

**Campus Information**

<b>District Name</b>	San Angelo ISD	<b>Campus Name</b>	Glenn Middle School	<b>Superintendent</b>	Carl Dethloff	<b>Principal</b>	Michael Kalnbach
<b>District Number</b>	226903	<b>Campus Number</b>	226903042	<b>District Coordinator of School Improvement (DCSI)</b>	Wes Underwood	<b>ESC Support</b>	David Bedford Randy Gartman

**Assurances**

<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<b>Wes Underwood, 26 September 2019</b>
<b>Principal Supervisor</b> <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<b>Wes Underwood, 26 September 2019</b>
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	<b>Michael Kalnbach, 26 September 2019</b>

**Board Approval Date**

**Needs Assessment**

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain I - 75%, Domain II - 70, Domain III - 70 (50% of Indicators)
	What changes in student group and subject performance are included in these goals?	Reading STAAR performance will increase 10% points for all subgroups.
	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)
<b>1.1</b> Develop campus instructional leaders with clear roles and responsibilities.	5
<b>2.1</b> Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5
5.1 Objective-driven daily lesson plans with formative assessments.	4
5.3 Data-driven instruction.	4

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Rationale</b>	The previous survey data related to student self-efficacy is really low for our campus. This is an extremely high leverage area which, if improved, will affect many other student outcomes. Teachers should build relationships which inspire confidence and the belief that students can accomplish great things when they stay committed to their goals.	Students are not reading at levels that appropriate for success in their current grade levels or on assessments. SAISD has partnered with Scholastic for the purpose of improving ELAR instructional practices. Literacy is a major focus of our district. We do not have a comprehensive planning process that focuses on alignment, engagement, quality questioning, and assessment.	
<b>Desired Annual Outcome</b>	We desire to become a system with the capacity to build student self-efficacy in all students.	We desire to become a system with the capacity to increase each student's reading level by at least one year-level annually.	
<b>Barriers to Address During the Year</b>	Maybe people will not see how much self-efficacy affects performance. Perhaps people do not believe that low self-efficacy has a significant impact on student achievement. High number of new staff who must focus on basic skills, routines and procedures.	Mindsets: "It's too hard to focus on specific objectives in ELAR because they all go together." "Reading is reading. They just need to read more to be better readers." "Reading and writing are separate concepts"	

**District Commitment Theory of Action:** If campus leadership puts systems in place to align the vision and goals of the campus and district and create objective driven lesson plans with formative assessments the district will ensure that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.

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

<b>Date of ESF Diagnostic</b>			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	Capacity Builder



Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	We desire to become a system with the capacity to build student self-efficacy in all students.	We desire to become a system with the capacity to increase each student's reading level by at least one year-level annually.	
<b>Desired 90-day Outcome</b>	All staff will become aware of the original self-efficacy data and participate in collaborative discussions regarding the implications, and potential strategies for improvement. Glenn will implement morning routines and Capturing Kids Hearts to help build relationships with students throughout the campus.	Administration team in collaboration with Scholastic has developed a model lesson planning system/documentation to be rolled out to teachers during PLC. All teachers will be using the new model by November 1 (Outcome statement)?	
<b>Barriers to Address During this Cycle</b>	Time for the meetings for initial data dives and collaboration.	Time and resources for research of beginning lesson model system	
<b>District Actions for this Cycle</b>	Principal receives coaching in refining student routines and evaluation of the practices. District will provide access to survey data with students.	Assistance with time and resources related to best practice in planning for ELAR.	
<b>District Commitments Theory of Action</b>	If campus leadership puts systems in place to align the vision and goals of the campus and district and create objective driven lesson plans with formative assessments the district will ensure that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Distribute data from the Panorama survey to all staff.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Nov	Survey data	Principal	meeting notes	1-Nov	Significant Progress	n/a
Hold collaborative meetings to discuss survey data.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Nov	n/a	Principal	meeting notes	1-Nov	No Progress	Schedule meetings
Meet with admin team to establish system for creating our model lesson planning system for ELAR.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Oct	Research and best practice information	Principal	meeting notes	1-Oct	No Progress	Make connections with district administration on research on best practice and schedule of Scholastic visits.
Train teachers on use and implementation of lesson planning template and collection.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	18-Oct	Time, Template, Procedure	Principal	Training notes, Agenda	18-Oct	No Progress	

Meet with culture team to evaluate routines and CKH implementation.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Oct	Rubric	Principal	Rubric results; meeting notes	1-Oct	Some Progress	
Train teachers on Capturing Kids Hearts, morning routines, and transition procedures.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	21-Aug	Procedures	Principal, Leadership Team	Procedures, Rubric, Time	21-Aug	Met	
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

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

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	We desire to become a system with the capacity to build student self-efficacy in all students.	We desire to become a system with the capacity to increase each student's reading level by at least one year-level annually.	
<b>Desired 90-day Outcome</b>	Teachers will evaluate the BOY self-efficacy data from Panorama survey. Administration will review evaluation data from student routines and CKH to evaluate impact on safe environment and high expectations. Goal is 90% implementation rate.	Administration team has built a system for evaluation, analysis and communication of data from planning meetings	
<b>Barriers to Address During this Cycle</b>	Ensuring the data is complete by this cycle	Mindsets about lesson planning	
<b>District Actions for this Cycle</b>	Communication with Panorama to ensure the entire survey cycle is complete. District will continue to provide support for monitoring of implementation and access to feedback and coaching.	Continued support with research resources for best practice	
<b>District Commitments Theory of Action</b>	If campus leadership puts systems in place to align the vision and goals of the campus and district and create objective driven lesson plans with formative assessments the district will ensure that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.		

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Administer the panorama survey.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	October 1 - November 1	Survey	District Administration	Survey Data	20-Dec	No Progress	n/a
Data analysis meetings with PLCs and admin team.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	November 1 - December 20	n/a	Campus Administration Team	Meeting notes	20-Dec	No Progress	n/a
Construction of the system for evaluating teacher fidelity with the planning system.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	November 1 - December 20	Resources from the development of the lesson planning system.	Department Heads, Campus Administration Team, PLCs	Documentation of the evaluation system	20-Dec	No Progress	n/a
Meetings to evaluate the fidelity of the planning system.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	November 1 - December 20	n/a	Campus Administration Team	Meeting notes	20-Dec	No Progress	n/a
Meet with culture team to evaluate routines and CKH implementation.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec	Rubric	Principal	Rubric results; meeting notes	1-Dec		

MAP data meeting with campus leadership team.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	25-Nov	Map Data	Campus Administration Team	Student progress	25-Nov		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>



Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	
<b>Desired Annual Outcome</b>	We desire to become a system with the capacity to build student self-efficacy in all students.	We desire to become a system with the capacity to increase each student's reading level by at least one year-level annually.	
<b>Desired 90-day Outcome</b>	Students report an overall increase of self-efficacy by 20% from previous data point. 95% of teachers will implement student routines and CKH expectations in transitions and classrooms.	Average Lexile level of all students has increased by 75% of a year's level	
<b>Barriers to Address During this Cycle</b>	n/a	Potential decrease in fidelity	
<b>District Actions for this Cycle</b>	Evaluation of the systems developed in collaborative meetings for the purpose of increasing student self-efficacy.	Continued support with research resources with lesson planning	
<b>District Commitments Theory of Action</b>	If campus leadership puts systems in place to align the vision and goals of the campus and district and create objective driven lesson plans with formative assessments the district will ensure that 1) schools will receive access to high quality district aligned curriculum focusing on high priority learning standards, and 2) the District will support a PLC structure in order to create assessments, review data, and plan for re-teaching to mastery, and 3) the District will also provide access to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading Assessments, and IStation in order to track growth for each students learning. The campus will then be able to establish strong instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently and effectively engage in instructional leadership activities and accountability.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Evaluation of data from EOY Panorama Survey and begin planning for 2020-2021.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Apr	Survey data	District administration team and Campus administration team	Survey Data	1-May	No Progress	undetermined
Evaluation of systems developed for lesson planning system and the overall fidelity of the use of the system.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Apr	n/a	Principal and Admin Team	Meeting notes	1-May	No Progress	undetermined
Meet with campus culture team to determine effectiveness of routines and implementation of Capturing Kids Hearts.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Apr	Rubric and observation data	Principal and Admin Team	Meeting notes	1-Apr		
Analyze 9 week MAP data to determine student needs.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Apr	MAP Data	Principal and Admin Team	Meeting notes; Student groups	1-Apr		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	We desire to become a system with the capacity to build student self-efficacy in all students.	We desire to become a system with the capacity to increase each student's reading level by at least one year-level annually.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

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

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

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
<b>Essential Action</b>	All staff will become aware of the original self-efficacy data and participate in collaborative discussions regarding the implications, and potential strategies for improvement. Glenn will implement morning routines and Capturing Kids Hearts to help build relationships with	Administration team in collaboration with Scholastic has developed a model lesson planning system/documentation to be rolled out to teachers during PLC. All teachers will be using the new model by November 1 (Outcome statement)?	
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

#### Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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