

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	Georgetown ISD	Campus Name	George Wagner Middle School	Superintendent	Dr. Fred Brent	Principal	Danielle Holloway
District Number	246904	Campus Number	045	District Coordinator of School Improvement (DCSI)	Wes Vanicek	ESC Number	13
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Jamie Haywood

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://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	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>Domain 1 - Goal of 75 C is a gain of 13%. This can be achieved by increasing approaches by 15% from 62 to 77, increasing meets standard by 10% from 27 to 37 and increasing students who master by 5% from 9 to 14. Rationale: Focusing on data-driven instruction will increase student performance, resulting in an increased Domain 1 score.</p> <p>Domain 2B - Our goal is to increase the STAAR Performance component score from 33 to 44. Rationale: Strengthening leadership roles on campus will result in more support for teachers as they increase their skills in providing students with a more personalized approach to learning. The result of this will be an increase in student performance and growth.</p> <p>Domain 3 - We will increase the percentage of student groups meeting Domain 3 targets from 0% to 30%. Rationale: 47% of the students we serve are classified as economically disadvantaged. Only 23% of these students met the grade level standard in reading and only 18% met it in math. By consistently preparing daily lesson plans that clearly align to learning objectives and by providing formative assessments that indicate levels of mastery, performance in this all student groups will increase, resulting in a higher Domain 3 score.</p>
	What changes in student group and subject performance are included in these goals?	Our student outcomes are low across the board in content areas and domains. To achieve these goals in Domain 2 and 3 almost all of our student groups (Hispanic, White, Two or More Races, Economically Disadvantaged, ELLs) will have to experience significant increases. We are prioritizing our EcoDis population in math and reading for Domains 2 and 3.
	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 (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation

4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	3 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	3 - Planning for Implementation
5.3 Data-driven instruction.	3 - Planning for 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://texasessf.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://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Rationale	<p>We recognize that while we have a variety of leadership roles established and actively encourage all staff to participate in some level of leadership around our campus work, we are limited in our ability to support growth in leadership skills and lack meaningful feedback loops. In addition, while our instructional leadership team meets regularly and provides instructional feedback to teachers, we need to continue to grow in our ability to strategically collaborate around and provide appropriate teacher supports.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems that provide regular, meaningful supports to teachers as they grow in their skills in instruction and leadership.</p>	<p>We recognize that while we have established unit plan expectations, have provided training on unpacking standards and alignment of activities/assessment to content standards, and are committed to developing our GUSD Learner Profile, we need to support teachers through professional learning on design and provide meaningful feedback loops. In addition, we have added several new staff to our team this year that will need differentiated professional learning around designing lessons that are aligned to the state standards with a clear picture of mastery.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems and supports around unpacking our state standards, determining a clear picture of mastery, and ensuring alignment in all instructional decisions.</p>	<p>We recognize that we need to develop stronger data practices on our campus. While we have 1) established expectations around assessment and data collection and 2) systems in place to ensure teachers have time built into their daily schedule to collaborate, we are still growing in our implementation and use of both. We also recognize the need to include students in conversations around their data to increase their ownership and develop in their Learner Profile attribute (e.g. - develop personal self-knowledge).</p> <p>In order to move towards a more personalized approach to instruction, it is important that we continuously review student data to inform instructional decisions so that we can support students in their growth towards mastery.</p>
How will the campus build capacity in this area? Who will you partner with?	<p>We will partner with our district and other campuses that have created similar protocols with success. The Chief Strategists (Leadership and Culture & Assessment and Feedback) will support the CLT in creating the new processes/protocols, as well as provide ongoing coaching and support to the Principal and the ILT in this practice. Ongoing support will be provided monthly by district level leaders and bi-weekly through campus PLC.</p>	<p>We will partner with our campus' Instructional Leadership Team and our district's Department for Teaching and Learning to ensure all core teachers effectively use the design process while ensuring alignment to content standards. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the design process.</p>	<p>We will partner with our campus' Instructional Leadership Team and our district's Department for Assessment and Feedback to ensure all core teachers consistently and effectively analyze student assessment data, identify of trends in data, determine root causes, and create learning experiences that support gaps based on individual student needs. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the progress monitoring process.</p>
Barriers to Address throughout this year	<p>Lack of empowerment amongst campus leaders. Learning around leadership skill growth. Lacking intentional feedback loops around leadership skills. Lack of system/process to analyze teacher data.</p>	<p>Varying needs of professional learning around unpacking standards and content alignment, with increased number of new staff. Refinement of feedback structures focused on alignment and assessment. Refinement of unit plan templates. Lack of consistency in utilizing unit plan templates with fidelity. Lack of design focus in teachers' development of units and/or lessons.</p>	<p>Varying needs of professional learning around data collection and analysis. Ability to use data to inform real-time instructional practices. Refinement of feedback structures focused on assessment and feedback.</p>

<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "developing leaders is vital to our success". Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "it is our responsibility to prepare students for their future". It is important that we prepare our students for the future of their choice, by growing them in both the Learner Profile attributes and the state standards. Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "instruction should be designed based on the needs of the learners". The ability to better identify students' progression towards mastery, allows teachers to respond appropriately in real-time. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>
<p>Desired Annual Outcome</p>	<p>Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis.</p> <p>Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GSD Leadership Commitment(s) and individual campus leadership roles.</p>	<p>All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.</p>	<p>Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.</p>	

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2022 Accountability Goal
							2021 Results	Cycle 1			Cycle 2			Cycle 3			
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	59%	NWEA MAP	62%		NWEA MAP	65%		NWEA MAP	68%		68%
		All	All	Reading	Meets	STAAR	30%	NWEA MAP	32%		NWEA MAP	34%		NWEA MAP	36%		36%
		All	All	Reading	Masters	STAAR	12%	NWEA MAP	13%		NWEA MAP	14%		NWEA MAP	15%		15%
		All	All	Mathematics	Approaches	STAAR	46%	NWEA MAP	49%		NWEA MAP	52%		NWEA MAP	55%		55%
		All	All	Mathematics	Meets	STAAR	15%	NWEA MAP	17%		NWEA MAP	19%		NWEA MAP	21%		21%
		All	All	Mathematics	Masters	STAAR	4%	NWEA MAP	5%		NWEA MAP	6%		NWEA MAP	7%		7%
		All	All	Science	Approaches	STAAR	62%		65%		Benchmark	68%			71%		71%
		All	All	Science	Meets	STAAR	33%		35%		Benchmark	37%			39%		39%
		All	All	Science	Masters	STAAR	18%		19%		Benchmark	20%			21%		21%
		All	All	Social Studies	Approaches	STAAR	45%		48%		Benchmark	51%			54%		54%
		All	All	Social Studies	Meets	STAAR	19%		21%		Benchmark	23%			25%		25%
		All	All	Social Studies	Masters	STAAR	7%		8%		Benchmark	9%			10%		10%
		All	All	Writing	Approaches	STAAR	54%		57%		Benchmark	60%			63%		63%
		All	All	Writing	Meets	STAAR	26%		28%		Benchmark	30%			32%		32%
		All	All	Writing	Masters	STAAR	6%		7%		Benchmark	8%			9%		9%
2. Domain 3 Focus 1	Student Success	All	Eco Dis	Mathematics	All	STAAR	10%	NWEA MAP	13%		NWEA MAP	16%		NWEA MAP	19%		19%
3. Domain 3 Focus 2	Student Success	All	Eco Dis	Reading	All	STAAR	17%	NWEA MAP	21%		NWEA MAP	24%		NWEA MAP	27%		31%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	23%	NWEA MAP			NWEA MAP			NWEA MAP			

Campus Name: George Wagner Middle School

Campus Number: 045

CYCLE 1 90-DAY OUTCOMES (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	5.3
Desired Annual Outcome	<p>Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis.</p> <p>Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GISD Leadership Commitment(s) and individual campus leadership roles.</p>	<p>All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.</p>	<p>Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.</p>
Desired 90-day Outcome	<p>Campus Leadership Team meetings are scheduled and organized in a way to support team members' 1) leadership development in the identified GISD Leadership Commitment(s), and 2) ability to lead and support their respective team's growth in our campus' Pathway. Professional learning and collaborative opportunities focused on effective leadership and clarity around leadership roles are provided to all Campus Leadership Team members. Campus Leadership Team members identify GISD Leadership Commitment to focus learning and growth on for this year.</p> <p>A clear system for tracking campus observational data is established and implemented to provide teachers with consistent, meaningful feedback. The ILT team meets to review observational data, identify trends, and develop a plan(s) of support.</p>	<p>Teachers regularly engage in the design process during their Design Time. Teachers utilize or create a unit plan template that best captures their instructional decisions and their clear alignment of standard, objectives, activities, and assessments. Feedback loops are established and leveraged to provide meaningful, regular feedback on unit plans.</p>	<p>Teachers receive professional learning on effective, quality assessments and intentionally plan formative assessments aligned to learning objectives to consistently measure a student's progression towards mastery and grade level/content teams collaboratively develop common summative assessments for each unit. Assessment data is collected in a campus data management system. Grade level-content teams schedule, in advance, data conversations to review assessment data, identify trends, and inform instructional decisions at least 2x a month.</p>
Barriers to Address During this Cycle	<p>Lack of empowerment amongst campus leaders. Learning around leadership skill growth. Lacking intentional feedback loops around leadership skills. Lack of system/process to analyze teacher data.</p>	<p>Varying levels of teacher understanding around the design cycle. Clarity lacking around purpose of design time. Current unit plan template format lacks clarity around content alignment and requires refinement. Inconsistent use of feedback loops.</p>	<p>Varying levels of teacher understanding around formative and summative assessments. Varying levels of teacher implementation around use of assessments. Lack clarity in data conversation protocol and ability to appropriately analyze data to inform instructional decisions. Learning needed around student goal-setting and conferencing.</p>
District Actions for this Cycle	<p>Campus support with best practices that result in teacher growth.</p>	<p>Campus support with unpacking standards and rich instructional activities that align to them.</p>	<p>District will provide access to high-quality assessments and will provide support with analysis of assessment data</p>
District Commitment Theory of Action	<p>If the district supports principals by protecting their time dedicated to school instructional leadership, ensures that district policies and practices prioritize principal and principal supervisor instructional leadership, provides the campus with adequate funding and sufficient control over their budget ensuring access to resources necessary for school improvement efforts and provides effective governance to support and promote student outcomes, then the campus will be better able to establish and implement consistent, written protocols and processes to lead their department, grade-level teams and other areas of responsibility ultimately leading to improved adult learning and student outcomes.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas, establishes systems for supporting and identifying struggling learners, and provides our campus with professional learning around and access to a variety of data, then our campus will be better able to improve the quality and frequency of formative assessments and establish data-driven practices to better identify and support all learners.</p>	

ACTION PLAN

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
Schedule weekly ILT meetings. Establish ILT meeting agenda.	1.1	Aug 25 - ongoing	Sample ILT protocols/agendas	Principal	ILT Meeting Agenda/Minutes, Wagner Calendar at a Glance	Aug 19		
Establish observational walkthrough tool with ability to collect data over time.	1.1	Oct 4 - ongoing	Wagner Pathway document, sample instructional feedback tools	Principal	Instructional Feedback Form	Nov 5		
Identified Leadership Commitment for each member of the CLT.	1.1	Sept 29 - ongoing	GISD Leadership Commitments	Principal	Sample Leadership Goals	Nov 5		
Begin Book Study with CLT.	1.1	Oct 27 - ongoing	Five Dysfunctions of a Team	Principal	Book Study Discussion Questions	Nov 5		
Professional learning focused on the Design Process	4.1	weekly, beginning Sept 1 - Nov 18	Unit Plan Template, Content Standards, Unpacking PL Resources, Engaging Students	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Nov 27		
Provide clarity around use of Design Time	4.1	Sept 1 - Sept 8	Engaging Students	LDC, DLC, Principal	PLC Calendar, Design Time Handout			
Teachers utilize the unit plan template to unpack standards and reflect alignment of standards, learning objectives, and assessments.	4.1	Aug 11 - ongoing	Unit Plan Template, Content Standards	ILT, Department Heads	Sample Unit Plans	Nov 5		
Establish and implement feedback loops for unit plans.	4.1	Aug 11 - ongoing	Critical Friends Protocol, Calendared Critical Friends Cohorts and Department Meetings	ILT, Department Heads	Staff Handbook, Sample Department Meeting Agendas, Sample Unit Plan Feedback	Nov 5		
Data conversations are regularly scheduled to occur twice/monthly.	5.3	Aug 19 - ongoing	Learning resources around formative vs summative assessments	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Nov 27		
Learning and support is provided around use of our data conversation protocol.	5.3	Oct 6 - Oct 20	Learning resources around formative vs summative assessments	LDC, DLC, Principal	PLC Interactive Notebooks and/or Agenda	Oct 27		
Grade level/content teams collaboratively design common summative assessments for each unit.	5.3	Aug 12 - ongoing	Aligned Assessment Items, Content Standards, Design Time	LDC, DLC, Principal	Sample Summative Assessments	Nov 5		
Teachers intentionally design formative assessments to measure mastery towards each learning objective, as evidenced in unit plans.	5.3	Aug 12 - ongoing	Aligned Assessment Items, Content Standards, Design Time	LDC, DLC, Principal	Unit Plan	Nov 5		

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.

For each of the Prioritized Focus Areas, 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?	

	Carryover Action Steps	New Action Steps
<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>		

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>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</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>Carryover Action Steps</p>	<p>New Action Steps</p>

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.

For each of the Prioritized Focus Areas, 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?

	Carryover Action Steps	New Action Steps
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?		

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
Essential Action	1.1	5.1	5.3

<p>Desired Annual Outcome</p>	<p>Members Of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis. ILT members write a measurable professional goal and receive weekly feedback from the principal.</p>	<p>All core content teachers submit common unit plans that contain learning activities clearly aligned to the standards for all units of study. Teachers are provided support for this through weekly feedback. New core teachers will show proficiency in the design process, unpacking standards, and ensuring standards, objectives, activities and assessments are aligned as evidenced in all lesson plans.</p>	<p>Teachers engage in weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.</p>
<p>Did the campus achieve the desired outcome? Why or why not?</p>	<p>Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis. Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GISD Leadership Commitment(s) and individual campus leadership roles.</p>	<p>All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.</p>	<p>Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.</p>

Campus Name: George Wagner Middle School

Campus Number: 045

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://texasessf.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://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	<p>We recognize that while we have a variety of leadership roles established and actively encourage all staff to participate in some level of leadership around our campus work, we are limited in our ability to support growth in leadership skills and lack meaningful feedback loops. In addition, while our instructional leadership team meets regularly and provides instructional feedback to teachers, we need to continue to grow in our ability to strategically collaborate around and provide appropriate teacher supports.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems that provide regular, meaningful supports to teachers as they grow in their skills in instruction and leadership.</p>	<p>We recognize that while we have established unit plan expectations, have provided training on unpacking standards and alignment of activities/assessment to content standards, and are committed to developing our GISD Learner Profile, we need to support teachers through professional learning on design and provide meaningful feedback loops. In addition, we have added several new staff to our team this year that will need differentiated professional learning around designing lessons that are aligned to the state standards with a clear picture of mastery.</p> <p>In order to move towards a more personalized approach to learning, it is important that we develop systems and supports around unpacking our state standards, determining a clear picture of mastery, and ensuring alignment in all instructional decisions.</p>	<p>We recognize that we need to develop stronger data practices on our campus. While we have 1) established expectations around assessment and data collection and 2) systems in place to ensure teachers have time built into their daily schedule to collaborate, we are still growing in our implementation and use of both. We also recognize the need to include students in conversations around their data to increase their ownership and develop in their Learner Profile attribute (e.g. - develop personal self-knowledge).</p> <p>In order to move towards a more personalized approach to instruction, it is important that we continuously review student data to inform instructional decisions so that we can support students in their growth towards mastery.</p>

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "developing leaders is vital to our success". Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "it is our responsibility to prepare students for their future". It is important that we prepare our students for the future of their choice, by growing them in both the Learner Profile attributes and the state standards. Developing shared ownership enhances our ability to collectively accomplish our goals. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>	<p>Campus Principal will meet with the Campus Site-Based Team to share, discuss, and receive feedback on our 2021-2022 TIP. This meeting will take place during the first cycle. In this meeting, we will connect to our vision/mission/strategic framework, specifically our district belief of "instruction should be designed based on the needs of the learners". The ability to better identify students' progression towards mastery, allows teachers to respond appropriately in real-time. Our campus staff will review, discuss, and revise each month during Design Team Meeting.</p>
<p>Desired Annual Outcome</p>	<p>Members of the ILT track campus observational data, analyze classroom walkthrough feedback/action steps for trends, and develop/support teacher growth on a weekly basis. Campus Leadership Team meetings restructured to provide intentional support opportunities for leadership development around identified GISS Leadership Commitment(s) and individual campus leadership roles.</p>	<p>All core content teachers will receive learning and ongoing support of the design process. Unit plans will consistently demonstrate a teacher's use of the design process through clear alignment of standards, objectives, activities, and assessments. Teachers are provided regular and on-going feedback focused on alignment, assessment, design qualities, and Learner Profile.</p>	<p>Teachers engage in bi-weekly data conversations and utilize student data to inform instructional decisions to meet student needs as evidenced in weekly walk-through documentation. Teachers utilize student conferencing to assist students in progress monitoring their identified goals on a weekly basis. Improvement of systems for student support will include structured daily scheduling that allows time for re-teaching, intervention supports, and re-assessing.</p>
<p>Desired 90-Day Outcome</p>			
<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>We will partner with our district and other campuses that have created similar protocols with success. The Chief Strategists (Leadership and Culture & Assessment and Feedback) will support the CLT in creating the new processes/protocols, as well as provide ongoing coaching and support to the Principal and the ILT in this practice. Ongoing support will be provided monthly by district level leaders and bi-weekly through campus PLC.</p>	<p>We will partner with our campus' Instructional Leadership Team and our district's Department for Teaching and Learning to ensure all core teachers effectively use the design process while ensuring alignment to content standards. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the design process.</p>	<p>We will partner with our campus' Instructional Leadership Team and our district's Department for Assessment and Feedback to ensure all core teachers consistently and effectively analyze student assessment data, identify of trends in data, determine root causes, and create learning experiences that support gaps based on individual student needs. Our Digital Learning Coach and Learning Design Coach will provide on-going coaching support to content teachers around the progress monitoring process.</p>
<p>Barriers to Address throughout the year</p>			
<p>District Actions for this Cycle</p>	<p>The district will support campus leadership development through ongoing professional development and coaching.</p>	<p>The district will provide professional learning opportunities and resources to aid in unpacking standards and aligning instructional activities and assessments to appropriate depth of knowledge levels.</p>	<p>The district will provide professional learning and resources to support the campus in data collection, analysis and resulting instructional decisions.</p>

