. AP and instructional coaches will improve skills in analysis and feedback on weekly lesson plans and walk-throughs. Recurring trends found in lesson plans will serve as agenda items for subsequent PLCs. Professional Development on daily formative assessments will be provided and will be a required component in the lesson planning process which will be completed weekly. PLCs will be lead and planned by Instructional Coaches and Department Chairs on a weekly basis.</p>	<p>Teachers will receive one-on-one check-ins regarding their data needs, data usage, and data analysis capabilities weekly. Teacher and department chair capacity and efficacy will be built during the first 9 weeks, and continually supported for the remainder of the school year. PLCs will be lead and planned by Instructional Coaches and Department Chair Persons the 1st 9 Week period, co-presented by Instructional Coaches and Department Chair Persons during the 2nd 9 Week period, and lead by Department Chair Persons during the 3rd 9 Week period. The Data-Driven Instruction (DDI) protocol will be utilized after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle in order to establish targeted student groups every 3 weeks.</p>	
<p><b>Desired 90-Day Outcome</b></p>	<p>PLCs prioritize planning (creating Learning Objectives and Aligned Formative Assessments) weekly.</p>	<p>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 every 3 weeks. Re-teach/re-assess dates will also be set and monitored through observation and data discussion following reteach.</p>	
<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>We will partner with our district instructional specialists. The Principal Supervisor, the Assistant Superintendent, will support the ALT in creating new processes and protocols and help manage the change with this new system. The Assistant Superintendent will provide ongoing coaching and support to the Principal and ALT in this practice.</p>	<p>During professional training days, we will partner with district specialists that will provide teachers with additional training on data resources such as Eduphoria, Performance Matters, Edgenuity, and Lead4ward, as determined by observational evidence. Teachers will create exemplars and utilize rubrics for Exit Tickets.</p>	
<p><b>Barriers to Address throughout the year</b></p>	<p>Teacher receptivity to planning and feedback due to time constraints and previous teacher autonomy. Instructional Coaches' and Assistant Principal's skill and confidence in giving feedback on lesson plans, and their ability to get into content-specific discussions.</p>	<p>Teacher receptivity due to lack of knowledge regarding data analysis; ALT's ability to roll out an efficient and effective plan, along with expectations for Data-driven Instruction to teachers (both from an effective PD and teacher buy-in standpoint); and time management for ALT to ensure leader preparations are done with high quality.</p>	
<p><b>District Actions for this Cycle</b></p>	<p>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 formative assessment design.</p>	<p>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.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	<p>If the district commits to provide opportunities for ongoing support and coaching of the campus leaders, high-quality common formative assessments, detailed data reports within two instructional days and access to student academic and behavioral data, then the achievement gaps at Lowell Middle School will close, providing more opportunities for students.</p>	

**ACTION PLAN**

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrative Leadership Team weekly meeting will focus on lesson plan feedback and the effectiveness of the PLC.	5.1	June 2021- June 2022	ALT Agenda, Teacher Lesson Plans and Feedback notes in Canvas Course, PLC Agendas, Student Data	Principal, AP, and Instructional Coaches	Campus Leadership Agenda (ALT and Department Chairs), August Professional Learning Agenda, Lesson Plan Rationale and Expectations, and PLC Rationale and Expectations	31-Aug		
The Instructional Coaches surveyed teachers to reflect on current data collection and analysis. Continued monitoring and adjusting according to teacher feedback and usage. Continued collective efforts to improved capacity, efficiency, and effectiveness of data integration into instruction.	5.3	June 2021- June 2022	Teacher Lesson Plans and Feedback notes in Canvas Course, Assessments, State standards, PLC Agendas, Student Data	Principal, AP, and Instructional Coaches	Teacher responses to surveys, interviews, and focus groups. Teacher lesson plans and documented improvement via feedback notes. Department Chairs), August Professional Learning Agenda, Lesson Plan Rationale and Expectations, and PLC Rationale and Expectations	31-Aug		
