

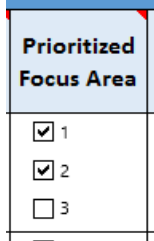
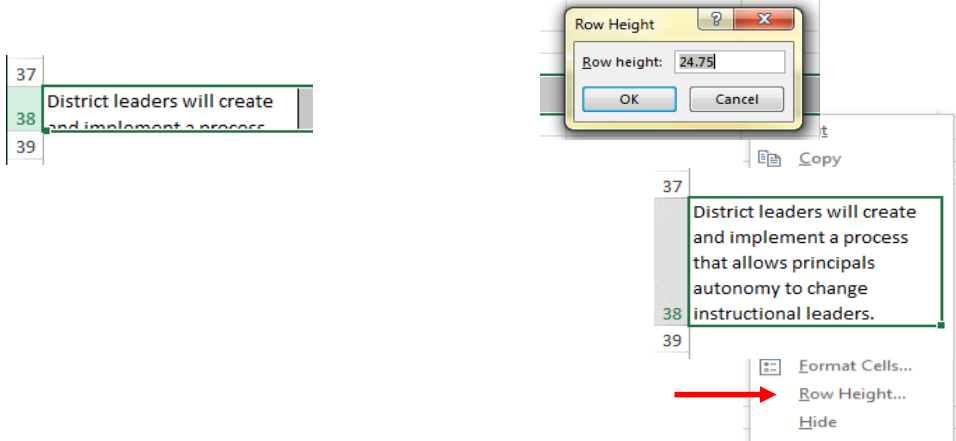
Campus Targeted Improvement Plan

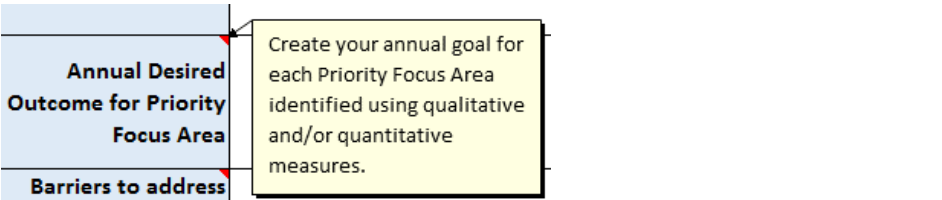
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

Please complete all sections of the Cycles 1, 2, and 3 tab except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

<p>Viewing cell tips</p>	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>



Campus Information							
District Name	San Antonio ISD	Campus Name	Herff Academy	Superintendent	Mr. Pedro Martinez	Principal	Kelly Allen
District Number	015907	Campus Number	000000132	District Coordinator of School Improvement (DCSI)	Dr. Olivia Hernández	ESC Support	Demetrio Garcia

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	2019-11-11

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.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	1
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	1
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2
5.1 Objective-driven daily lesson plans with formative assessments.	1

5.3 Data-driven instruction.		1	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	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.
Rationale	Having structured systems in place that outline clear role and responsibilities for campus instructional leaders is the foundation for student success and academic achievement. We are beginning to create structures that outline clear roles and responsibilities for all staff members.	Aligning our vision/mission and values that are focused on a safe environment and high expectations will impact community involvement and lead to achievement.	Effective teaching begins with an effective lesson plan and effective execution. Team collaboration, backwards planning with the end in mind, and TEKS objective driven lesson plans will create maximum impact on student achievement and teacher efficacy.
Desired Annual Outcome	Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we will produce comprehensive staff handbook that outlines clearly roles and responsibilities of all staff members. All procedures are also outlined clearly. These roles and responsibilities are codified and presented to staff in a timely manner.	All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus presentations, signage throughout the school, a CCR nook in the open area on the second floor. The Emergency Operations Procedures will be reviewed and modified to meet safety standards in all areas of the campus-i.e. lockdown procedures, arrival and dismissal of students, parent traffic on the streets, fire drills, visitors on campus, et. All EOP plans will be disseminated to all staff members and Herff parents to ensure a safe and secure environment on campus.	Team planning is led with the Instructional Coaches that focuses on TEKS based content objectives, language objectives, and social objectives. Lesson plans are reviewed weekly and teachers are provided feedback on the TEKS, COLOSO, activities and weekly common assessments. Also, teachers are asked to informally assess students daily on "did my students master the content objective." Common assessments include retest on reteach items. These focused instructional practices will help build the foundation of solid instruction which is objective-based through intentional, collaborative lesson planning which includes weekly informal assessment. Our campus goal is to ensure all students in tested areas achieve 70% Approaches, 29% Meets, and 11% Masters, which will move the campus to a "C" rating.
Barriers to Address During the Year	Lack of dedicated time for campus leadership team meetings, planning and self-reflection; lack of continuous feedback to staff from campus leaders with instructional practices; lack of systems with clear and codified roles, responsibilities and procedures.	Lack of parent communication and engagement, especially with our EL parents; lack of a mission and vision statement; lack of participation and commitment to CCR; lack of consistent customer service	Lack of time for planning lesson plans that are objectives based; no set lesson plan template; lack of time to navigate through new ELAR curriculum
District Commitment Theory of Action:		If the district provides campuses with access to external student support services (such as a CIS representative, licensed social worker, a full-time family and community engagement specialist, a hallway monitor for middle school) AND provides data systems to track pertinent school culture (e.g. discipline referrals, campus climate, PBIS survey data) AND ensures access to high-quality viable curriculum and common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade reading and math AND supports principals by protecting their time dedicated for school instructional leadership with ongoing support AND provides effective and timely systems for identifying and supporting struggling learners with strategies and resources, such as content specialists for interventions and lesson plans targeted for Tier II and Tier III students THEN Herff will become a successful learning campus for all students, with a minimum of a C rating in 2019-2020.	
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic		2019-09-30	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.

Desired Annual Outcome	All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus presentations, signage throughout the school, a CCR nook in the open area on the second floor. The Emergency Operations Procedures will be reviewed and modified to meet safety standards in all areas of the campus-i.e. lockdown procedures, arrival and dismissal of students, parent traffic on the streets, fire drills, visitors on campus, et. All EOP plans will be disseminated to all staff members and Herff parents to ensure a safe and secure environment on campus.	Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we will produce comprehensive staff handbook that outlines clearly roles and responsibilities of all staff members. All procedures are also outlined clearly. These roles and responsibilities are codified and presented to staff in a timely manner.	Team planning is led with the Instructional Coaches that focuses on TEKS based content objectives, language objectives, and social objectives. Lesson plans are reviewed weekly and teachers are provided feedback on the TEKS, COLOSO, activities and weekly common assessments. Also, teachers are asked to informally assess students daily on "did my students master the content objective." Common assessments include retest on reteach items. These focused instructional practices will help build the foundation of solid instruction which is objective-based through intentional, collaborative lesson planning which includes weekly informal assessment. Our campus goal is to ensure all students in tested areas achieve 70% Approaches, 29% Meets, and 11% Masters, which will move the campus to a "C" rating.
Barriers to Address During the Year	A shared that vision, mission, and values were not an emphasis on this campus for the previous leadership team. Also, the lack of a sense of urgency as well as a level of complacency led to the campus believing that everything was fine. While there is a sense of urgency and accountability, we are still refining the student-growth lens. There are safety concerns about the campus having an open concept, More refinement of dismissal procedures.	We still lack dedicated time for campus leadership team meetings, planning and self-reflection; lack of continuous feedback to staff from campus leaders with instructional practices; lack of systems with clear and codified roles, responsibilities and procedures. We are still working on the systems to make us successful in this area, but they are not fully implemented. Principal needs to delegate and confirm more to build the capacity of the leadership team.	Not having a standard lesson plan has been the primary barrier to the implementation of this essential action. Because of this barrier, the mindset of leaders on the campus has been such that teachers may push back when asked to elaborate and include additional components within lesson plans. We are still working on the execution of the lessons.
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		
3.1			
5.1			
1.1			

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
Pre-K	Language (LAP3)	Other	50% Proficiency		Other	60% Proficiency	0	Other	70% Proficiency		Other	70% Proficiency	
Kinder	Reading (MAP)	Other	10% ready for TIER 1	20% E/17% S	Other	20% ready for Tier 1	40% E	Other	25% ready for Tier 1		Other	30% ready for Tier 1	
1st	Reading (MAP)	Other	10% ready for TIER 1	31% E/24% S	Other	20% ready for Tier 1	39% E	Other	25% ready for Tier 1		Other	30% ready for Tier 1	
2nd	Reading (MAP)	Other	10% ready for TIER 1	29% E/25% S	Other	20% ready for Tier 1	36% E	Other	25% ready for Tier 1		Other	30% ready for Tier 1	
3rd	Reading	CBA	10% Meets	14% E/0% S	Benchmark	20% Meets	14% E/34% S	Benchmark	25% Meets		STAAR	30% Meets	
3rd	Math	CBA	10% Meets	14% E/8% S	Benchmark	20% Meets	25% E / 0% S	Benchmark	25% Meets		STAAR	30% Meets	
4th	Reading	CBA	10% Meets	22% E/33% S	Benchmark	20% Meets	5% E/20% S	Benchmark	25% Meets		STAAR	30% Meets	
4th	Math	CBA	10% Meets	3% E/0% S	Benchmark	20% Meets	4%E/11%S	Benchmark	25% Meets		STAAR	30% Meets	
4th	Writing	CBA	10% Meets	10%/5% S	Benchmark	20% Meets	14%E/16%S	Benchmark	25% Meets		STAAR	30% Meets	
5th	Reading	CBA	10% Meets	5% E/40% S	Benchmark	20% Meets	25%E/29% S	Benchmark	25% Meets		STAAR	30% Meets	
5th	Math	CBA	10% Meets	39% E/15% S	Benchmark	20% Meets	24%E/20%S	Benchmark	25% Meets		STAAR	30% Meets	
5th	Science	CBA	10% Meets	13% E/0% S	Benchmark	20% Meets	2%E/0%S	Benchmark	25% Meets		STAAR	30% Meets	
6th	Reading	CBA	10% Meets	9%	Benchmark	20% Meets	15%	Benchmark	25% Meets		STAAR	30% Meets	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.3.1 Compelling and aligned vision, mission, goals, values	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.1.1 Develop campus instructional leaders with clear roles and	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we will produce comprehensive staff handbook that outlines clearly roles and responsibilities of all staff members. All procedures are also outlined clearly. These roles and responsibilities are codified and presented to staff in a timely manner.All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus presentations, signage throughout the school, a CCR nook in the open area on the second floor. The Emergency Operations Procedures will be reviewed and modified to meet safety standards in all areas of the campus-i.e. lockdown	All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus presentations, signage throughout the school, a CCR nook in the open area on the second floor. The Emergency Operations Procedures will be reviewed and modified to meet safety standards in all areas of the campus-i.e. lockdown procedures, arrival and dismissal of students, parent traffic on the streets, fire drills, visitors on campus, et. All EOP plans will be disseminated to all staff members and Herff parents to ensure a safe and secure environment on campus.Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we will produce comprehensive staff handbook that outlines clearly roles and responsibilities of all staff members. All procedures are also outlined clearly. These roles and responsibilities are	Team planning is led with the Instructional Coaches that focuses on TEKS based content objectives, language objectives, and social objectives. Lesson plans are reviewed weekly and teachers are provided feedback on the TEKS, COLOSO, activities and weekly common assessments. Also, teachers are asked to informally assess students daily on "did my students master the content objective." Common assessments include retest on reteach items. These focused instructional practices will help build the foundation of solid instruction which is objective-based through intentional, collaborative lesson planning which includes weekly informal assessment. Our campus goal is to ensure all students in tested areas achieve 70% Approaches, 29% Meets, and 11% Masters, which will move the campus to a "C" rating.
Desired 90-day Outcome	Campus leadership/admin team will streamline weekly meetings to include areas of support for specific teachers, instructional coaching cycles, new hire support. Electronic campus handbook will begin. Principal improves campus leaders (Instructional Coaches) with professional development that will enhance best practices regarding teacher observation, support and feedback cycles.	Campus mission and vision will be finalized and disseminated to staff and Herff community. EOP will be finalized for district submission. The safety team will meet to discuss tighter and safer arrival and dismissal procedures.	Content objectives, language objectives and social objectives will be posted daily with the TEK # and in the lesson plans. The content activities will reflect the TEK/objective in the classroom and in the lesson plan. Extended planning days will be held per grade level with ICs to backwards plan. Instructionals rounds will be held with Herff teachers to walk through the grade level above or below them to check for COLOSO and activity alignment.
Barriers to Address During this Cycle	Lack of dedicated time to address campus handbook. Not calendaring admin/leadership weekly meetings	Lack of dedicated time to finish campus mission and vision and values. Need of acquiring resources to promote CCR on campus; gathering members of safety team to promote safety measures	Limited time for teachers to plan; teachers need more professional development of implementation of COLOSO and backwards planning design; concerns on utilizing a uniform lesson plan template
District Actions for this Cycle	Principal supervisor ensures that the principal has dedicated time for coaching and support. Principal supervisor inquires at the district level who can help support the creating of the campus handbook.	Principal supervisor requests assistance from the district level to help support campus safety measures (EOP planning; arrival/dismissal procedures; make Indiana Street one-way). Principal supervisor works with secondary campuses to bring CCR procedures, resources to Herff Academy	Principal supervisor assists in coaching principal in the lesson plan culture shift; helps provide feedback to teachers on their lesson plans; ensures that the budget allows for extra planning days for teachers
District Commitments Theory of Action	If the district provides campuses with access to external student support services (such as a CIS representative, licensed social worker, a full-time family and community engagement specialist, a hallway monitor for middle school) AND provides data systems to track pertinent school culture (e.g. discipline referrals, campus climate, PBIS survey data) AND ensures access to high-quality viable curriculum and common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade reading and math AND supports principals by protecting their time dedicated for school instructional leadership with ongoing support AND provides effective and timely systems for identifying and supporting struggling learners with strategies and resources, such as content specialists for interventions and lesson plans targeted for Tier II and Tier III students THEN Herff will become a succesful learning campus for all students, with a minimum of a C rating in 2019-2020.		

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
Consistent, calendarized admin team meetings with focused discussion and action plans for scheduled teacher support and coaching by Instructional Coaches.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	August 12; Sept. 23 with assigned coaching schedule	Admin calendar (meet every Monday at 9 am); agenda template; coaching cycle outlined	Principal Allen	Admin calendar on Outlook; agenda template; coaching calendar from Ics	Ongoing	Some Progress	Detailed plans need to be created for IC reflecting teachers in need of support.

<p>Creates dedicated time to begin developing an electronic staff handbook with roles, responsibilities defined and procedures clearly defined so that all stakeholders know what is expected of them and others at Herff.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Complete by November 29</p>	<p>Google Documents; district handbook</p>	<p>Principal Allen; CLT and admin team</p>	<p>completed electronic handbook</p>	<p>29-Nov</p>	<p>No Progress</p>	<p>Need to meet with CLT and distribute responsibilities for each section of the handbook</p>
<p>Provide full-day planning time every nine weeks for teachers to unit plan (backwards planning of the TEKS) which will lead to daily lesson plans that include clear objectives, aligned practices and activity, and daily formative checks.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>9/20/10; 10/14/19; full-day planning during the week provided with Instructional Coaches and district specialists to all teachers</p>	<p>YAGs, Pacing Guides, Unit Planners; District specialists, Instructional Coaches</p>	<p>All teachers; Instructional Coaches</p>	<p>Unit plans turned in to Mrs. Allen</p>	<p>10/15/19. Unit plans completed up to 12/20 are due.</p>	<p>On Track</p>	<p>Continue to monitor</p>
<p>Create scheduled meetings for stakeholders to engage in creating and continually refining the campus' mission and vision resulting in a finalized version.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>15-Oct-19</p>	<p>anchor chart with faculty notes (sticky notes)</p>	<p>CLT</p>	<p>Completed mission and vision statements</p>	<p>15-Oct-19</p>	<p>Met</p>	<p>Continue to monitor and refine</p>
<p>Campus safety practices and policies are reviewed and adjusted; staff members share a common understanding of campus safety procedures and expectations</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>31-Oct-19</p>	<p>EOP; district handbook; SAISD input and recommendations</p>	<p>Campus Safety Team</p>	<p>EOP is submitted to district; arrival and dismissal procedures are codified and disseminated to Herff staff and parents</p>	<p>15-Nov-19</p>	<p>Some Progress</p>	<p>Meet with safety committee to continue refining safety procedures. Involve CLT with these processes</p>
<p>Acquire resources and information to support the creation of campus practices and policies that demonstrate high expectations and shared ownership for student success with a drive towards college and career readiness and postsecondary success.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>31-Oct-19</p>	<p>CCR materials and resources; college banners; input from district secondary personnel; middle school university visit</p>	<p>Admin team, especially FACE Specialist and Counselor</p>	<p>Space on 2nd floor is beginning to reflect CCR goals and values; banners are posted; university visits</p>	<p>29-Nov-19</p>	<p>Some Progress</p>	<p>Create a student area on campus for college awareness.</p>
<p>COLOSO (content, language and social objective) implementation in lesson plans and posted in the classrooms, 100%; Esther Ortega presented professional development to grade level PLCS on 10/1 and 10/3/19</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>31-Oct-19</p>	<p>Training from Esther Ortega on COLOSO; generic COLOSO templates</p>	<p>Principal Allen and ICs, AP Escobedo</p>	<p>COLOSO posted on lesson plans and classrooms</p>	<p>31-Oct-19</p>	<p>Met</p>	<p>Continue to monitor and refine</p>
<p>All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments to meet the needs of all students (English language learners, special education among other groups)</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>31-Oct-19</p>	<p>lesson plan template</p>	<p>Instructional coaches</p>	<p>uniform lesson plan template implemented by all teachers</p>	<p>31-Oct-19</p>	<p>Met</p>	<p>Continue to monitor and refine</p>

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?
 1.1 - The only area we did not meet was the electronic handbook due to time constraints and lack of delegation. 3.1 - We were able to begin the work. However, due to conversations and input from staff, we were not able to finalize. 5.1 - We met this outcome because we felt if we leveraged with one area, we could affect others and there was more of a collaborative buy-in.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?
 Not all areas met our goals, especially on the Spanish-Versions of the assessments and in 4th grade team are struggling with delivery of instruction.

Carryover Milestones

New Milestones

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?	Creates dedicated time to begin developing an electronic staff handbook with roles, responsibilities defined and procedures clearly defined so that all stakeholders know what is expected of them and others at Herff.	None
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Cycle 2 90-Day Outcomes (December-February)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.3.1 Compelling and aligned vision, mission, goals, values		3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.1.1 Develop campus instructional leaders with clear roles and			5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.		
Desired Annual Outcome	Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we will produce comprehensive staff handbook that outlines clearly roles and responsibilities of all staff members. All procedures are also outlined clearly. These roles and responsibilities are codified and presented to staff in a timely manner.All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus presentations, signage throughout the school, a CCR nook in the open area on the second floor. The Emergency Operations Procedures will be reviewed and modified to meet safety standards in all areas of the campus-i.e. lockdown procedures, arrival and dismissal of students, parent traffic on the streets, fire drills, visitors on campus, et. All EOP plans will be disseminated to all staff members and Herff parents to ensure a safe and secure environment on campus.		All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus presentations, signage throughout the school, a CCR nook in the open area on the second floor. The Emergency Operations Procedures will be reviewed and modified to meet safety standards in all areas of the campus-i.e. lockdown procedures, arrival and dismissal of students, parent traffic on the streets, fire drills, visitors on campus, et. All EOP plans will be disseminated to all staff members and Herff parents to ensure a safe and secure environment on campus.Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we will produce comprehensive staff handbook that outlines clearly roles and responsibilities of all staff members. All procedures are also outlined clearly. These roles and responsibilities are codified and presented to staff in a timely manner.			Team planning is led with the Instructional Coaches that focuses on TEKS based content objectives, language objectives, and social objectives. Lesson plans are reviewed weekly and teachers are provided feedback on the TEKS, COLOSO, activities and weekly common assessments. Also, teachers are asked to informally assess students daily on "did my students master the content objective." Common assessments include retest on reteach items. These focused instructional practices will help build the foundation of solid instruction which is objective-based through intentional, collaborative lesson planning which includes weekly informal assessment. Our campus goal is to ensure all students in tested areas achieve 70% Approaches, 29% Meets, and 11% Masters, which will move the campus to a "C" rating.		
Desired 90-day Outcome	Instructional Coaches focus continuously on the coaching cycle with certain teachers, presenting data during admin meetings. AP reports regularly on the status on campus programs.		PBIS expectations will be tightened and reviewed on a continuous basis to ensure a safe and positive school environment that sets high expectations for all			Continue focus on lesson planning with consistent feedback to teachers using a lesson plan rubric		
Barriers to Address During this Cycle	Time constraints on compiling electronic handbook; lack of consistent time to plan and meet as Campus Leadership; lack of time to provide Instructional Coaches feedback and support on building teacher capacity		Lack of time to meet and plan positive campus behavior interventions with the PBIS committee; lack of time and manpower to increase student success with a drive toward college and career readiness; limited time to prepare campus mission and vision statements for campus roll-out and tighten campus safety procedures.			Lack of time and manpower to provide consistent feedback on weekly lesson plans; lack of time to analyze effectiveness of IC coaching model and teacher support		
District Actions for this Cycle	Principal Supervisor will attend weekly admin meetings to assist in providing feedback and guidance to the ICs and AP.		Principal Supervisor will assist by bringing in district support (secondary CCMR, EOP personnel and/or behavior specialists) to a help promote a safe and positive school culture. District support can observe procedures in place and provide feedback.			Principal supervisor ensures that a lesson plan rubric is consistently being implemented		
District Commitments Theory of Action	If the district provides campuses with access to external student support services (such as a CIS representative, licensed social worker, a full-time family and community engagement specialist, a hallway monitor for middle school) AND provides data systems to track pertinent school culture (e.g. discipline referrals, campus climate, PBIS survey data) AND ensures access to high-quality viable curriculum and common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade reading and math AND supports principals by protecting their time dedicated for school instructional leadership with ongoing support AND provides effective and timely systems for identifying and supporting struggling learners with strategies and resources, such as content specialists for interventions and lesson plans targeted for Tier II and Tier III students THEN Herff will become a succesful learning campus for all students, with a minimum of a C rating in 2019-2020.							
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

<p>ICs provide a coaching cycle schedule for low performing teachers (based on MAP and CBAs). ICs create weekly PLC agendas based on grade level needs-data review, common assessments, and mini professional developments.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>Dec. 13</p>	<p>ICs; grade level data; PLC agendas</p>	<p>Instructional Coaches-Dr. Alonso and Mrs. Juarez</p>	<p>Coaching schedules and agendas; semester exams and CBAs reflect improved student learning</p>	<p>ongoing</p>	<p>On Track</p>	<p>Continue to provide biweekly PLCs which are facilitated by the ICs and admin. These PLCs focus on recently taught TEKS-</p>
<p>To continue clear and defined leadership roles, the Assistant Principal provides weekly updates on programs (LPAC, TELPAS, MTSS, 360, IA and front office procedures) so that student progress, data and needs are understood by all stakeholders.</p>	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Jan. 10</p>	<p>Data updates for attendance, MTSS, TELPAS, 360 Behavior</p>	<p>Mrs. Escobedo</p>	<p>Program reports; admin team weekly agenda notes</p>	<p>ongoing</p>	<p>Significant Progress</p>	<p>The admin team continues to meet every Monday to discuss Leadership actions-testing, coaching cycles, counselor activities, Communities in School</p>
<p>Campus safety procedures and practices are analyzed by district personnel and campus staff to ensure that district expectations are being met and to create a shared ownership in creating a safe environment.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Feb. 5</p>	<p>EOP, fire drill and lockdown data, PBIS systems on Google doc</p>	<p>Principal Allen, Safety Team and PBIS Team</p>	<p>EOP plans; safety reports; agendas from Safety Meetings and PBIS meetings</p>	<p>Feb. 5</p>	<p>On Track</p>	<p>The campus safety team meets on a regular basis to discuss campus safety concerns. The last</p>
<p>Campus instructional leaders review lesson plans frequently for alignment to the standards, scope and sequence and expected level of rigor, daily formative assessments, and provide teachers with feedback and lesson planning support.</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>Feb. 12</p>	<p>Lesson plan rubric; lesson plans</p>	<p>Dream Team (admin team)</p>	<p>Lesson plans with constructive feedback</p>	<p>ongoing</p>	<p>Significant Progress</p>	<p>The leadership team continues to provide lesson plan feedback to grade levels through the Google document platform. Comments,</p>
<p>Principal improves campus leaders through regularly scheduled job-embedded professional development that enhances instructional practices. Building teacher capacity is obtained by having teacher leaders present research-based instructional strategies and are given feedback by admin team. Teachers will use strategies with a follow-up classroom observation and feedback from the admin team.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<p>December</p>	<p>Teachers and their resources</p>	<p>Principal Allen and Dream Team will encourage staff to extend leadership and expertise</p>	<p>7 Steps to a Language Rich Interactive classroom PD; Literacy Squared PD; Toma La Palabra PD; Siempre Bilingual Dual Language Summit; Lead4ward Strategies PD; Social and Emotional PD; Teacher facilitated book study of the</p>	<p>ongoing</p>	<p>On Track</p>	<p>Continue to send teachers to professional development, but closely monitor if the PD warrants being away from the campus. STAAR is approaching and we need to be careful of days off of</p>
<p>Performance expectations for the front office are clear, written and match job responsibilities. Weekly front office meetings are held.</p>	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Begin October</p>	<p>Front office staff and agenda</p>	<p>Principal Allen, AP Escobedo, Sandra Gonzales (secretary) and unfilled position (data clerk)</p>	<p>Meeting agendas with action items notated. Roles and responsibilities are posted from the job descriptions.</p>	<p>ongoing</p>	<p>Some Progress</p>	<p>The front office continues to be an area of challenge. We have lost 2 data clerks in two months. We are anticipating a new clerk</p>
<p>Staff members continue to share a common understanding of the school mission and vision.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<p>Begin October</p>	<p>Staff</p>	<p>Principal Allen, CLT</p>	<p>All classrooms and front office will post the mission and vision statements (English and Spanish) by Nov. 15, 2019. Teachers will review mission and vision with parents and students (parent conferences in Nov.) Parent newsletter will include the mission and vision-Dec. 2019. Classroom artifacts.</p>	<p>ongoing; mission and vision created October 2019</p>	<p>Some Progress</p>	<p>The mission and vision statements were finalized and translated into Spanish. The school mascot was added to the statement. On Thursday, March 5, 2020, a member from CLT and the principal will finalize the final layout and will send to the Print Shop for campus copies to be</p>
	<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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Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	1.1 - We were able to meet this outcome by creating a stronger monitoring and feedback system. 3.1.- We are made progress in most areas except for PBIS due to lack of buy in and planning on the behalf of various staff members. 5.1 - We were able to meet this one due to more buy-in on the behalf of teachers and staff. We are also building stronger systems.
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Although not all grade levels were able to meet their goals (11/21), we were able to achieve growth when looking at where our students were at the beginning and where they are now. We continue to address the gaps in our fourth grade classrooms.
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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
	We will not carry over any milestones, but continue the ones from this cycle.	None at this time.

Cycle 3 90-Day Outcomes (March-May)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.3.1 Compelling and aligned vision, mission, goals, values		3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.1.1 Develop campus instructional leaders with clear roles and			5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.		
Desired Annual Outcome	Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we will produce comprehensive staff handbook that outlines clearly roles and responsibilities of all staff members. All procedures are also outlined clearly. These roles and responsibilities are codified and presented to staff in a timely manner.All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus		All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career readiness will become a focus on our campus. This will be demonstrated through CCR field trips, on campus presentations, signage throughout the school, a CCR nook in the open area on the second floor. The Emergency Operations Procedures will be reviewed and modified to meet safety standards in all areas of the campus-i.e. lockdown procedures, arrival and dismissal of students, parent traffic on the streets, fire drills, visitors on campus, et. All EOP plans will be disseminated to all staff members and Herff parents to ensure a safe and secure environment on campus.Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our					
Desired 90-day Outcome	Campus teacher leaders are given more leadership responsibility by presenting professional development to staff, modeling in classrooms, and presenting at district level. Also, front office and Instructional Assistants are engaged in monthly department meetings		All grade levels will be involved in a CCR event or learning session.			Continuous focus on COLOSO, lesson plan feedback, and teacher extended day planning		
Barriers to Address During this Cycle	Time constraints on compiling electronic handbook; lack of consistent time to plan and meet as Campus Leadership; lack of time to provide Instructional Coaches feedback and support on building teacher capacity		Lack of time to meet and plan positive campus behavior interventions with the PBIS committee; lack of time and manpower to increase student success with a drive toward college and career readiness; limited time to prepare campus mission and vision statements for campus roll-out and tighten campus safety procedures.			Lack of time and manpower to provide consistent feedback on weekly lesson plans; lack of time to analyze effectiveness of IC coaching model and teacher support; lack of planning time for teachers		
District Actions for this Cycle	Provide Herff teachers opportunities to present at district level; secure effective substitutes; principal supervisor attends monthly IA and front office meetings		Principal supervisor provides CCR resources to campus			Principal supervisor provides feedback and recommendations on lesson plan feedback and improvement cycle monitoring; offers support from district specialists to assist in providing lesson plan feedback		
District Commitments Theory of Action	If the district provides campuses with access to external student support services (such as a CIS representative, licensed social worker, a full-time family and community engagement specialist, a hallway monitor for middle school) AND provides data systems to track pertinent school culture (e.g. discipline referrals, campus climate, PBIS survey data) AND ensures access to high-quality viable curriculum and common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade reading and math AND supports principals by protecting their time dedicated for school instructional leadership with ongoing support AND provides effective and timely systems for identifying and supporting struggling learners with strategies and resources, such as content specialists for interventions and lesson plans targeted for Tier II and Tier III students THEN Herff will become a successful learning campus for all students, with a minimum of a C rating in 2019-2020.							
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
Professional Learning Communities (PLCs) will be lead 75% of the time by teacher leaders.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March-May 2020	School calendar; PD agenda; campus data	Campus teacher leaders; ICs	Agendas from PLCs	26-May-20		
The Campus Leadership Team and Guiding Coalition meet consistently to review formative and summative data.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March-May 2020	campus data; student work	Campus Leadership team members; Guiding coalition members; Dream Team	Agendas from meetings; updated data	26-May-20		
100% of 3rd-7th graders will be provided opportunities to be exposed to different pathways for college and careers.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March-May 2020	Community members, transportation, funding, outreach support	Counselor, Principal, Guiding Coalition members	Agendas and itineraries from college and career experiences	26-May-20		
Weekly campus electronic lesson plans submitted on the Google drive will provide feedback. Administrative team will provide feedback within 48 hours.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	March-May 2020	electronic lesson plans, TEKS	Administrative team				

	<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							
	<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?	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	Campus leadership team adds structure by having regular weekly leadership team meetings that are becoming more strategic in how we manage our time with supporting, observing and planning with teachers and staff. Also, we	All campus staff will participate in creating our vision/mission and values that are focused on a safe environment and high expectations. The mission and vision will be visible in each classroom and expressed to students and the Herff community. College and career	
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
Essential Action	Campus leadership/admin team will streamline weekly meetings to include areas of support for specific teachers, instructional coaching cycles, new hire support. Electronic campus handbook will begin. Principal improves campus	Campus mission and vision will be finalized and disseminated to staff and Herr community. EOP will be finalized for district submission. The safety team will meet to discuss tighter and safer arrival and dismissal procedures.	Content objectives, language objectives and social objectives will be posted daily with the TEK # and in the lesson plans. The content activities will reflect the TEK/objective in the classroom and in the lesson plan. Extended planning days will be held per grade level with
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
	<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							

	<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							
	<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 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

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the ' Self-Assessment ' section. Continue to the next section titled, 'ESF Diagnostic Results '
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.