

Healy-Murphy PK Targeted Improvement Plan 2019-2020



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 for Priority Focus Area	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.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
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	

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio ISD	Campus Name	Healy Murphy PK	Superintendent	Pedro Martinez	Principal	Michael Jordan
District Number	015907	Campus Number	000000202	District Coordinator of School Improvement (DCSI)	Elizabeth Jones	ESC Support	Jamie Goodwin Shannon Allen
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.					Elizabeth Jones - October 27, 2019	
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.					n/a	
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.					Michael Jordan - October 25, 2019	
Board Approval Date	2019-11-11						
Needs Assessment							
Data Analysis Questions		What accountability goals for each Domain has your campus set for the year?	Our campus is paired with Hawthorne Academy (rating of D). We aligned our LAP-3 goals to ensure reading, math and pre-writing have a strong foundation to support the progression of our students to kindergarten.				
		What changes in student group and subject performance are included in these goals?	Our student groups have not changed. We serve only three and four year old students.				
		If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A				

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	
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.	
Rationale	We seek to improve our PLC process and focus on student progress and formative data. For this case teachers will serve as instructional leaders along with HM director and Satellite Campuses Director.	We seek to improve the overall culture and climate of our campus by collaboratively working between Healy Murphy/SAISD partnership to ensure alignment of mission, vision and values.	
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents, staff, and leadership of both organizations understand and can articulate the mission, vision and values of HMPK and provide artifacts in support of this.	
Barriers to Address During the Year	LAP-3 online system technology issues, student mobility and attendance, Embedding scheduling of PLCs for the two teachers on campus.	Calibrating expectations between partner organizations.	
District Commitment Theory of Action:		The district provides opportunities for ongoing support and coaching of the campus leader and the district provides opportunities for ongoing support and coaching of the campus leader; then gaps in preparing students for kindergarten will close, creating more opportunities for students who will become grade-level ready.	

ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic	N/A		
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

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 3	Pre-writing	LAP-3	30	25	LAP-3	50		LAP-3	85		LAP-3	85	
Pre-K 3	Cognitive	LAP-3	30	25	LAP-3	50		LAP-3	85		LAP-3	85	
Pre-K 3	Language	LAP-3	30	35	LAP-3	50		LAP-3	85		LAP-3	85	
Pre-K 4	Pre-writing	LAP-3	30	40	LAP-3	50		LAP-3	85		LAP-3	85	
Pre-K 4	Cognitive	LAP-3	30	45	LAP-3	50		LAP-3	85		LAP-3	85	
Pre-K 4	Language	LAP-3	30	45	LAP-3	50		LAP-3	85		LAP-3	85	

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 focused on a safe environment and high expectations.	
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents, staff, and leadership of both organizations understand and can articulate the mission, vision and values of HMPK and provide artifacts in support of this.	
Desired 90-day Outcome	Begin more structured weekly PLC's between the two campus teachers.	Administrative team/teachers and parents will collaborate and review the mission, vision and values and revise to include input and feedback.	
Barriers to Address During this Cycle	Meetings and scheduling conflicts	Parents knowledge and understanding of purpose of vision, mission, goals, values	
District Actions for this Cycle	Feedback on the mission, vision, and values especially during the development phase.	Training on how the effective PLCs are conducted on a campus. Progressive feedback on implementation.	
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader and the district provides opportunities for ongoing support and coaching of the campus leader; then gaps in preparing students for kindergarten will close, creating more opportunities for students who will become grade-level ready.		

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
Creating PLC protocol and committing to timelines	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Sep-19	PLC protocols	Dora Orme, Kathleen Huguet, Shirley White, Michael Jordan	Weekly agendas, sign-in sheets, protocols, minutes - Feedback from use of protocol from teachers and principal	November 22, 2019		
Review the processes involved in effective PLC practices with support from leadership and teachers. Begin with 75% of PLCs lead by leadership team.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Sept-November	PLC protocols	Dora Orme, Kathleen Huguet, Shirley White, Michael Jordan	Weekly agendas, sign-in sheets, protocols, minutes - Feedback from use of protocol from teachers and principal	November 22, 2019		
Review the mission, vision, and values to include authentic and collaborative involvement from stakeholders during campus events/meetings.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Sept-November	Meetings, Current written mission, vision, and values	Dora Orme, Kathleen Huguet, Shirley White, Michael Jordan	Agendas, sign-in sheets, Fall fest participation. Parents' involvement in events	November 22, 2019		

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

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	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.	
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents, staff, and leadership of both organizations understand and can articulate the mission, vision and values of HMPK and provide artifacts in support of this.	
Desired 90-day Outcome	PLCs will include MOY LAP-3 data analysis to determine progress toward goal of 50% of students at average and above in the areas of pre-writing, cognitive and language	Artifacts in the classrooms and hallways reference the mission, vision and values (refined)	
Barriers to Address During this Cycle	Students not making adequate progress, technology issues with online LAP-3 system	Funding for printing	
District Actions for this Cycle	Feedback on the mission, vision, and values especially during the development phase.	Progressive feedback on how the PLCs are being conducted on campus.	
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader and the district provides opportunities for ongoing support and coaching of the campus leader; then gaps in preparing students for kindergarten will close, creating more opportunities for students who will become grade-level ready.		

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
PLCs now include small-group plans containing interventions to address LAP-3 skills based on recent data. PLCs will become 50% teacher-lead.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly until February 28, 2020	Small-group plans, Children Learning Institute lessons, LAP-3 interventions, Pre-K guidelines	Dora Orme, Kathleen Huguette, Shirley White, Michael Jordan	LAP-3 middle of year data, informal teacher assessments, PLC agendas and sign-in sheets	Weekly - February 28, 2020		
Posted mission, vision and values posted in hallways and in classrooms and common areas of the school such as library and cafeteria and restrooms and translated into Spanish	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	10-Jan-20	Printers, Poster maker, if funds available Print Shop	Dora Orme, Kathleen Huguette, Shirley White, Michael Jordan	Artifacts displayed	10-Jan-20		

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	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.	
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents, staff, and leadership of both organizations understand and can articulate the mission, vision and values of HMPK and provide artifacts in support of this.	
Desired 90-day Outcome	PLCs will include EOY LAP-3 data analysis to determine progress toward goal of 85% of students at average and above in the areas of pre-writing, cognitive and language	Staff and parents can articulate in their own words what the mission, vision and values for HMPK	
Barriers to Address During this Cycle	Students not making adequate progress, technology issues with online LAP-3 system, funding for subs for testing	Limited responses and/or participation from parents	
District Actions for this Cycle	Feedback on the mission, vision, and values especially during the development phase.	Progressive feedback on how the PLCs are being conducted on campus.	
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader and the district provides opportunities for ongoing support and coaching of the campus leader; then gaps in preparing students for kindergarten will close, creating more opportunities for students who will become grade-level ready.		

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
100% of PLCs are teacher-lead with a focus on data analysis, planning interventions to address LAP-3 skills, modeling of strategies, and peer-feedback on processes.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly until May 22, 2020	Small-group plans, Children Learning Institute lessons, LAP-3 interventions, Pre-K guidelines	Dora Orme, Kathleen Huguet, Shirley White, Michael Jordan	LAP-3 middle of year data, informal teacher assessments, PLC agendas and sign-in sheets	Weekly - May 22, 2020		
Create and collect surveys from parents and staff to determine what they feel the mission, values, and vision of the campus is and if it aligns to our goals.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	30-Apr-20	Survey	All staff and parents	Survey Responses	30-Apr-20		

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	0	0	0
Desired Annual Outcome	EOY LAP-3 goals will be achieved: 85% of students will be at average or above in the areas of: pre-writing, cognitive (math), and language (reading)	Parents, staff, and leadership of both organizations understand and can articulate the mission, vision and values of HMPK and provide artifacts in support of this.	
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	Begin more structured weekly PLC's between the two campus teachers.	Administrative team/teachers and parents will collaborate and review the mission, vision and values and revise to include input and feedback.	
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	The district provides opportunities for ongoing support and coaching of the campus leader and the district provides opportunities for ongoing support and coaching of the campus leader; then gaps in preparing students for kindergarten will close, creating more opportunities for students who will become grade-level ready.		

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							

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

Reflection and Planning for Next 90-Day Cycle

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