2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DSCI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Healy-Murphy Center	Gerard Cortez

Campus Number:	Superintendent Name:
015907182	Pedro Martinez

Date:

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	SAISD	Campus Name	Healy-Murphy Center	Superintendent	Pedro Martinez	Principal	Leticia G. Trujillo
District Number	015907	Campus Number	000000182	District Coordinator of School Improvement (DCSI)	Gerard Cortez	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Sandra Slough

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

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.	Gerard Cortez - 12/14/2020
Principal Supervisor *Only necessary if the DCSI is NOT the Principal supervisor.*	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.	<Enter Name and Date>
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.	Leticia G. Trujillo - 12/14/2020
Board Approval Date	14-12-2020	

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

https://rptsvr1.tea.texas.gov/per report/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For Domain 1, we are setting our goal at 80 .Rationale: Since domain two is likely not going to be rated again we can improve upon student performance to have a higher level score to lift domain 3 which is a difficult area to bring up with small numbers. Domain 2B: Not Rated Rationale: Since domain two is likely not going to be rated again due to the sample size is too small, it becomes difficult to goal set for this area. Domain 3: 50 Rationale: This would be a 20 point gain. This is a difficult area to gain because of small numbers. We will focus on targeted areas of SPED and LEP.

	What changes in student group and subject performance are included in these goals?	Domain 1: Focus on improving meets and master level in all areas for all student populations in order to give us the lift we need to score an 80. Domain 2B: Since domain two is likely not going to be rated again due to the sample size is too small, it becomes difficult to goal set for this area. Domain 3: SPED and LEP will be our focus areas, especially in math and English I and II. Traditionally, these two student groups have struggled so we are putting systems into place to address their needs.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	To focus on improving the number of students meeting CCMR requirements through certification and improve the graduation rate by 10%.

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	

Rationale	The teaching and learning focus at Healy-Murphy Center is self-paced/individualized, so teachers do not teach the entire class a common lesson. Rather, students are at varying points within the syllabus. The syllabi are reliant on traditional textbooks which will not be accessible due to virtual learning.	The campus lacks a standardized method/forum for data disaggregation and progress monitoring. Teachers and administration do not regularly access data systems outside of classroom data. Teachers use individual level data to provide individualized instruction to students but do not participate in Professional Learning Communities.	
How will the campus build capacity in this area? **Who will you partner with?**	We will collaborate with SAISD Curriculum, Instruction, and Assessment Department and the Department of School Improvement to build the capacity of our teachers with lesson alignment and formative assessment systems. We will conduct an assessment with ESC-20 to determine areas in which they may provide resources/support.	Scheduled Professional Learning Community times will be conducted to provide the structure needed for data analysis and intervention planning. All teachers will learn the process to access their at the student and campus level where appropriate. Collaboration with the office of Satellite Campuses, SAISD Curriculum, Instruction, and Assessment Department and the Department of School Improvement will be ongoing.	
Barriers to Address throughout this year	Students move quickly between subjects and grade levels creating a barrier in creating effective systems. Due to the individualized nature of instructions, teachers find it difficult to create lessons with a full cycle including instruction, practice and assessments including daily checks for understanding. Students will be engaged in virtual learning without access to physical textbooks traditionally used and will need a viable virtual curriculum.	Student progress is not warehoused in the system, rather maintained individually by teachers. Diagnostic assessment data is minimal and with students at various points in the curriculum, district created common assessments do not provide an efficient measure of progress. There is no structured time for Professional Learning Communities.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Believing that people support what they help create, town hall meetings or other similar forums with administration, faculty and staff, students, and parents will provide them opportunities to provide input and share their reflections. Communications will occur through emails and messages using SAISD services and resources. This should engender buy-in with all previously mentioned stakeholders.	Administration and teachers will be engaged in meetings to show the need for more clearly defined data practices and show positive examples of these practices to highlight its use. Teachers will engage in scaffolded professional learning in the area of data-driven instruction to build capacity and produce useful integration of systems.	
Desired Annual Outcome	All teachers create daily lesson plans within the scope of their syllabi that provide for elements of the lesson cycle to include instruction, guided and independent practice with check for understanding, and assessment. To provide remote learning, lessons will be housed on Canvas and embedded lessons will be based on Edgenuity and other district resources.	Regularly scheduled Professional Learning Committee meetings will be part of the ongoing schedule. Teachers administrators will be trained and provide access to district data systems. Students will work towards achievement of measurable goals based on performance of pre-assessments and progress throughout the year for progress monitoring.	
District Commitment Theory of Action	If district policies, professional learning, and practices support effective instruction in schools including providing support in the creation of daily formative checks for understanding, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, and provides the campus with professional learning on intervention planning, then effective interventions and progress monitoring will occur.	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.
For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2020 Baseline Data (Optional)	% of Assessments — Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Result	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Result	Cycle 3 Assessment Type	Cycle 3 Formative Goal	Cycle 3 Actual Result	2021 Accountability Goal Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	35		Unit Assessment	50	45	MAP MOY	50	62	Unit Assessment	60	25	70
		All	All	Reading	Meets	STAAR	17		Unit Assessment	50	15	MAP MOY	50	16	Unit Assessment	60	6	70
		All	All	Reading	Masters	STAAR	3		Unit Assessment	50	0	MAP MOY	50	4	Unit Assessment	60	2	70
		All	All	Mathematics	Approaches	STAAR	30		Unit Assessment	50	35	MAP MOY	50	45	Unit Assessment	60	18	70
		All	All	Mathematics	Meets	STAAR	6		Unit Assessment	50	5	MAP MOY	50	20	Unit Assessment	60	0	70
		All	All	Mathematics	Masters	STAAR	0		Unit Assessment	50	0	MAP MOY	50	0	Unit Assessment	60	0	70
		All	All	Science	Approaches	STAAR	44		Unit Assessment	50	35	MAP MOY	50	45	Unit Assessment	60	36	70
		All	All	Science	Meets	STAAR	16		Unit Assessment	50	5	MAP MOY	50	20	Unit Assessment	60	9	70
		All	All	Science	Masters	STAAR	0		Unit Assessment	50	0	MAP MOY	50	0	Unit Assessment	60	0	70
		All	All	Social Studies	Approaches	STAAR	73		Unit Assessment	60	45	MAP MOY	70	60	Unit Assessment	75	62	80
		All	All	Social Studies	Meets	STAAR	23		Unit Assessment	50	20	MAP MOY	50	20	Unit Assessment	60	15	70
		All	All	Social Studies	Masters	STAAR	0		Unit Assessment	50	0	MAP MOY	50	0	Unit Assessment	60	0	70
		All	All	Writing	Approaches	STAAR	35		Unit Assessment	50	45	MAP MOY	50	62	Unit Assessment	60	25	70
		All	All	Writing	Meets	STAAR	17		Unit Assessment	50	15	MAP MOY	50	16	Unit Assessment	60	6	70
		All	All	Writing	Masters	STAAR	3		Unit Assessment	50	0	MAP MOY	50	4	Unit Assessment	60	2	70
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco Dis	Reading	Meets	STAAR	1		Unit Assessment	50	45	Unit Assessment	50	62	Unit Assessment	60	25	70
		All	Eco Dis	Mathematics	Meets	STAAR	6		Unit Assessment	50	35	Unit Assessment	50	45	Unit Assessment	60	18	70
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	SPED	All	Approaches	STAAR	12		Unit Assessment	50	20	Unit Assessment	50	30	Unit Assessment	60	0	70
		All	SPED	All	Meets	STAAR	0		Unit Assessment	25	20	Unit Assessment	50	20	Unit Assessment	60	0	70

4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	-	-	Unit Assessment	-	-	MAP MOY	-	-	Unit Assessment	-	-	-

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers create daily lesson plans within the scope of their syllabi that provide for elements of the lesson cycle to include instruction, guided and independent practice with check for understanding, and assessment. To provide remote learning, lessons will be housed on Canvas and embedded lessons will be based on Edgenuity and other district resources.	Regularly scheduled Professional Learning Committee meetings will be part of the ongoing schedule. Teachers and administrators will be trained and provided access to district systems. Students will work towards achievement of measurable goals based on performance of pre-assessments and progress throughout the year for progress monitoring.	0
Desired 90-day Outcome	By the end of Cycle 1, 100% of teachers will include TEKS, syllabi, and a Scope & Sequence for each subject area they teach.	By the end of Cycle 1, 50% of students at HMC will be using a "student self-goal setting plan." Also, by the end of Cycle 1, a PLC structure will be put into place and is 40% teacher-led.	
Barriers to Address During this Cycle	Not all teachers may be in agreement to incorporate required material to their already implemented syllabi. Teachers may not like the idea of having identical syllabi to other teachers and may resist change. Teachers may find it default to create a self-goal setting plan since many students are working remotely.	Students may feel pressure to complete a certain amount of work. Students own expectations may differ from their teachers'. If goals are set & are not met by the student, how will it make the student feel? Teachers may feel that there is no need for weekly meetings with each department and may refuse to meet & collaborate with the other teachers.	
District Actions for this Cycle	Provide access to Canvas, Edgenuity and other resources to SAISD & HM teachers. Support teacher understanding of deep TEKS alignment through professional development and observation/feedback cycles.	District liaison will observe PLC meetings and provide regular, progressive feedback.	

District Commitment Theory of Action	If district policies, professional learning, and practices support effective instruction in schools including providing support in the creation of daily formative checks for understanding, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, and provides the campus with professional learning on intervention planning, then effective interventions and progress monitoring will occur.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Create a teacher committee that will be focusing on creating a "student self-goal setting course plan" to assist in reaching the students' ultimate goal of earning their credit. Continue to monitor and adjust plan as implementation occurs	5.3	9/17/20	online shared documents	Administrative Team	Teacher committee feedback committee teams' syllabi & student self goal setting plan	11/30/20	Met	
Discussion with teacher committee on adjustments & tweaks necessary to create each of their student self-goal plan.	5.3	9/30/20	Online shared documents personal syllabi	Admin. & teacher committee team	Teacher team feedback, collaboration, syllabi w/ student self goal plan	9/30/20	Met	
Outline with teachers during teacher/staff meeting of on-going PLC meetings	5.1/5.3	10/1/20	None	Acting Principal & Director of Satellite campuses	Teacher sign-in form	10/1/20	Met	
Teacher committee team will meet every Wednesday with their department for PLC meetings with a focus on planning, assessment, and data analysis.	5.1/5.3	10/8/2020 thru 5/26/2020	Syllabi, assessments, student progress	Teachers in each department	Teacher sign-in form, Discussion notes	11/30/20	Some Progress	PLC are held every Tuesday & Wenesday from 3:15-4:00
Provide ongoing, job-embedded professional development on TEKS alignment and how to monitor student progress using various formative means.	5.1	Cycle 1	None	Acting Principal & Director of Satellite campuses	Teacher artifacts such as formative assessments, data trackers, observation	11/30/20	Some Progress	Ongoing

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	Yes, the 90 day outcome was achieved. Meeting weekly for numerous weeks, as a team we were able to collaborate & brainstorm different ways in which each student could set their own goals. Allowing students to set their own goals gives them greater control of their education without feeling pressured to complete a specific amount of work that may not be reached.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, the goal was not reached. We did not assess students at the beginning of the year. Middle of the year assessment will be in January 2021.

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Continue collaborating on ongoing PLC meetings. Teacher committee team will also continue to work on finalizing student self goal setting plan to present to the teachers. The student self-goal setting plan is an ongoing step since all students set weekly goals to ultimately earn their credit.	Gradual implementation of student self goal setting plan in each subject for every student.

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers create daily lesson plans within the scope of their syllabi that provide for elements of the lesson cycle to include instruction, guided and independent practice with check for understanding, and assessment. To provide remote learning, lessons will be housed on Canvas and embedded lessons will be based on Edgenuity and other district resources.	Regularly scheduled Professional Learning Committee meetings will be part of the ongoing schedule. Teachers administrators will be trained and provide access to district data systems. Students will work towards achievement of measurable goals based on performance of pre-assessments and progress throughout the year for progress monitoring.	0
Desired 90-day Outcome	By the end of Cycle 2, 100% of HMC teachers will be using various means of formative checks daily with students to help support progressions and achievement. The administrative team will also be monitoring 70% of Canvas lessons and provide feedback to teachers at the minimum of twice a month.	By the end of Cycle 2, 80% of students at HMC will be using a "student self-goal setting plan." Also, by the end of Cycle 1, a PLC structure will be put into place and is 50% teacher-led to discuss weekly assessments, weekly student progress, and student attendance.	
Barriers to Address During this Cycle	Various levels of teacher proficiency in formatively checking student understandings exist on our campus. Teachers also experience alignment issues with their plans as well as their modules on Canvas.	Teachers may feel what they are discussing is redundant and not want to collaborate with others from their department. They may feel discouraged about student progress, attendance and lack communication with them. Teachers may struggle reaching every student they have for class. They may want to revamp the entire plan they have been working on because it did not work. Students may feel it's pointless & resist setting goals for themselves.	

District Actions for this Cycle	District liaison will provide feedback on the student self goal setting plan for greater success.	The district may request teacher sign-in sheets for the PLC meetings to verify that they are ongoing or have someone do a surprise visit during PLC times.
District Commitment Theory of Action	If district policies, professional learning, and practices support effective instruction in schools including providing support in the creation of daily formative checks for understanding, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, and provides the campus with professional learning on intervention planning, then effective interventions and progress monitoring will occur.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will speak with all of their students in person, via email, text or zoom to inform them of their student goal setting plan. Gradually implement self goal plan into each class for observation & feedback from students	5.3	12/2/2020 thru May 28, 2021	Student self goal setting plan	Teachers & students	Teacher logs with notes from student contact self-goal setting course plan	Ongoing/Weekly	Some Progress	Teachers are continuing to reachout to students to set goals
All departments will continue to meet and collaborate weekly for PLC.	5.1/5.3	Ongoing thru May 2021	Teacher sign in	Teachers	PLC log-in sheets & minutes	Weekly on Wednesdays	Significant Progress	Departments meet weekly
Teachers will make any necessary changes to each student's individualized goal setting plan per the student request.	5.3	12/4/2020/May 28,2021	Student's self goal setting plan	Teachers & students	self-goal setting course plan	Nov. 13, 2020	Some Progress	Teachers make weekly adjustments to students goals
Collaboratively create a Canvas Audit rubric with teachers and staff that has a series of look-fors such as TEKS alignment (activities and goal/criteria) and formative checks	5.1	December 1-18	None	Administrative team and teacher committee	Rubric	18-Dec-20	Some Progress	Create additional time in administrative schedule to finish auditing.

Conduct Canvas audits for each teacher at least twice a month and provide feedback based on the collaboratively created rubric	5.1	Ongoing thru May 2021	None	Administrative team and teacher committee	Completed rubrics, teacher artifacts	26-Feb	No Progress	Create scheduled time to conduct canvas audits during PLC.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	For Prioritized Focus area 1, we did not meet the desired outcome. It was not met because the administrative team did not monitor 70% of Canvas lessons nor provide feedback to teachers twice a month. Prioritized Focus area 2 was achieved. The student goal setting plan though ongoing, the teachers have had good results. They have also been meeting weekly for their department PLC's.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Student goal for approaches in reading was met, however math was 5% short in math for approaches. Meets and Masters were below goal in all areas.

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Teachers will continue with their weekly PLC meetings, and will also continue the "Student goal setting plans."	Create specified time for audits.

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers will create daily lesson plans within the scope of their syllabi that provide for elements of the lesson cycle to include instruction, guided and independent practice with check for understanding, and assessment. To provide remote learning, lessons will be housed on Canvas and embedded lessons will be based on Edgenuity and other district resources.	Regularly scheduled Professional Learning Committee meetings will be part of the ongoing schedule. Teachers administrators will be trained and provide access to district data systems. Students will work towards achievement of measurable goals based on performance of pre-assessments and progress throughout the year for progress monitoring.	0
Desired 90-day Outcome	All teachers will create daily lesson plans within the scope of their syllabi that provide for elements of the lesson cycle to include instruction, guided and independent practice with check for understanding, and assessment. To provide remote learning, lessons will be housed on Canvas and embedded lessons will be based on Edgenuity and other district resources.	Regularly scheduled Professional Learning Committee meetings will be part of the ongoing schedule and will be 80% teacher-led. Teachers administrators will be trained and provide access to district data systems. Students will work towards achievement of measurable goals based on performance of pre-assessments and progress throughout the year for progress monitoring.	
Barriers to Address During this Cycle	Continue to address the various levels of teacher proficiency in formatively checking student understandings exist on our campus. Also, the gaps in understanding the GRR framework. Teachers also experience alignment issues with their plans as well as their modules on Canvas.	Student Mindsets of not feeling like they can do it. Teachers may pushback on the idea of having to meet weekly. They may feel that no changes need to be made or no discussions are necessary to how they are "running" their classes.	

District Actions for this Cycle	Provide HM with suggestions & trainings on how encourage the un-motivatedto students during virtual learning.	Monitor that PLC's are taking place & make suggestions for more successful PLC's	
District Commitment Theory of Action	If district policies, professional learning, and practices support effective instruction in schools including providing support in the creation of daily formative checks for understanding, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, and provides the campus with professional learning on intervention planning, then effective interventions and progress monitoring will occur.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step *(May be requested by Specialist)*	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers and students will fully implement student self goal setting plan. Students will begin to set their goals on the percentage of work they plan on completing each week to attain their credit. In person students, will initial after they've set their weekly goal. If students are virtual, they will verbally agree via phone call, email, text or zoom to the goal they have set for themselves & the teacher will initial for the student.	5.3	3/1 thru 3/8/2021	Goal setting document	All Teachers & Students	verbal &/or written Communication w/students Documented goals students set	3/1 thru 5/28/2021	Significant Progress	Teachers are continuing to set goals with each of their students

Teachers will have weekly follow-up meetings with the students to make sure they are meeting the goals they set for themselves. Teachers will make any adjustments to the students' plan. They can increase or decreas the percentage a student wants to complete by the following week. Students who set goals to earn credits at the end of the academis year will have reached their goal by receiving course credit.	5.3	3/8 thru5/21/2021	students' goal setting plan	Teachers & students	Continuing to set goals to reach 100%	3/8 thru 5/21/2021	Significant Progress	Students continue to set their weekly goals
All teachers continue to meet per department on a weekly basis for PLC. This will be an ongoing step.	5.1/5.3	10/8/2020-5/28/2021	Teacher curriculum	Teachers/dept. members	Sign Ins	Ongoing	Significant Progress	Teachers are meeting with their depts. Weekly
Collaboratively create a Canvas Audit rubric with teachers and staff that has a series of look-fors such as TEKS alignment (activities and goal/criteria) and formative checks	5.1	3/8 thru5/21/2021	Syllabus	Administrative team and teacher committee	Rubric	30-Apr-21	No Progress	Teachers have mostly switched to Edgenuity so this step will be removed.
Conduct Canvas audits for each teacher at least twice a month and provide feedback based on the collaboratively created rubric	5.1	3/8 thru5/21/2021	Canvas Courses	Administrative team and teacher committee	Completed rubrics, teacher artifacts	30-Apr-21	No Progress	Teachers have mostly switched to Edgenuity so this step will be removed.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	Yes we did. All teachers have created their syllabi/lesson plans to include Scope and Sequence to provide remote learning lessons for all students. For area #2 teacher-led PLC meet weekly All teachers have also been trained and have been provided access to district data systems.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	EOC data did not yield the results that were hoped for in meeting goals. EOC proved to be challenging for students and we fell within the same trends as other schools with lower than expected results. This is likely caused by the lack of in-person preparation time.

	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Teachers will continue to work with students to set their goals and all teachers will also continue to meet weekly for their PLC.	Create a Standard Agenda, that all departments can use as well as a place for Notes/Minutes.

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	0
Desired Annual Outcome	All teachers will create daily lesson plans within scope and sequence of their syllabi that provide for elements of the lesson cycle to include instruction, guided and independent practice with check for understanding, and assessment. To provide remotelearning, lessons will be housed on Canvas and embedded lessons will be based on Edgenuity and other district resources.	Regularly scheduled Professional Learning Committee meetings will be part of the ongoing schedule. Teachers administrators will be trained and provide access to district data systems. Students will work towards achievement of measurable goals based on performance of pre-assessments and progress throughout the year for progress monitoring.	
Did the campus achieve the desired outcome? Why or why not?	Yes, we did achieve the desired annual outcome. All teachers created their syllabus/lesson plans within scope and sequence, embedding Edgenuity and Canvas as their educatioanl platform.	Though PLC meetings are ongoing, it is something that will continue from here on out. Unfortunately, there is not a standard Agenda that was used by all departments nor were Notes/Minutes taken consistently during their weekly PLC meetings. All teachers were however trained to provide access to the district data base.	

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.
Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	Essentional Action 1.1 will be one of the Prioritized focus areas. The priority for the month of June is to hire a Principal for the 2021-2022 school year.	Our focus for this school year is to implement individualized hybrid learning, some assignments will continue on Edgenuity and some from the textbooks. The required Scope & Sequence to meet the state standards (TEKS) will be reviewd by the new principal. If necessary, modifications will be made to the teachers' syllabi to meet the those requirements.	Teachers will work toward incorporating data driven instruction, focusing on their needs as well as, begin the school year with PLC meetings. Last school year, PLC meetings were not structured into their weekly agenda for the 2020-2021 school year.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication to Healy-Murphy's stakeholders will be through formal and informal introductions to the new principal. Healy-Murphy's board members as well as, SAISD stakeholders will be informed who the new principal will be for the upcoming school year.	SAISD, as well as The City are our two major Stakeholders. These Stakeholders can request and access documentation with student percentages/progress. Having documentation available will provide our Stakeholders insight into how online learning was successful for some students but not for all. Giving students the option of hybrid learning assignments in lieu of only online work will be an option for buy-in.	The major stakeholders, the teaching staff, benefited from the incorporation of PLC meetings during the school year and look to expand on a more formalized and tighter schedule for ensuring full implementation. This has been communicated as the expectation going forward.

Desired Annual Outcome	By the end of the 2021-2022 school year the campus principal will lead 100% of campus instuctional planning to include data driven instruction and weekly PLC meetings.	By the end of the 2021-2022 school year, 100% of students will attain their weekly goal for coursework completion and 100% of students will earn at least 6 credits.	By the end of the 2021-2022 school year, 100% of PLC meetings will for data analysis/disaggregation, instuctional adjustments and discussions of the effectiveness of strategies.
Desired 90-Day Outcome	By the beginning of the 2021-2022 school year the campus principal will be hired and lead 75% of campus instuctional planning to include data driven instruction and weekly PLC meetings.	During the first grading cycle of the 2021-2022 school year, 100% of students will attain their weekly goal for coursework completion and 100% of students will earn at least 1 credit.	During the first grading cycle of the 2021-2022 school year, 100% of PLC meetings will for data analysis/disaggregation, instuctional adjustments and discussions of the effectiveness of strategies.
How will the campus build capacity in this area? Who will you partner with?	We will partner with Catapult Learning, LLC to provide training on July 29, 2021 to the new Principal, Assistant Principal and other Admin staff.	The campus will partner with distict instructional coaches to ensure alignment of coursework to TEKS for each subject for credit attainment.	Inviting outside experts to guide us in the right direction. We will be partnering with Catapult Learning, LLC. They will provide training to several of our Administrators and to our teachers.
Barriers to Address throughout the year	Maintaing a good working relationship/rapport with the new principal, being open to change and ideas he or she may have that we as a campus may not agree or be open to.	Maintaining consistant attendance and motivation throughout the year. Keeping students engaged in their classwork in order to earn credit towards graduation.	By the end of the 2021-2022 school year, 100% of PLC meetings will for data analysis/disaggregation, instuctional adjustments and discussions of the effectiveness of strategies.
District Actions for this Cycle	The district will work with campus admin to interview and hire the principal as well as provide support needed.	The district will continue to provide support to Healy-Murphy by referring students who are struggling, who have fallen behind and/or are in jeopardy of not graduating due to not meeting EOC requirements.	The district will assist in creating agendas/working with through the campus liason and provide support as needed with instructional coaches from the district departments.
District Commitment Theory of Action	Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.	All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.	All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:
 - the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will have weekly follow-up meetings with the students to make sure they are meeting the goals they set for themselves. Teachers will make any adjustments to the students' plan. They can increase or decreas the percentage a student wants to complete by the following week. Students who set goals to earn credits at the end of the academis year will have reached their goal by receiving course credit.	5.3	6/1/21-8/31/21	students' goal setting plan	Teachers & students	Continuing to set goals to reach 100%	3/8 thru 5/21/2021		
All teachers continue to meet per department on a weekly basis for PLC. This will be an ongoing step.	5.1/5.3	6/1/21-8/31/21	Teacher curriculum	Teachers/dept. members	Sign Ins	Ongoing		
Campus will hire a full time campus principal.	1.1	6/1/21-8/31/21	Interview Protocol, pane	Healy Murphy CEO	Contract for Principal	8/31/21		