

## 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:**

Harris Middle School

**District Coordinator of School Improvement (DCSI) Name, Role:**

D'Les Gonzales Herron, San Antonio Director of Schools - TCIS

**Campus Number:**

015907047

**Superintendent Name:**

Pedro Martinez

**Date:**

Thursday, October 22, 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	San Antonio ISD	Campus Name	Harris Middle School	Superintendent	Pedro Martinez	Principal	Dr. Carol Velazquez
District Number	015907	Campus Number	000000047	District Coordinator of School Improvement (DCSI)	D'Les Gonzales Herron	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	Michael Torres

**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.	D'Les Gonzales Herron 10/22/2020, Director of Schools, TCIS
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.	Margaret Davis 10/22/2020, TCIS CEO
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.	Dr. Carol Velazquez
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://rptswr1.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.	<p>Domain 1: Our overall Domain 1 raw score is 34 with Approaches at 68%, Meets at 29% and Masters at 6% with Raw Score of 34 Scale Score of 64 Grade for a D rating, Final Score of 71 or C. Rationale: Our rationale will to be to focus on our Meets to help us with the other domains. This will move our scale score one grade level up to a D from an F.</p> <p>Domain 2B: Using the student achievement raw score of 34, our Eco. Dis. percent of 90.8% will help us meet a Raw Score of 24, Scale Score of 75 and grade of a C. Rationale: Because we scored higher on relative performance on higher years we feel confident we can use this strength to help our overall accountability rating.</p> <p>Domain 3: Improving from a 30 Scaled Score or F in 2019 to goal of 63 for the Scaled Score or D. Rationale: We will be concentrating on our Special Ed and ELL sub populations in order to have an overall accountability score of 71.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: We are looking at sub pops of ELL and Special Education in all subject areas. In addition we are addressing the level of rigor for Tier 1 instruction in regards to alignment with planning, instruction and assessment. Domain 2B: We are looking at sub pops of ELL and Special Education in all subject areas. Domain 3: Concentration on Special Education and ELL sub populations in Reading and Math.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

**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.	4 - Partial 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.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial 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://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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	For the campus to move forward the leadership team will continue leadership coaching, dedicated time for calibrating observations, PLC protocols, and clear roles and responsibilities. Prioritizing student data.	Campus implementation of lesson plan templates and protocols, including submission deadlines and bite-size focused feedback will continue so that plans include enough details that another teacher could use the plan effectively. To continue improving this aspect of school culture, campus will focus on effective objective driven daily lesson plans with formative assessments.	Data trackers are used, but are not consistent across grade level or content areas. Hallways do not have any visible student data tracking artifacts. Virtual data collection needs to occur as well. Campus instructional leaders meet only to look at data when a campus wide assessment is given. Other campus data is not disaggregated and used to plan instruction or interventions. Coaching and support of teachers was not informed by data, but by instructional practices and classroom observations. Most of the teachers have received training in unpacking TEKS. However, there is no evidence of consistently implementing this practice.
<b>How will the campus build capacity in this area? Who will you partner with?</b>	Working with the district Academic leadership team we have learned how to calibrate evaluations to provide feedback on formative assessments and daily instruction.	Admin team and instructional coaches meet weekly and have paired up to review lesson plans and provided feedback. This partnership builds capacity with the leaders and provides consistent feedback to teachers. There is a focus on learning objectives, student learning engagements, and formative assessments. Working with 1882 partner, TCIS, brings resources and support for the planning piece with regards to priority standards, ensuring all teachers have access to resources that will help in developing rigorous and highly focused Tier 1 instruction while looking at student misconceptions prior to teaching.	Instructional Coaches are leading the PLCs to ensure DDI process is effectively and efficiently implemented. The Department Chairs will transition to taking the lead when appropriate. Working with 1882 Partner, TCIS, to refocus and re-establish the PLC process with DDI in mind.
<b>Barriers to Address throughout this year</b>	Campus leadership is in the process of prioritizing administrative activities. Due to the pull of administrative activities, PLC's agendas are not always implemented with fidelity. Time management and prioritizing are two main barriers. New administrative team, department leaders, and teachers to the campus. Learning new additional roles and responsibilities for safety protocols due to COVID. Additional time was required for training teachers on new systems.	Teachers learning the new learning management system along with technology demands for remote learning and balancing it with in person instruction. In order to establish consistent and effective instructional planning, all teachers must receive training and be held accountable for implementation. Time to train new teachers to the campus on the protocols and expectations is a barrier.	Previously PLC time was used to share information about upcoming events, STAAR testing, and other campus issues instead of focusing on student data. Another barrier is teachers are not consistently gathering student data. All staff have had to learn a new data and learning management system to create and utilize data reports. Campus data reports are not readily available. Collection of data for remote learners is inconsistent.
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Honest conversations around the importance of strong instructional leadership, structure and accountability. Start the year, now having defined roles and responsibilities, with expectations of PLC and related protocols. Communication of clear expectations will minimize confusion and stress, and improve our focus.	Setting expectations immediately and as lesson plans are submitted we apply the standards we set for lesson preparations to provide explicit and high leverage feedback. Use of IB unit planner checklist.	The PLC is the place to develop practice and to provide needed supports for developing quality, aligned assessments and interpreting the resulting data will improve instruction and student mastery.

<p><b>Desired Annual Outcome</b></p>	<p>Communication of all core data goals and progress to all staff shared every nine weeks and through PLCs weekly. Strengthening the PLC's to focus on formative and summative assessment data to measure progress toward goals by having 75% of department leaders implement the protocols for their teams/PLCs with support from the leadership team.</p>	<p>By the end of the year, 98% of teachers will consistently create and submit lesson plans that are objective-driven and include aligned formative assessments. Lesson plans will integrate backward design to ensure student learning activities are aligned to the formative assessments and learning goals.</p>	<p>Campus leadership monitors student progress weekly by disaggregating data and providing the needed supports including feedback to focus the PLC's on data analysis resulting in improved instruction as is evidenced in formative and summative assessments. Department leaders will facilitate 75% of PLCs by the end of the year with support as needed from the leadership team.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district supports principals by protecting their time dedicated for school instructional leadership then the leadership at Harris will be able to focus more on creating effective systems to grow internal leaders.</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Harris will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.</p>	<p>If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then data can be used to plan proactively and effectively.</p>

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.

Please enter a Summative Goal as well.

-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.

Please enter a Summative Goal as well.

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 enter a Summative Goal as well.

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	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	57%		MAP BOY	58	72	MAP MOY	63	61	STAAR	68	52	70
		All	All	Reading	Meets	STAAR	26%		MAP BOY	27	28	MAP MOY	28	24	STAAR	29	21	30
		All	All	Reading	Masters	STAAR	10%		MAP BOY	7	8	MAP MOY	8	8	STAAR	9	7	10
		All	All	Mathematics	Approaches	STAAR	70%		MAP BOY	70	61	MAP MOY	73	57	STAAR	76	37	78
		All	All	Mathematics	Meets	STAAR	28%		MAP BOY	29	5	MAP MOY	30	14	STAAR	31	8	32
		All	All	Mathematics	Masters	STAAR	5%		MAP BOY	2	0	MAP MOY	3	2	STAAR	4	1	5
		All	All	Science	Approaches	STAAR	59%		CBA	60	70	CBA	61	51	STAAR	62	39	63
		All	All	Science	Meets	STAAR	21%		CBA	22	41	CBA	24	5	STAAR	26	13	27
		All	All	Science	Masters	STAAR	6%		CBA	3	23	CBA	4	2	STAAR	5	2	6
		All	All	Social Studies	Approaches	STAAR	40%		CBA	50	67	CBA	55	63	EOC	60	73	64
		All	All	Social Studies	Meets	STAAR	13%		CBA	14	36	CBA	16	29	EOC	18	39	20
		All	All	Social Studies	Masters	STAAR	3%		CBA	1	15	CBA	1	9	EOC	2	15	3
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement Indicators	All	ELL	Reading	Meets	STAAR	23		MAP BOY	24	12	MAP MOY	26	18	STAAR	27	10	29
		All	SPED	Mathematics	Meets	STAAR	18		MAP BOY	19	0	MAP MOY	21	4	STAAR	22	1	23
3. Domain 3 Focus 2	Focus 2 Components Student Success Indicators	All	ELL	All	All	STAAR	28		MAP BOY	29	21	MAP MOY	32	23	STAAR	35	11	37
		All	SPED	All	All	STAAR	16		MAP BOY	17	11	MAP MOY	19	9	STAAR	21	8	23
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	22		Embedded Assessment	25	23	Embedded Assessment	29		STAAR	33	28	36

## 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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Communication of all core data goals and progress to all staff shared every nine weeks and through PLCs weekly. Strengthening the PLC's to focus on formative and summative assessment data to measure progress toward goals by having 75% of department leaders implement the protocols for their teams/PLCs with support from the leadership team.	By the end of the year, 98% of teachers will consistently create and submit lesson plans that are objective-driven and include aligned formative assessments. Lesson plans will integrate backward design to ensure student learning activities are aligned to the formative assessments and learning goals.	Campus leadership monitors student progress weekly by disaggregating data and providing the needed supports including feedback to focus the PLC's on data analysis resulting in improved instruction as is evidenced in formative and summative assessments. Department leaders will facilitate 75% of PLCs by the end of the year with support as needed from the leadership team.
<b>Desired 90-day Outcome</b>	Administrators and Instructional Roles and Responsibilities need to be clearly written and defined. Department leaders roles and responsibilities will need to be defined similar to a job description and time to review together for understanding scheduled. Easily accessible calendar for PLC and assessment. Common PLC protocols and expectations defined for department chair leaders. Weekly instructional leader and monthly department chair leaders meetings will focus on student progress and formative data.	Lesson Planning with IB Unit Planner expectations set for consistent formatting to include clear objectives, opening activities, time allotments, differentiated paths of instruction and formative assessments. 90% of all lesson plans due to Administrative team by Thursday at 4:00 pm and feedback provided to teachers within 24 hours.	Teachers will create DDI calendar. Teachers will reflect on these during PLC time with at least 90 min. to make sure students are growing and/or maintaining (Math and Reading for progress). Instructional Coaches are leading the PLCs during this cycle. We will create a Corrective Instruction Action Plan (Hawk Huddle) that will identify gaps and dates for reteach.
<b>Barriers to Address During this Cycle</b>	New administrative team, department leaders, and teachers to the campus. Learning new additional roles and responsibilities for safety protocols due to COVID. Additional time was required for training teachers on new systems.	Teachers learning the new learning management system along with technology demands for remote learning and balancing it with in person instruction.	Previously PLC time was used to share information about upcoming events, STAAR testing, and other campus issues instead of focusing on student data. Another barrier is teachers are not consistently gathering student data. All staff have had to learn a new data and learning management system to create and utilize data reports. Campus data reports are not readily available. Collection of data for remote learners is inconsistent.
<b>District Actions for this Cycle</b>	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of November.	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of November. Spot check PLC minutes with the principal on a bi-weekly basis.
<b>District Commitment Theory of Action</b>	If the district supports principals by protecting their time dedicated for school instructional leadership then the Leadership at Harris will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Harris will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then data can be used to plan proactively and effectively.

## 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
Establish, review and implement clear, written, transparent roles and responsibilities for the new leadership team and Department Chairs. Have weekly leadership meetings scheduled on the calendar.	1.1	9/1/2020 to 11/30/2020	Roles and Responsibilities for admin team to include Principal, APs, ICs, and dept leaders. Campus calendar with meetings scheduled by week including PLC, PD, etc.	Principal, Dr. Velazquez, and IC Amanda Mckay	written roles/ responsibilities and calendars	November 30, 2020	Significant Progress	Need to complete roles and responsibilities for Department Chairs
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data with specific focus on daily formative assessments.	1.1	9/1/2020 to 11/30/2020	PLC Training	Dept Chair Leaders-M. Lopez, Castillo, D. Pledger, D. Callagin, J. Brown	PLC Protocols by dept	November 30, 2020	Significant Progress	Department chairs are still acquiring the ownership of the PLCs with support from the leadership team.
Campus leaders are provided weekly scheduled job-embedded development opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	1.1	9/1/2020 to 11/30/2020	PLC/PD Calendar; Weekly Admin Meeting Agendas	Dr. Velazquez, Principal	Meeting / Training Agenda and sign in sheets	November 30, 2020	Significant Progress	Continue to differentiate support for teachers based on their needs and goals.
90% of teachers turn in weekly lesson plans by Thursday at 4pm that include: a focus on learning objectives, student learning engagements, and formative assessments.	5.1	9/1/2020 to 11/30/2020	Lesson plan template	All classroom teachers	Lesson plans	November 30, 2020	Met - 93%	Continue the efforts.
Campus team leaders will review and provide feedback on 90% of submitted lesson plans focusing on a specific targeted component within 24 hours.	5.1	9/1/2020 to 11/30/2020	Google docs	C. Velasquez, Principal; P. Reyes, AP; G. Whetzler, Benavides-AP; 3 IC's	Feedback	November 30, 2020	Met - 90%	Continue the efforts.
Create a DDI calendar and establish a system of electronic data collection.	5.3	9/1/2020 to 11/30/2020	Clear outlined expectations of the calendar, identify meets and masters students	Amanda McKay, IC	DDI Calendar, Teacher electronic data binders located in Canvas	November 30, 2020	Significant Progress	Continue to work teachers who need additional support for the electronic data collection. Some teachers need more support than others.



Develop a Corrective Instruction Action Plan (Hawk Huddle), including identified gaps and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review.	5.3	9/1/2020 to 11/30/2020	Clear outlined expectations, exemplar model of a corrective instruction action plan, DDI Calendar	Amanda McKay, IC	Agenda/Sign-in sheets, Corrective Instruction Action Plan Expectations/ Guidelines	November 30, 2020	Significant Progress	Admin should have a system to verify that teachers are implementing the reassessment data and compare data to verify student progress.
Instructional admin. meet with grade level teams to determine students who need additional support and provide additional opportunities for learning in Cycle 2.	5.3	9/1/2020 to 11/30/2020	Information from teachers Recommendation file, failure report	C. Velasquez, Principal; P. Reyes, AP; G. Whetzler, AP	Notes from meetings	November 30, 2020	Significant Progress	Provide additional learning opportunities for students selected.

**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.

**REFLECTION and PLANNING for NEXT 90-DAY CYCLE**

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?  
 We have met two focus areas because this was a continued system from last year that teachers and admin. were familiar with. We have made significant progress for the rest of the five action steps. A couple of these steps are multi-step actions and we have met the majority of the steps, but need to complete an item in of each steps in order for it to be met completely. Teachers still learning new systems (due to COVID) efficient use of new systems and processes are still being established.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?  
 We met 9/17 goals. We are focusing on formative assessments and addressing weak TEKS within the instructional focus instead of waiting for summative assessments to learn the areas of need. Some areas were close, but due to lack of instruction in 2019-20 and the challenges of instruction during COVID have impacted student performance and achievement dramatically.

	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?	We will keep, but make some increases in expectations for the following action steps: 1. Campus leaders are provided weekly scheduled job-embedded development opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. 2. 90% of teachers turn in weekly lesson plans by Thursday at 4pm that include: a focus on learning objectives, student learning engagements, and formative assessments. 3. Campus team leaders will review and provide feedback on 90% of submitted lesson plans focusing on a specific targeted component within 24 hours. 4. Develop a Corrective Instruction Action Plan (Hawk Huddle), including identified gaps and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review. 5. Instructional admin. meet with grade level teams to determine students who need additional support and provide additional opportunities for learning in Cycle 2.	We will add the following action steps based our reflection and campus needs: 1. Complete roles and responsibilities for Department Chairs. 2. Campus leaders are provided at least 6 job-embedded PD opportunities. 3. Electronic data will be visible to students and teachers electronically and used for goal setting and to foster student ownership of learning. 4. 2 Hawk Huddles/CIAPs each for Math, Reading, Science and Social Studies will be developed and implemented by all teachers. 5. Admin will develop a system to verify that teachers are implementing the reassessment data and compare data to verify student progress.



## 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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Communication of all core data goals and progress to all staff shared every nine weeks and through PLCs weekly. Strengthening the PLC's to focus on formative and summative assessment data to measure progress toward goals by having 75% of department leaders implement the protocols for their teams/PLCs with support from the leadership team.	By the end of the year, 98% of teachers will consistently create and submit lesson plans that are objective-driven and include aligned formative assessments. Lesson plans will integrate backward design to ensure student learning activities are aligned to the formative assessments and learning goals.	Campus leadership monitors student progress weekly by disaggregating data and providing the needed supports including feedback to focus the PLC's on data analysis resulting in improved instruction as is evidenced in formative and summative assessments. Department leaders will facilitate 75% of PLCs by the end of the year with support as needed from the leadership team.
<b>Desired 90-day Outcome</b>	Begin the transition from Instructional Coaches leading PLCs to Department leaders taking ownership of the PLCs. Ensure PLC protocols and expectations are defined for department chair leaders and they have the support to start the transition. Regularly scheduled instructional leader meetings to focus on student progress and formative data.	Lesson Planning with IB Unit Planner expectations set for consistent formatting to include clear objectives, activities, time allotments, differentiated paths of instruction and formative assessments. 94% of all lesson plans due to Administrative team by Thursday at 4:00 pm and feedback provided to teachers within 24 hours.	Teachers will utilize DDI calendar. Teachers will reflect on these during PLC time with at least 90 min. to make sure students are growing and/or maintaining (Math and Reading for progress). Instructional Coaches will begin the transition with Department leaders to begin leading the PLCs during this cycle. We will create a Corrective Instruction Action Plan (Hawk Huddle) that will identify gaps and dates for reteach.
<b>Barriers to Address During this Cycle</b>	Making sure there has been adequate preparation to transition department chairs to lead PLCs. Because of COVID, they have felt overwhelmed with all of the circumstances so providing support while releasing this responsibility will be key.	Teachers learning the new learning management system along with technology demands for remote learning and balancing it with in person instruction. Time to develop engaging and collaborative lessons for in person and virtual students. Transitioning from teacher lead instruction due to Zoom lessons to best practices for lesson cycles.	All staff learning new data and learning management systems. The district is not able to provide complete data reports at this time. Collection of data for remote learners is inconsistent.
<b>District Actions for this Cycle</b>	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of February.	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of October. Spot check PLC minutes with the principal on a bi-weekly basis.
<b>District Commitment Theory of Action</b>	If the district supports principals by protecting their time dedicated for school instructional leadership then the leadership at Harris will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Harris will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then data can be used to plan proactively and effectively.

## 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
50% of department leaders will begin to implement the protocols for their teams/PLCs and meet weekly basis to study student data with specific focus on daily formative assessments with support from leadership team and instructional coaches.	1.1	12/1/2020 to 2/28/2020	PLC Protocol training	Principal, Dr. Velazquez	PLC minutes of meetings	February 28, 2021	Significant Progress	2 out of 4 are meeting the action. We are completing Solution Tree modules with the department leaders.
Campus leaders are provided at least 6 job-embedded PD opportunities.	1.1	12/1/2020 to 2/28/2020	Training opportunities	Principal, Dr. Velazquez, ICs Amanda Mckay and Ellen Barshop	PD training and reflection of learning and implementation	February 28, 2021	Significant Progress	Maintain Consistency, two members out for personal leave.
Campus leaders are provided weekly scheduled job-embedded development opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	1.1	12/1/2020 to 2/28/2020	PLC/PD Calendar; Weekly Admin Meeting Agendas	Dr. Velazquez, Principal	Meeting / Training Agenda and sign in sheets	February 28, 2021	Significant Progress	Maintain Consistency, two members out for personal leave.
94% of teachers will submit a completed weekly lesson plan and implement lesson plan with fidelity. They will include clear objectives, activities, time allotments, differentiated paths of instruction and formative assessments.	5.1	12/1/2020 to 2/28/2020	Lesson plan template	All teachers	Lesson Plan collection spreadsheet	February 28, 2021	Met	Maintain Consistency
Lesson plans will continue to be evaluated by the Administrative team by Friday morning with 94% feedback provided both on the lesson plan regarding focused areas and the implementation of the lesson plan.	5.1	12/1/2020 to 2/28/2020	Google docs	C. Velasquez, Principal; P. Reyes, AP; K. Benavides- AP; 3 IC's	Provide targeted feedback using Google docs.	February 28, 2021	Met	Maintain Consistency
Electronic data will be collected by teachers for goal setting with students that allows students to own their own learning.	5.3	12/1/2020 to 2/28/2020	Student Assessment Data	C. Velazquez, Principal; APs; ICs	Administrative Observations noted in Google Drive	February 28, 2021	Significant Progress	Develop a process for students to track their own data to improve their own learning.

2 Hawk Huddles/CIAPs each for Math, Reading, Science and Social Studies will be developed and implemented by all teachers.	5.3	12/1/2020 to 2/28/2020	DDI Calendar	Deanna Callagin, Math DC; Jeanetta Brown, ELA DC; Elizabeth Castillo, SS DC; Deborah Tinsley Pledger, Science DC	CIAP found in the Harris Team Drive	February 28, 2021	Met	Maintain Consistency
Instructional admin. meet with grade level teams and/or departments to determine students who need additional support and provide additional opportunities for learning.	5.3	12/1/2020 to 2/28/2020	Information from teachers Recommendation file, failure report	C. Velasquez, Principal; P. Reyes, AP; G. Whetzler, AP	Notes from meetings	February 28, 2021	Met	Maintain Consistency
Instructional admin. will develop a system to verify that teachers are implementing the reassessment data and compare data to verify student progress.	5.3	12/1/2020 to 2/28/2020	Information from teachers Recommendation file, failure report	C. Velasquez, Principal; P. Reyes, AP; G. Whetzler, AP	Notes from meetings	February 28, 2021	Some Progress	Develop a deliberate system to track the student progress.

**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?	We met four focus areas, had significant progress in four areas and had only one area that had some progress. We prioritized the scheduling of data meetings, providing time to give feedback and having systems that are consistent from last year. The four areas that were significant progress, were newer systems and realized the department chairs needed additional training to lead PLCs more effectively. Due to two administrators being out in Cycle 2, that strained the other leaders to assume other responsibilities. There was a lack of systems and challenge with scheduling to ensure that reteach data is reviewed consistently.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We met five goals because implemetned US History in the 8th grade and teachers are focused on formative and summative assessmets as well as purposeful planning. We were less than 5% points in 5 areas. The reason for this was we used SpringBoard for ELAR and Math that provided the structure we needed as well as contracted support for Math SpringBoard. We didn't meet all of goals due to the challenges with this year and the regression and lack of student involvement with remote learners.
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?	<b>Carryover Action Steps</b>
	<b>New Action Steps</b>
	<p>Continue with all current Action Steps.</p> <p>1. Provide additional training on PLCs using Solution Tree modules with department heads. 2. Have teachers include reteach data to hawk huddle to allow ILT to review data more efficiently during ILT meetings.</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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Communication of all core data goals and progress to all staff shared every nine weeks and through PLCs weekly. Strengthening the PLC's to focus on formative and summative assessment data to measure progress toward goals by having 75% of department leaders implement the protocols for their teams/PLCs with support from the leadership team.	By the end of the year, 98% of teachers will consistently create and submit lesson plans that are objective-driven and include aligned formative assessments. Lesson plans will integrate backward design to ensure student learning activities are aligned to the formative assessments and learning goals.	Campus leadership monitors student progress weekly by disaggregating data and providing the needed supports including feedback to focus the PLC's on data analysis resulting in improved instruction as is evidenced in formative and summative assessments. Department leaders will facilitate 75% of PLCs by the end of the year with support as needed from the leadership team.
<b>Desired 90-day Outcome</b>	Department leaders will be taking ownership of the PLCs and Instructional Coaches will be supporting at this time. Regularly scheduled instructional leader meetings to focus on student progress and formative data.	Lesson Planning with IB Unit Planner expectations set for consistent formatting to include clear objectives, opening activities, time allotments, differentiated paths of instruction and formative assessments. 98% of all lesson plans due to Administrative team by Thursday at 4:00 pm and feedback provided to teachers within 24 hours.	Teachers will utilize DDI calendar. Teachers will reflect on these during PLC time with at least 90 min. to make sure students are growing and/or maintaining (Math and Reading for progress). Department leaders will lead the PLCs during this cycle with support from the Instructional Coaches. We will create a Corrective Instruction Action Plan (Hawk Huddle) that will identify gaps and dates for reteach.
<b>Barriers to Address During this Cycle</b>	Intersessional calendar for March has only 8 instructional days. Some students may be returning to campus for in person instruction with large gap of instruction due to virtual learning.	Teachers implementing new learning management system along with technology demands for remote learning and balancing it with in person instruction which could be increased. Time to develop engaging and collaborative lessons for in person and virtual students. Transitioning from teacher lead instruction due to Zoom lessons to best practices for lesson cycles.	Collection of data for remote learners is inconsistent. Developing ways to provide interventions for remote learners.
<b>District Actions for this Cycle</b>	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of May.	Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of May. Spot check PLC minutes with the principal on a bi-weekly basis.
<b>District Commitment Theory of Action</b>	If the district supports principals by protecting their time dedicated for school instructional leadership then the leadership at Harris will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Harris will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then data can be used to plan proactively and effectively.

## 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
75% of department leaders will implement the protocols for their teams/PLCs and meet weekly basis to study student data with specific focus on daily formative assessments with support from leadership team and instructional coaches.	1.1 and 5.3	3/1/2021 to 5/31/2020	Protocols in Google Drive	Dept chairs	Minutes on protocols	May 31, 2021	Significant Progress	Maintain protocols and increase focus on student data.
Provide additional training on PLCs using Solution Tree modules with department heads.	1.1 and 5.3	3/1/2021 to 5/31/2020	Solution Tree modules	Dr. Velazquez, Mckay and Barshop	Minutes on protocols	May 31, 2021	Met	Continue and follow through the systems established.
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	3/1/2021 to 5/31/2020	PD Opportunities	Dr. Velazquez, Mckay and Barshop	Sign in sheets, agendas and/or certificates	May 31, 2021	Met	Maintain consistency with the ILT
Campus leaders are provided weekly scheduled job-embedded development opportunities that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	1.1	3/1/2021 to 5/31/2020	PLC/PD Calendar; Weekly Admin Meeting Agendas	Dr. Velazquez, Principal	Meeting / Training Agenda and sign in sheets	May 31, 2021	Some Progress	Not as high as a priority during and post STAAR due to logistical needs and focus of the campus. Need to maintain priority through out the year.
98% of teachers will submit a completed weekly lesson plan and implement lesson plan with fidelity. They will include clear objectives, activities, time allotments, differentiated paths of instruction and formative assessments	5.1	3/1/2021 to 5/31/2020	Lesson Plan Template	All Teachers	Lesson Plan Collection Spreadsheet	May 31, 2021	Met	Maintain consistency and shifts responsibility to department chairs. Teachers will update necessary changes to existing lessons. Have teachers start to reflect on the pacing of their lessons.

Lesson plans will continue to be evaluated by the Administrative team by Friday morning with 98% feedback provided both on the lesson plan regarding focused areas and the implementation of the lesson plan.	5.1	3/1/2021 to 5/31/2020	Google Classroom and Google Docs	Principal; APs; Instructional Coaches	Provide targeted feedback using Google Classroom.	May 31, 2021	Met	Shift feedback focus on specific areas of instruction and delivery.
Electronic data will be visible to students and teachers electronically and used for goal setting and to foster student ownership of learning.	5.3	3/1/2021 to 5/31/2020	Student Assessment Data	Principal; APs; Instructional Coaches	Administrative Observations noted in Google Drive	May 31, 2021	Some Progress	Make student tracking a priority.
4 Hawk Huddles/CIAPs for Math, Reading, Science and Social Studies will be developed and implemented by all teachers.	5.3	3/1/2021 to 5/31/2020	DDI Calendar	Principal; APs; Instructional Coaches	CIAP found in the Harris Team Drive	May 31, 2021	Met	Transition to aggressive monitoring in the classroom.
Have all teachers include reteach data to Hawk Huddle to allow ILT to review data more efficiently during ILT meetings.	5.3	3/1/2021 to 5/31/2020	DDI Calendar	Principal; APs; Instructional Coaches	CIAP found in the Harris Team Drive	May 31, 2021	Some Progress	Need more time to implement
Instructional admin. meet with grade level teams and/or department levels to determine students who need additional support and provide additional opportunities for learning.	5.3	3/1/2021 to 5/31/2020	Information from teachers Recommendation file, failure report	C. Velasquez, Principal; P. Reyes, AP; G. Whetzler, AP	Notes from meetings	May 31, 2021	Some Progress	Due to instructional calendar, intersession, and testing requirements not all departments were able to meet consistently.

**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 campus met 5 Focus Areas, 1 area of significant gains and 4 areas of some progress. We met the 5 areas because there are consistent systems in place. Those actions that we are still working on need more development and more consistent implementation of systems.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We achieved our goals in Social Studies for Approaches, Meets and Masters for the US History EOC. We unfortunately did not hit our mark in any of the other areas. Teaching students both in person and remotely was difficult for our teachers and students.
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?	<b>Carryover Action Steps</b>
	<b>New Action Steps</b>
	The campus will carry all action steps and adjust certain ones based on teacher needs and based on instructional need from campus instructional snapshot data.
	Develop a system for student analysis for the ILT. Develop a template for data communication and analysis. Develop an instructional leader organizational system to organize all campus instructional resources and tools. Develop a TIP overview of the TIP goals to share at BOY PD. Include TIP Team. Teachers will gather pacing evidence for two weeks to determine campus needs of time stamping lessons with regards to pacing. Provide PD for aggressive monitoring. Create student trackers.



## 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
<b>Essential Action</b>	1.1	5.1	5.3
<b>Desired Annual Outcome</b>	Communication of all core data goals and progress to all staff shared every nine weeks and through PLCs weekly. Strengthening the PLC's to focus on formative and summative assessment data to measure progress toward goals by having 75% of department leaders implement the protocols for their teams/PLCs with support from the leadership team.	By the end of the year, 98% of teachers will consistently create and submit lesson plans that are objective-driven and include aligned formative assessments. Lesson plans will integrate backward design to ensure student learning activities are aligned to the formative assessments and learning goals.	Campus leadership monitors student progress weekly by disaggregating data and providing the needed supports including feedback to focus the PLC's on data analysis resulting in improved instruction as is evidenced in formative and summative assessments. Department leaders will facilitate 75% of PLCs by the end of the year with support as needed from the leadership team.
<b>Did the campus achieve the desired outcome? Why or why not?</b>	The campus has met this desired outcome. We realized through the process of developing roles and responsibilities that we needed to further align and strengthen formative and summative assessments to get solid and accurate data for PLCs. 100% of the department leaders understand and implement the PLC protocols.	The campus has met this desired outcome. We set and monitored the expectation with consistently.	The campus did not meet this desired outcome completely. The reason for this is the campus leadership team was not able to meet weekly to disaggregate data because of logistical pieces due to COVID and fine tuning the processes for PLCs. Due to issues with district platforms, such as Aware and Canvas, getting student data in the first semester was a challenge. 75% of PLCs are facilitated by department leaders which has been very beneficial and successful.

## 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://texasese.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://texasese.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1	5.1	5.3
<b>Rationale</b>	For the campus to move forward the ILT will need to reprioritize student data analysis, leadership coaching, dedicate time for calibrating observations, focus PLC protocols, and clearly define roles and responsibilities.	Allowing students time for independent practice will ensure that students can demonstrate understanding and teachers can aggressively monitor and adjust to provide immediate feedback. Teachers can adjust instruction when monitoring is happening	PLCs are now facilitated by department leaders which has been very beneficial and successful. However, data trackers need to be developed for each department based on the content needs. With changes to the master schedule and PLC time, teachers will the opportunity to analyze data and utilize the data trackers.
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	Honest conversations around the importance of student data analysis, strong instructional leadership, structure and accountability. Review and clarify defined roles and responsibilities, with expectations of PLC and related protocols. Communication of clear expectations will minimize confusion and stress, and improve our focus.	Developing expectations during the first week of PD and verifying that teachers are adhering to it during instructional snapshots and walkthroughs.	The PLC is the place to develop practice and to provide needed supports for developing quality, aligned assessments and interpreting the resulting data will improve instruction and student mastery.
<b>Desired Annual Outcome</b>	Communication to all staff of all core data goals and assessment results are shared consistently within a week after assessments are given for all subject areas. Focus on formative and summative assessment data to measure progress toward goals by having 75% of teachers being able to analyze their student data to drive instruction, enrichment, and intervention.	By the end of the year, lesson plans will be data-driven, informed by student data, including frequent checks for understanding during independent practice, and lesson plans will be aligned to the objective.	Campus leaders will ensure they develop student data trackers for student progress weekly. This will allow teachers and students to disaggregate data and predict their own success on future assessments. By the end of the year, all core teachers all student data trackers in place and utilize them to guide data discussions in PLCs and adjust instruction accordingly.

<p><b>Desired 90-Day Outcome</b></p>	<p>Develop a template for the organizational system for student data analysis for the ILT and review and clarify roles and responsibilities for the campus leaders. The system for student data analysis is communicated with all teachers and 100% of teachers will test the process by giving feedback and input on the process.</p>	<p>The teachers will gather pacing evidence for two weeks to determine campus needs of time stamping lessons with regards to pacing. We will be looking for appropriate time for independent practice is being done and teacher behavior during independent practice.</p>	<p>Create the data trackers for each department.</p>
<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>Working with the district Academic leadership team we have learned how to calibrate evaluations to provide feedback on formative assessments and daily instruction.</p>	<p>Admin team and instructional coaches will examine data collected in the two week period. The ILT will calibrate instructional snapshots and walkthroughs during the first two week of school to determine implementation needs. The campus will partner with TCIS to building capacity.</p>	<p>Instructional leaders are monitoring the PLCs to ensure DDI process is effectively and efficiently implemented. The Department Chairs are leading the PLCs.</p>
<p><b>Barriers to Address throughout the year</b></p>	<p>Making sure that the system that is created is user friendly, so that they are not doing work several times.</p>	<p>Teachers might have some hesitation or resistance on time stamping lessons. The first two weeks of school is very busy, so the ILT needs to mindful of scheduling time for calibration.</p>	<p>The master schedule is changing to a 90 min. period and teachers will only have one conference period three days a week. This may be a challenge for some teachers with regards to time management.</p>
<p><b>District Actions for this Cycle</b></p>	<p>Establish clear expectations for principals to implement the necessary systems to create the organizational systems, schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of August.</p>	<p>Mandate expectations for the principal to establish a system to provide timely and effective feedback for lesson plans and pacing.</p>	<p>Mandate that the campus develops data trackers to DCSI by the end of August.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district supports principals by protecting their time dedicated for school instructional leadership then the leadership at Harris will be able to focus more on creating effective systems to grow internal leaders.</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Harris will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.</p>	<p>If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical) then data can be used to plan proactively and effectively.</p>

**ACTION PLAN**

