				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	Wes Underwood	ESC Support	David Bedford				
District Number	220303	Campus Number	220903403	(DCSI)			Robin Graves				
DCSI	commitments and support r understand I am responsible	nechanisms to ensure for the implementati	, attest that I will provide or facilitate the successful implementation of th on of all intervention requirements. the plan elements as indicated herei	e the provision of all the nec ne Targeted Improvement Pl If I am the principal supervi	an for this campus. I		Wes Underwood, 26 September 2019				
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	I, as supervisor of the princip necessary district-level com Targeted Improvement Plan herein.	mitments and support		Wes Underwood, 26 September 2019							
Principal		support mechanisms	ordinate with the DCSI (and my supe to ensure the successful implementa herein.								
Board Approval Date											
				Needs	Assessment						
			What accountability goals for each Domain has your campus set for the year?	Domain 1: 80; Domain 2a: 7	70; Domain 2b: 80; Domain 3:	70					
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?	Our student outcomes are 70 this year.	re below where they need to be. We dropped from 63 to 36 in Domain 3 last year. We know we can make improvements to accomplish our goal o						
			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 Act	tion		Implementation Level (1 Not Yet Started - 5 Fully Implemented)						
1.1 Develop campus ins	tructional leaders with clear	roles and responsibilit	ies.		3						
2.1 Recruit, select, assig	gn, induct and retain a full sta	ff of highly qualified e	ducators.		3						

3.1 Compelling and alig	ned vision, mission, goals, values focused on a safe	environment and high expectations	5.		3				
4.1 Curriculum and asse	essments aligned to TEKS with a year-long scope an	nd sequence.		3					
5.1 Objective-driven da	ily lesson plans with formative assessments.			2					
5.3 Data-driven instruct	tion.			2					
	Prioritized Focus A	rea #1		Prioritized Focus Area #2 Prioritized Focus Area #3					
Essential Action	5.1 Objective-driven daily lesson plans with forma	ative assessments.	5.3 Data-driven instruction.						
Rationale	We have a lesson plan template, but the teachers ensure they are planning effectively. The instructi feedback to the teachers. Considering that strong component of data-driven instruction, we need st systems the lesson plan submission and feedback	ional coaches will affirm and provide lesson planning is a critical tronger and more consistent	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. Instructional leadership team will lead PLCs and follow DDI protocol agenda.						
Desired Annual Outcome	Instructional leadership team provides structures collaborative planning and data analysis.	and feedback to support effective	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 confiden plans, along with teacher receptivity to planning i	0 0		me management for the team's prep to be done ding teacher's accountable in conversation and PLC					
Distric	ct Commitment Theory of Action:	and graded, the district ensures th create assessments, review data, a Assessments, and IStation in order	at 1) schools will receive acc and plan for re-teaching to m to track growth for each stu	ess to high quality district aligned curriculum focusin astery, and 3) the District will also provide access to	lendars, provides time for the teachers to "do the work", and assessments are district provided g on high priority learning standards, and 2) the District will support a PLC structure in order to high quality assessments such as MWEA MAP testing, Next Steps in Guided Reading blish strong data-driven instruction practices, improve the quality and frequency of use of tional leadership activities and accountability.				
				nostic Results					
		(To be completed /	AFTER the campus engag	es in the shared diagnostic with an ESF Facili	tator)				
	Date of ESF Diagnostic								
	Prioritized Focus A	rea #1		Prioritized Focus Area #2	Prioritized Focus Area #3				
Essential Action	5.1 Objective-driven daily lesson plans with forma	ative assessments.	5.3 Data-driven instruction						
Desired Annual Outcome									
Barriers to Address During the Year									

Distric	t Commitment Theory of Action	
Prioritized Focus Areas for Improvement		Capacity Builder

	Student Data												
		% of Students at Campus Determined Proficiency Level										% of Students at Meets Grade Level on STAAR or Other Assessment	
Grade level	Subject tested		Cycle 1			Cycle 2			Cycle 3			Summative	
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	ELA	Other	55		Other	60		Other	65		STAAR	55	
6	Math	Other	40		Other	45		Other	50		STAAR	55	
6	Science	Other	50		Other			Other	60		Other		
6	History	Other	55		Other	60		Other	65		Other		
7	ELA	Other	55		Other	60		Other	65		STAAR	35	
7	Math	Other	41		Other	46		Other	51		STAAR	40	
7	Science	Other	50		Other	55		Other	60		Other		
7	History	Other	60		Other	65		Other	70		Other		
8	ELA	Other	55		Other	60		Other	65		STAAR	55	
8	Math	Other	55		Other	60		Other	65		STAAR	45	
8	Science	Other	55		Other	65		Other	70		STAAR	55	
8	History	Other	50		Other	55		State Interim	60		STAAR	39	

				Cycle 1 90-day Outc	omes (September - N	ovember)						
	Prio	oritized Focus Ar	ea #1		Prioritized Focus Area #2			Prioritized Focus Area #3				
Essential Action	5.1 Objective-driven daily le Objective-driven daily lesso	•		5.3 Data-driven instruction.	5.3 Data-driven instruction.							
Desired Annual Outcome	Instructional leadership tea support effective collaborat	m provides strue	ctures and feedback to	will reflect weekly and inform	m will lead PLCs and follow D m the following week's instru usion. ILT will be more strate	•						
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.				lata driven conversations dur							
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, accounta	ability with tracking student data	3						
District Actions for this Cycle	Icoaching teachers and facilitating collaborative planning and data				on team willing to attend PLCs a tional practices to align with dat							
District Commitments Theory of Action	ir campus leadership buts syst access to high quality district a high quality assessments such	aligned curriculum as MWEA MAP te	focusing on high priority learni esting, Next Steps in Guided Rea	n practices, protects time in their ing standards, and 2) the District iding Assessments, and IStation i	will support a PLC structure in on order to track growth for each	order to create assessments, rev a students learning. The campus	iew data, and plan for re-teachi will then be able to establish str	ng to mastery, and 3) the Distric	ct will also provide access to			
	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											
Miles	stones	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 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		23 September 2019	PLC Agenda	Leadership Team	PLC Agenda & Minutes	Ongoing						
Data Tracking Tools develo	op 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	IUS	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) dissagregation 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	Ongoing	

Review the necessary adjustments/next steps column above. continue working on in the next cycle? What new milestones of										
				Carryover Milestones			New Milestones			
Did you achieve your student performance goals (see Student	Data Tab)? Why o	or why not?								
Did you achieve your desired 90-day outcome? Why or why no	ot?									
Reflection and Planning for Next 90-Day Cycle										
MAP (and other data) dissagregation Professional Learning	1; 2	23 October 2019	MAP data, student goal tracking, SLO's	Leadership Team	artifacts, MAP data, SLOs, student data tracking sheets and goal sheets	Ongoing				

				Cycle 2 90-Day Out	tcomes (December-Fe	ebruary)			
	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.								
Desired Annual Outcome	Instructional leadership tear support effective collaborat	m provides struc	ctures and feedback to	will reflect weekly and infor	m the following week's instru	DI protocol agenda. Teachers uction based on their guided egic in how we plan our time,			
Desired 90-day Outcome	Lesson plans will begin to show m profile, and design qualities. Teac will feel affirmed. They will feel a	hers will know they	are being held accountable and	Teachers will lead data drive	en conversations during PLCs				
Barriers to Address During this Cycle	Push back from teachers be comfort zone.	cause they are b	peing pushed outside their	PLCs can become a time for pla data and the PLC questions/ag	anning or information. We will r enda.	need to maintain a focus on			
District Actions for this Cycle	Time for ICs and leadership	to reflect & colla	aborate with teachers	Curriculum & Instruction tea priority learning standards	am supports principal & ICs ir	n identifying HPLS's and			
District Commitments Theory of Action	access to high quality district a high quality assessments such	ligned curriculum as MWEA MAP te	focusing on high priority learn esting, Next Steps in Guided Rea	ne teacners to "do the work", ar order to create assessments, rev h students learning. The campus padershin activities and account?	iew data, and plan for re-teachin will then be able to establish st	ng to mastery, and 3) the Distric	t will also provide access to		
				Action	plan-Milestones				
Mile	stones	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 meeting	5	1; 2	Weekly	Calendar, Agenda	Lemaster	Calendar, Agenda	Ongoing		
Leadership student achieve	ment meetings	1;2	2 December 2019	Agenda, Department Data	Lemaster, ICs	Bi-Weekly	Ongoing		
Lee'd Teacher Meetings (De	partment 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			Teachers' weekly lesson plans	IC's	Teachers' weekly lesson plans	Ongoing			
PLC Agenda creates focus and accountability for all PLC 1; 2 Weekly		PLC Agenda	Leadership Team	PLC Agenda & Minutes	Ongoing				
Data Tracking Tools Conti data; use data to drive instr		1; 2	With assessments	PLC Agenda; Teachers' Data Tracking tools, Student growth trackers	PLCs	PLC Agenda & Minutes	Ongoing		

/	1									
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	Scholastic Coach, and with ICs/leadership)	Ongoing				
Math Solutions Coaching for Math Teachers	1; 2	Monthly	Individual Teacher Goals; Coaching; Calendar	Math Solutions Coach	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) dissagregation 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 Pla	nning for Next 90-Da						
Did you achieve your desired 90-day outcome? Why or why no	ot?									
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?										
				Carryover Milestones			New Milestones			
eview the necessary adjustments/next steps column above. What milestones from this cycle will you ontinue working on in the next cycle? What new milestones do you need to add to the next cycle?										

Cycle 3 (Mar-May)

	Cycle 3 90-Day Outcomes (March-May)													
	Prior	ritized Focus Ar	ea #1		Prioritized Focus Area #2			Prioritized Focus Area #3						
Essential Action	5.1 Objective-driven daily les Objective-driven daily lessor	•		5.3 Data-driven instruction.	.3 Data-driven instruction.5.3 Data-driven instruction.									
Desired Annual Outcome	Instructional leadership tear support effective collaborati	•		will reflect weekly and infor	nstructional leadership team will lead PLCs and follow DDI protocol agenda. Teachers vill reflect weekly and inform the following week's instruction based on their guided onversation and data conclusion. ILT will be more strategic in how we plan our time,									
Desired 90-day Outcome	Lesson plans will begin to show mo profile, and design qualities. Teach peers for high quality, sharable les	ners will hold each o			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 acco	ountable			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 t	to reflect & colla	borate with teachers	Guidance on which HPLS's to	o focus on as we prepare for a	STAAR and STAAR re-takes.								
District Commitments Theory of Action	access to high quality district al high quality assessments such a	mpus 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 ss 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 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 uency 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									
Miles	tones	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 achieven	nent 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							Ongoing							
Lesson Plan refocus: ICs cont teachers' lesson plans each v	tinue to provide feedback on week	1; 2	Weekly	Teachers' weekly lesson plans	IC's	Teachers' weekly lesson plans	Ongoing							
PLC Agenda creates focus an teams	d accountability for all PLC	1; 2	Weekly	PLC Agenda	Leadership Team	PLC Agenda & Minutes	Ongoing							

Data Tracking Tools Contin	nue to utilize: dissagregate			PLC Agenda; Teachers' Data				
data; use data to drive instru		1; 2	With assessments	Tracking tools, Student growth trackers	PLCs	PLC Agenda & Minutes	Ongoing	
MAP & Common Assessmen with PLC teams	ts Administer; review data	1; 2	BOY/MOY/EOY	MAP assessments and Common Assessments	Grade Level Departments	Student Achievement Data	BOY/MOY/EOY	
Scholastic Coaching with ELA	\R 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) dissag Learning	regation Professional	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 Pla	nning for Next 90-Da	y Cycle		
Did you achieve your desired 90	0-day outcome? Why or why nc	ot?						
Did you achieve your student p	erformance goals (see Student	Data Tab)? Why c	or why not?					
					Carryover Milestones			New Milestones
	ents/next steps column above. ' t cycle? What new milestones d							
				END OF	YEAR REFLECTION			
	Prio	ritized Focus Ar	ea #1		Prioritized Focus Area #2			Prioritized Focus Area #3
Essential Action	0			0			0	
Desired Annual Outcome	Instructional leadership tear support effective collaborati	•		will reflect weekly and inform				
Did the campus achieve the desired outcome? Why or why not?								

		Cycle 4 90-Day Action Plan (June-August)					
The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.							
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3				
	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.					
ate							
ou							
9							

	to create high quality lesson	s.			,					
Rationale										
How will you communicate these priorities to your stakeholders? How will you invest them?										
Desired 90-Day Outcome										
Who will help the campus build capacity in this area?										
Barriers to Address										
District Actions for this Cycle										
District Commitments Theory of Action										
	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	

Essential Action

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