

# Healy-Murphy Targeted Improvement Plan 2019-2020



TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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.
<b>Cycle 4</b>	

Not to filled out until summative process has been completed

Campus Information							
<b>District Name</b>	San Antonio ISD	<b>Campus Name</b>	Healy-Murphy Center	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Dr. Stanton Lawrence
<b>District Number</b>	015907	<b>Campus Number</b>	000000182	<b>District Coordinator of School Improvement (DCSI)</b>	Beth Nawrocki Jones	<b>ESC Support</b>	Shannon Allen
							Leslie Cooper
Assurances							
<b>DCSI</b>	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 Nawrocki-Jones - October 27, 2019	
<b>Principal Supervisor</b> <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	
<b>Principal</b>	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.					Dr. Stanton Lawrence - October 27, 2019	
<b>Board Approval Date</b>	2019-11-11						
Needs Assessment							
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1 - 73; Domain 2a - 52; Domain 2b - N/A; Domain 3 - 30					
	What changes in student group and subject performance are included in these goals?	For all groups, we want a 20% increase in Reading Meets, a 9% increase in Math Meets, and an 18% increase in Science Meets as set by SAISD.					
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A					

<b>Self-Assessment Results</b> (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.			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		2	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		2	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		1	
5.1 Objective-driven daily lesson plans with formative assessments.			
5.3 Data-driven instruction.			
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Rationale	Healy-Murphy's entire teaching corps is comprised only partially of SAISD teachers with the remainder our teachers being HM teachers. Unfortunately, HM teachers do not have access to the training, some web-based and other resources that would help deepen their instructional skill set.	Rationale	Healy-Murphy's student population, unlike traditional high schools, are residents of nearly all of the various school districts in Bexar County. As expected, policies and guidelines vary from district to district, so establishing alignment between our vision, mission goals and values is essential.
Desired Annual Outcome	Our expectation is that HMC might be able to pursue and acquire the necessary staff support from SAISD so that there is greater equity of resources across our entire teacher corps, including HM teachers.	Desired Annual Outcome	Our expectation is that Healy-Murphy's newly aligned vision, mission, goals and values will contribute to establishment of a campus culture in which all students feel valued and safe.
Barriers to Address During the Year	Although we have requested support in the past, established limitations restrict HMC's access to certain programs and resources. We must negotiate and create some flexibility which would allow our teacher greater access to these resources.	Barriers to Address During the Year	In order for students and staff to embrace and take ownership of these newly aligned elements of the campus culture, they must have a hand in the development. Creating a thoughtful process which will encourage student participation and elevate the prospects for shared ownership is essential.
District Commitment Theory of Action:		If the district provides the campus with sufficient control over teacher hiring and placement, and district policies and practices align with and promote positive school culture, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then Healy Murphy will be able to recruit and retain high quality professionals, develop and implement a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, and develop and use curriculum and assessments aligned to TEKS with a year-long scope and sequence	

<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
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

\* Due to the unique nature of this campus as an alternative site, teachers will be progress-monitoring students

Cycle 1 90-day Outcomes (September - November)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.			4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		
<b>Desired Annual Outcome</b>	Our expectation is that HMC might be able to pursue and acquire the necessary staff support from SAISD so that there is greater equity of resources across our entire teacher corps, including HM teachers.		Our expectation is that Healy-Murphy's newly aligned vision, mission, goals and values will contribute to establishment of a campus culture in which all students feel valued and safe.			Because our students are at broadly varying levels of academic readiness upon enrollment, it is essential that the self-paced aspect of our curriculum design remain. However, we must strengthen the rigor and alignment between HM's curriculum and the TEKS to elevate the		
<b>Desired 90-day Outcome</b>	Determine who needs to be involved in the conversation regarding HM's need to recruit, select, induct and retain highly lqualified educators. Outline schedule of work.		Generate/draft a "Profile of a HM Graduate" which encompasses the distinct traits/attributes which our campus intends its students to possess upon graduation.			Create a draft plan which reflects the benefits of what HM aspires to accomplish with a redesigned curriculum.		
<b>Barriers to Address During this Cycle</b>	Clarify the differences in recruitment, hiring criteria and induction processes between HM teachers and SAISD teachers, including certification requirements, salary differences, etc.		Because HM students are typically the least motivated, most chronically truant and academically and s			Organizing and enlisting the assistance of external partners who will take responsibility for redesigning		
<b>District Actions for this Cycle</b>	Work with SAISD stakeholders involved with hiring, recruitment, and induction of teachers.		Work with HM staff and stakeholders on the facilitation of revisiting and revising the mission, vision, goals, and values of the campus.			Provide guidance and support on a curriculum design for HM teachers and staff.		
<b>District Commitments Theory of Action</b>	If the district provides the campus with sufficient control over teacher hiring and placement, and district policies and practices align with and promote positive school culture, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then Healy Murphy will be able to recruit and retain high quality professionals, develop and implement a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, and develop and use curriculum and assessments aligned to TEKS with a year-long scope and sequence							
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
Schedule first meeting with SAISD to discuss a plan and timeline for more flexibility regarding recruitment, selection, hiring and induction of new HM teachers.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Mid-November, 2019	None	Principal	Meeting Notes	11/22/19		
Draft a timeline for revisiting and design of HM's mission, vision, goals and values.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Late November, 2019	None	Principal	Draft Timeline	11/22/19		
Draft a timeline for revisiting and re-design of HM's curriculum.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Midway through Cycle 2 (January, 2020)	None	Principal	Draft Timeline	11/22/19		
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
<b>Essential Action</b>	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Our expectation is that HMC might be able to pursue and acquire the necessary staff support from SAISD so that there is greater equity of resources across our entire teacher corps, including HM teachers.	Our expectation is that Healy-Murphy's newly aligned vision, mission, goals and values will contribute to establishment of a campus culture in which all students feel valued and safe.	Because our students are at broadly varying levels of academic readiness upon enrollment, it is essential that the self-paced aspect of our curriculum design remain. However, we must strengthen the rigor and alignment between HM's curriculum and the TEKS to elevate the
<b>Desired 90-day Outcome</b>	Develop parameters, plans, and rubrics for how HM's recruits, selects, inducts and retains highly lqualified educators.	Refine and get stakeholder input on "Profile of a HM Graduate" which encompasses the distinct traits/attributes which our campus intends its students to possess upon graduation.	Train professionals and begin work on creating a redesigned curriculum.
<b>Barriers to Address During this Cycle</b>	Clarify the differences in recruitment, hiring criteria and induction processes between HM teachers and SAISD teachers, including certification requirements, salary differences, etc.	The amount of stakeholder involvement with the unique situations of the many students and communities outside of SAISD we serve.	Currently HM does not have a unified vision of effective delivery of instruction that is aligned to the standards and to effective pedagogy
<b>District Actions for this Cycle</b>	Work with SAISD stakeholders involved with hiring, recruitment, and induction of teachers.	Work with HM staff and stakeholders on the facilitation of revisiting and revising the mission, vision, goals, and values of the campus.	Provide guidance and support on a curriculum design for HM teachers and staff.
<b>District Commitments Theory of Action</b>	If the district provides the campus with sufficient control over teacher hiring and placement, and district policies and practices align with and promote positive school culture, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then Healy Murphy will be able to recruit and retain high quality professionals, develop and implement a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, and develop and use curriculum and assessments aligned to TEKS with a year-long scope and sequence		

**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
Create legacy documents and profiles of effective teaching for those new to HM.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	December - February	None	Principal	Draft documents	2/28/2020		
Complete work on revisiting, revising, and vetting HM's mission, vision, goals, and values.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	December - January	None	Principal	Revised Mission, Vision, Goals, and Values	1/31/20		
100% of HM teachers will be trained in backward design and TEKS alignment processes. Begin work on planning for units of study for Cycle 3.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	January - February 2020	None	Principal	Sign-Ins, Draft Scope and Sequence, Draft Unit Plan	2/28/20		
Draft and create a climate-survey to find out what current teachers and staff feel are the priority needs for the campus.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Feb-20	None	Principal	Completed Survey	2/28/20		

**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?	



	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?		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Our expectation is that HMC might be able to pursue and acquire the necessary staff support from SAISD so that there is greater equity of resources across our entire teacher corps, including HM teachers.	Our expectation is that Healy-Murphy's newly aligned vision, mission, goals and values will contribute to establishment of a campus culture in which all students feel valued and safe.	Because our students are at broadly varying levels of academic readiness upon enrollment, it is essential that the self-paced aspect of our curriculum design remain. However, we must strengthen the rigor and alignment between HM's curriculum and the TEKS to elevate the
<b>Desired 90-day Outcome</b>	Have in place the parameters, plans, and rubrics for how HM's recruits, selects, inducts and retains highly lqualified educators.	Complete and share the "Profile of a HM Graduate" which encompasses the distinct traits/attributes which our campus intends its students to possess upon graduation to students and stakeholders.	Professionals are using effective planning techniques to create lessons that are aligned to the depth and complexity of the TEKS, contain formative checks, include opportunities for feedback and adjustment, and are aligned to best practices.
<b>Barriers to Address During this Cycle</b>	Differences in recruitment, hiring criteria and induction processes between HM teachers and SAISD teachers, including certification requirements, salary differences, etc.	The amount of stakeholder involvement with the unique situations of the many students and communities outside of SAISD we serve.	Currently HM does not have a unified vision of effective delivery of instruction that is aligned to the standards and to effective pedagogy
<b>District Actions for this Cycle</b>	Continue to work with SAISD stakeholders involved with hiring, recruitment, and induction of teachers.	Work with HM staff and stakeholders on the facilitation of revisiting and revising the mission, vision, goals, and values of the campus.	Continue to provide guidance, feedback, and support on a curriculum design for HM teachers and staff.
<b>District Commitments Theory of Action</b>	If the district provides the campus with sufficient control over teacher hiring and placement, and district policies and practices align with and promote positive school culture, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then Healy Murphy will be able to recruit and retain high quality professionals, develop and implement a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, and develop and use curriculum and assessments aligned to TEKS with a year-long scope and sequence		

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
Conduct the climte-survey with HM teachers and staff. Aggregate the data in order to determine what the priority needs for the campus. Begin drafting strategies to address identified, common needs.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March - May 2020	None	Principal	Completed Survey	5/29/20		
Complete legacy documents and profiles of effective teaching for those new to HM and present to current staff and stakeholders.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March - May 2020	None	Principal	Completed Legacy Documents and Profiles of Effective Teaching	5/29/20		
Complete units of study for August - September 2020 that are aligned to the depth and complexity of the TEKS, contain formative checks, include opportunities for feedback and adjustment, and best practices.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March - May 2020	None	Principal	Completed Mission, Vision, Goals, and Values	5/29/20		
Present HM's mission, vision, goals, and values to various stakeholders including students for feedback and revisions.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	January - February 2020	None	Principal	Draft Unit Plan	5/29/20		

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	Our expectation is that HMC might be able to pursue and acquire the necessary staff support from SAISD so that there is greater equity of resources across our entire teacher corps, including HM teachers.		Our expectation is that Healy-Murphy's newly aligned vision, mission, goals and values will contribute to establishment of a campus culture in which all students feel valued and safe.		Because our students are at broadly varying levels of academic readiness upon enrollment, it is essential that the self-paced aspect of our curriculum design remain. However, we must strengthen the rigor and alignment between HM's curriculum and the TEKs to elevate the
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
<b>Essential Action</b>	Determine who needs to be involved in the conversation regarding HM's need to recruit, select, induct and retain highly lqualified educators. Outline schedule of work.	Generate/draft a "Profile of a HM Graduate" which encompasses the distinct traits/attributes which our campus intends its students to possess upon graduation.	Create a draft plan which reflects the benefits of what HM aspires to accomplish with a redesigned curriculum.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>	If the district provides the campus with sufficient control over teacher hiring and placement, and district policies and practices align with and promote positive school culture, and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then Healy Murphy will be able to recruit and retain high quality professionals, develop and implement a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, and develop and use curriculum and assessments aligned to TEKS with a year-long scope and sequence		

**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>