

Campus Information							
District Name	San Angelo ISD	Campus Name	Lee Middle School	Superintendent	Dr. Carl Dethloff	Principal	Amy Lemaster
District Number	226903	Campus Number	226903403	District Coordinator of School Improvement (DCSI)	Wes Underwood	ESC Support	David Bedford Robin Graves

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.
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.
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

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.	3

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	We have a lesson plan template, but the teachers need structures and supports to ensure they are planning effectively. The instructional coaches will affirm and provide feedback to the teachers. Considering that strong lesson planning is a critical component of data-driven instruction, we need stronger and more consistent systems the lesson plan submission and feedback loop.	We need to be intentional about protecting time for data discussions and coaching/leading teacher conversations and reflections about data. This will help teachers learn to use data to drive their instructional practices and support student success. We will guide ALL teachers as they learn to help students set goals and track their academic progress.	
Desired Annual Outcome	Instructional leadership team provides structures and feedback to support effective collaborative planning and data analysis.	Instructional leadership team will lead PLCs and follow DDI protocol agenda. Teachers will reflect weekly and inform the following week's instruction based on their guided conversation and data conclusion. ILT will be more strategic in how we plan our time, including which and how frequently we observe teachers.	
Barriers to Address During the Year	Instructional leadership team's time and confidence in giving feedback on lesson plans, along with teacher receptivity to planning in a more structured detail.	Instructional leadership's time management for the team's prep to be done and high quality before holding teacher's accountable in conversation and PLC protocol.	

District Commitment Theory of Action: If campus leadership puts systems in place to implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", and assessments are district provided and graded, the district ensures 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 data-driven instruction 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)

Date of ESF Diagnostic				
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3	
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.		
Desired Annual Outcome				
Barriers to Address During the Year				

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
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Instructional leadership team provides structures and feedback to support effective collaborative planning and data analysis.	Instructional leadership team will lead PLCs and follow DDI protocol agenda. Teachers will reflect weekly and inform the following week's instruction based on their guided conversation and data conclusion. ILT will be more strategic in how we plan our time,	
Desired 90-day Outcome	Lesson plans will begin to show more rigor and be aligned with curriculum, learner profile, and design qualities. Teachers will know they are being held accountable and will feel affirmed. They will feel a desire to create high quality lessons.	Teachers will begin to lead data driven conversations during PLCs. They will use data to drive their instruction on a daily and weekly basis.	
Barriers to Address During this Cycle	Push back from teachers because they want to use lessons they have always used in the past.	Buy-in from teachers, accountability with tracking student data	
District Actions for this Cycle	Coaching for ICs and administrators regarding best practices for coaching teachers and facilitating collaborative planning and data analysis on our campus	District Curriculum & Instruction team willing to attend PLCs and help teachers analyze student data and focus instructional practices to align with data	
District Commitments Theory of Action	If campus leadership puts systems in place to implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", and assessments are district provided and graded, the district ensures 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 data-driven instruction 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
Weekly leadership meetings	1; 2	8/26/2019, then weekly	Calendar, Agenda	Lemaster	Calendar, Agenda	Ongoing		
Data Dive at Region 15	1; 2	3 September 2019	STAAR Data	Lemaster & ICs	Student Data	Ongoing		
ESF Training at Region 15	1;2	4 & 5 September 2019	STAAR Data, ESF training materials	Lemaster & ICs	TIP & Student Data	Ongoing		
Lesson Plan refocus: ICs provide feedback on teachers' lesson plans each week	1; 2	9/9/2019, then weekly	Teachers' weekly lesson plans	IC's	Teachers' weekly lesson plans	Ongoing		
PLC refocus: New PLC Agenda creates focus and accountability for all PLC teams	1; 2	23 September 2019	PLC Agenda	Leadership Team	PLC Agenda & Minutes	Ongoing		
Data Tracking Tools -- develop and implement	1; 2	30 September 2019	PLC Agenda; Teachers' Data Tracking tools, Student growth trackers	PLCs	PLC Agenda & Minutes	Ongoing		

MAP & Common Assessments -- Administer; review data with PLC teams	1; 2	23 September	MAP assessments and Common Assessments	Grade Level Departments	Student Achievement Data	BOY/MOY/EOY		
Scholastic Coaching with ELAR Teachers	1; 2	10 September 2019	Individual Teacher Goals; Sibme Video Platform; Coaching; Calendar	Scholastic Coach, Lemaster, ICs	Teacher Observation; Videos; Reflection (individual, in PLCs, with Scholastic Coach, and with ICs/leadership)	Ongoing		
Math Solutions Coaching for Math Teachers	1; 2	9 October 2019	Individual Teacher Goals; Coaching; Calendar	Math Solutions Coach, Lemaster, ICs	Scheduled Teacher Observations; Math Solutions Debriefs with teacher (with IC, leadership team, and with support of district C&I team)	Ongoing		
MAP (and other data) disaggregation -- Professional Learning	1; 2	23 October 2019	MAP data, student goal tracking, SLO's	Leadership Team	Teacher and student artifacts, MAP data, SLOs, student data tracking sheets and goal sheets	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 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Instructional leadership team provides structures and feedback to support effective collaborative planning and data analysis.	Instructional leadership team will lead PLCs and follow DDI protocol agenda. Teachers will reflect weekly and inform the following week's instruction based on their guided conversation and data conclusion. ILT will be more strategic in how we plan our time,	
Desired 90-day Outcome	Lesson plans will begin to show more rigor and be aligned with curriculum, learner profile, and design qualities. Teachers will know they are being held accountable and will feel affirmed. They will feel a desire to create high quality lessons.	Teachers will lead data driven conversations during PLCs and use data to drive their lesson design. They will use data to drive their instruction on a daily and weekly basis.	
Barriers to Address During this Cycle	Push back from teachers because they are being pushed outside their comfort zone.	PLCs can become a time for planning or information. We will need to maintain a focus on data and the PLC questions/agenda.	
District Actions for this Cycle	Time for ICs and leadership to reflect & collaborate with teachers	Curriculum & Instruction team supports principal & ICs in identifying HPLS's and priority learning standards	
District Commitments Theory of Action	If campus leadership puts systems in place to implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", and assessments are district provided and graded, the district ensures 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 data-driven instruction 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
Weekly leadership meetings	1; 2	Weekly	Calendar, Agenda	Lemaster	Calendar, Agenda	Ongoing		
Leadership student achievement meetings	1;2	2 December 2019	Agenda, Department Data	Lemaster, ICs	Bi-Weekly	Ongoing		
Lee'd Teacher Meetings (Department Head meetings)	1;2	Monthly	Agenda, Department Data	Lemaster, ICs	Department Data, Agenda	Ongoing		
Lesson Plan refocus: ICs continue to provide feedback on teachers' lesson plans each week	1; 2	Weekly	Teachers' weekly lesson plans	IC's	Teachers' weekly lesson plans	Ongoing		
PLC Agenda creates focus and accountability for all PLC teams	1; 2	Weekly	PLC Agenda	Leadership Team	PLC Agenda & Minutes	Ongoing		
Data Tracking Tools -- Continue to utilize; disaggregate data; use data to drive instruction	1; 2	With assessments	PLC Agenda; Teachers' Data Tracking tools, Student growth trackers	PLCs	PLC Agenda & Minutes	Ongoing		

MAP & Common Assessments -- Administer; review data with PLC teams	1; 2	BOY/MOY/EOY	MAP assessments and Common Assessments	Grade Level Departments	Student Achievement Data	BOY/MOY/EOY		
Scholastic Coaching with ELAR Teachers	1; 2	Monthly	Individual Teacher Goals; Sibme Video Platform; Coaching; Calendar	Scholastic Coach, Lemaster, ICs	Teacher Observation; Videos; Reflection (individual, in PLCs, with Scholastic Coach, and with ICs/leadership)	Ongoing		
Math Solutions Coaching for Math Teachers	1; 2	Monthly	Individual Teacher Goals; Coaching; Calendar	Math Solutions Coach, Lemaster, ICs	Scheduled Teacher Observations; Math Solutions Debriefs with teacher (with IC, leadership team, and with support of district C&I team)	Ongoing		
MAP (and other data) disaggregation -- Professional Learning	1; 2	MAP @ BOY, MOY, EOY; other data ongoing in PLCs	MAP data, student goal tracking, SLO's	Leadership Team	Teacher and student artifacts, MAP data, SLOs, student data tracking sheets and goal sheets	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 Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Instructional leadership team provides structures and feedback to support effective collaborative planning and data analysis.	Instructional leadership team will lead PLCs and follow DDI protocol agenda. Teachers will reflect weekly and inform the following week's instruction based on their guided conversation and data conclusion. ILT will be more strategic in how we plan our time,	
Desired 90-day Outcome	Lesson plans will begin to show more rigor and be aligned with curriculum, learner profile, and design qualities. Teachers will hold each other accountable will affirm their peers for high quality, sharable lessons.	Teachers will lead data driven conversations during PLCs and use data to drive their lesson design. They will use data to drive their instruction on a daily and weekly basis.	
Barriers to Address During this Cycle	Hesitation to hold peers accountable	PLCs can become a time for planning or information. We will need to maintain a focus on data and the PLC questions/agenda.	
District Actions for this Cycle	Time for ICs and leadership to reflect & collaborate with teachers	Guidance on which HPLS's to focus on as we prepare for STAAR and STAAR re-takes.	
District Commitments Theory of Action	If campus leadership puts systems in place to implement data-driven instruction practices, protects time in their calendars, provides time for the teachers to "do the work", and assessments are district provided and graded, the district ensures 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 data-driven instruction 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
Weekly leadership meetings	1; 2	Weekly	Calendar, Agenda	Lemaster	Calendar, Agenda	Ongoing		
Leadership student achievement meetings	1;2	Bi-Weekly	Agenda, Department Data	Lemaster, ICs	Bi-Weekly	Ongoing		
Lee'd Teacher Meetings (Department Head meeetings)	1;2	Monthly	Agenda, Department Data	Lemaster, ICs	Department Data, Agenda	Ongoing		
Lesson Plan refocus: ICs continue to provide feedback on teachers' lesson plans each week	1; 2	Weekly	Teachers' weekly lesson plans	IC's	Teachers' weekly lesson plans	Ongoing		
PLC Agenda creates focus and accountability for all PLC teams	1; 2	Weekly	PLC Agenda	Leadership Team	PLC Agenda & Minutes	Ongoing		

Data Tracking Tools -- Continue to utilize; disaggregate data; use data to drive instruction	1; 2	With assessments	PLC Agenda; Teachers' Data Tracking tools, Student growth trackers	PLCs	PLC Agenda & Minutes	Ongoing		
MAP & Common Assessments -- Administer; review data with PLC teams	1; 2	BOY/MOY/EOY	MAP assessments and Common Assessments	Grade Level Departments	Student Achievement Data	BOY/MOY/EOY		
Scholastic Coaching with ELAR Teachers	1; 2	Monthly	Individual Teacher Goals; Sibme Video Platform; Coaching; Calendar	Scholastic Coach, Lemaster, ICs	Scheduled Teacher Observation; Videos; Reflection (individual, in PLCs, with Scholastic Coach, and with ICs/leadership)	Ongoing		
Math Solutions Coaching for Math Teachers	1; 2	Monthly	Individual Teacher Goals; Coaching; Calendar	Math Solutions Coach, Lemaster, ICs	Scheduled Teacher Observations; Math Solutions Debriefs with teacher (with IC, leadership team, and with support of district C&I team)	Ongoing		
MAP (and other data) disaggregation -- Professional Learning	1; 2	MAP @ BOY, MOY, EOY; other data ongoing in PLCs	MAP data, student goal tracking, SLO's	Leadership Team	Teacher and student artifacts, MAP data, SLOs, student data tracking sheets and goal sheets	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 provides structures and feedback to support effective collaborative planning and data analysis.	Instructional leadership team will lead PLCs and follow DDI protocol agenda. Teachers will reflect weekly and inform the following week's instruction based on their guided conversation and data conclusion. ILT will be more strategic in how we plan our time,	
Did the campus achieve the desired outcome? Why or why not?			

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