

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.

[DCSI Job Description](#)

Campus Name:		District Coordinator of School Improvement (DCSI) Name, Role:	
Healy-Murphy PK		Gerard Cortez, Assistant Superintendent	
Campus Number:		Superintendent Name:	
015907202		Pedro Martinez	

Date:

Monday, December 14, 2020



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	Michael Jordan
District Number	015907	Campus Number	000000202	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 12/14/20
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.	<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.	Michael Jordan 12/14/20
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/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Our campus is paired with Hawthorne Academy (rating of D). We aligned our Circle Assessment 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

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.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation

5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning 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://texas.esf.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://texas.esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	We seek to improve our assessment process to ensure alignment with the new Circle Assessments.	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?	The campus teachers and administration will partner with the district testing department for professional development in the area of implementation and reports.	Scheduled Professional Learning Community times will be scheduled to provide the structure needed. 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	Circle Assessment system technology issues, student mobility and attendance.	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	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 students will take Circle Assessments at the designated points in the year. Teachers will disaggregate data and use to inform instruction strategies aimed at improving areas of weakness.	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 and practices support effective instruction in schools including providing support in the implementation of formal assessment, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, 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 please select the View tab and click the Freeze Data button.

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 during this cycle.

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	4.1	5.3	0
Desired Annual Outcome	All students will take Circle Assessments at the designated points in the year. Teachers will disaggregate data and use to inform instruction strategies aimed at improving areas of weakness.	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	All students will take the Circle Assessment BOY exam and teachers will review data.	The two teachers will begin to meet together once a week to determine what would be useful components of a PLC.	
Barriers to Address During this Cycle	Students who are working remotely will have trouble completing the test in a productive environment. Learning a new system for assessment will also take time.	Teachers struggle with the formality of traditional PLCs as they teach different grade levels and have different objectives and targets for students.	
District Actions for this Cycle	Provided access Circle MAP testing to teachers and admin.	District principal will observe meetings.	
District Commitment Theory of Action	If district policies and practices support effective instruction in schools including providing support in the implementation of formal assessment, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, then effective interventions and progress monitoring will occur.	0

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Yes, the 90 day outcome was achieved. Students completed circle MAP assessments and while results were disappointing it gives a solid foundation to track improvement.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>No, students were below goal for their BOY assessment. The goal was created without knowledge of where students would be.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Continue individualized planning based on data and repeat process with MOY assessment.</p>	<p>Formalize the meeting process with standard weekly agendas by January.</p>

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 during this 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 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	4.1	5.3	0
Desired Annual Outcome	All students will take Circle Assessments at the designated points in the year. Teachers will disaggregate data and use to inform instruction strategies aimed at improving areas of weakness.	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.	
Desired 90-day Outcome	All students will take the Circle Assessment MOY exam and teachers will review data.	The two teachers will have a standardized weekly agenda.	
Barriers to Address During this Cycle	Students who are working remotely will have trouble completing the test in a productive environment.	Teachers struggle with the formality of traditional PLCs as they teach different grade levels and have different objectives and targets for students.	
District Actions for this Cycle	Provided access Circle MAP testing to teachers and admin.	District principal will observe meetings.	
District Commitment Theory of Action	If district policies and practices support effective instruction in schools including providing support in the implementation of formal assessment, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, then effective interventions and progress monitoring will occur.	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

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

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Yes, staff met weekly as expected. The student also showed nice gains in circle MAP testing.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Students were slightly short of goals, however showed a large increase from the initial MAP and we are expecting continued growth.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Continue all steps</p>	

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 during this 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 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	4.1	5.3	0
Desired Annual Outcome	All students will take Circle Assessments at the designated points in the year. Teachers will disaggregate data and use to inform instruction strategies aimed at improving areas of weakness.	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.	
Desired 90-day Outcome	All students will take the Circle Assessment EOY exam and teachers will review data.	The two teachers will begin to meet together once a week in a formal PLC.	
Barriers to Address During this Cycle	Students who are working remotely will have trouble completing the test in a productive environment.	Teachers struggle with the formality of traditional PLCs as they teach different grade levels and have different objectives and targets for students.	
District Actions for this Cycle	Provided access Circle MAP testing to teachers and admin.	District principal will observe meetings.	
District Commitment Theory of Action	If district policies and practices support effective instruction in schools including providing support in the implementation of formal assessment, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, 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 <i>(Maybe requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will give circle map assessments in the designated EOY window.	4.1	5/1-5/31	MAP Assessments	Teachers	Reports for Assessment Completion	5/21/21	Met	None
Teachers will disaggregate data from assessments and determine attainment.	4.1	3/1-5/31	MAP Assessment Data	Teachers	Individual Student Reports/Plans	5/21/21	Met	Continuous Adjustment
Teachers will meet each week on Tuesdays with a formal and consistent weekly agenda.	5.3	3/1-5/31	Meeting Agenda, Curriculum Materials	Teachers	Agendas and Lesson Plans	5/21/21	Met	Continuous Adjustment

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?	The 90 day outcomes were met with some continuous planning needed to prepare students for next school year.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We fell slightly short of the progress goals. Students have made progress; though absences contributed to not meeting full progress.	
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?	Carryover Action Steps	New Action Steps
	Teachers will continue to meet weekly and plans will be created to carry over to next year for each student.	

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	4.1	5.3	0
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?	Yes, students took all assessments and plans were created for each student based on disaggregated data.	Yes, teachers meet weekly in PLC's and this process is now part of the routine/culture.	

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	4.1	5.3	
Rationale	We would like to continue to advance our assessment progress with Circle Map Assessments.	We would like to continue to build on the PLC process and integrate instructional assistants in with a defined role.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Teachers and campus admin will ensure all parents are made aware of assessment dates and results each cycle. This will occur through one on one conferences with parents.	Teachers and campus admin will hold meetings with instructional assistants regarding implementation of new PLC process to include their valuable input.	
Desired Annual Outcome	By the end of the school year, 100% of students will have participated in all assessments	By the end of the school year, 100% of weekly PLC meetings will include both teachers and instructional assistants.	
Desired 90-Day Outcome	By the end of the 90 day period, 100% of parents will know the assessment dates for their children.	By the end of the 90 day period, both instructional assistants will understand the expectations for PLC and begin to participate.	
How will the campus build capacity in this area? Who will you partner with?	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.	

Barriers to Address throughout the year	Circle Assessment system technology issues, student mobility and attendance.	Paraprofessionals often use time teachers are in PLC for other tasks, this will need to be rescheduled to ensure attendance.	
District Actions for this Cycle	Continue to provide access to Circle Assessments and provide support for any issues.	District PK specialists will provide support as needed for PLCs.	
District Commitment Theory of Action	If district policies and practices support effective instruction in schools including providing support in the implementation of formal assessment, then gaps in student achievement will close.	If the district has effective systems for identifying and supporting struggling learners, then effective interventions and progress monitoring will occur.	

ACTION PLAN

