

## 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: Herff Academy**

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

Herff Academy

Dr. Olivia Hernandez, Assistant Superintendent

**Campus Number:**

**Superintendent Name:**

000000132

Pedro Martinez

**Date:**

Saturday, October 17, 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		Campus Name		Superintendent		Principal	
District Number		Campus Number		District Coordinator of School Improvement (DCSI)		ESC Number	
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	n/a	Was TAP Implementation Ordered or Voluntary?		ESC Support	

### 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.

<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
<b>Principal Supervisor</b> <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	<Enter Name and Date>
<b>Board Approval Date</b>		

### 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://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>

<b>Data Analysis Questions</b>	<p>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>	<p>Domain 1: Our goal for 2020-2021 is an overall raw score=35 and a scale score=60 (D). ADD the Overall Approaches, Meets and Masters                  Rationale: The campus worked with SAISD Research and Evaluation to look at our 2019 STAAR scores as well as our BOY 2020 MAP scores. We determined that our goal for 2020-2021 will be a 65, or scale score of 60, which will make our campus a D. The CLT believes that this goal is attainable given the hybrid learning due to COVID-19. Our campus will continue to focus on strong leadership that guides instruction through weekly PLNS that focus on data driven and curriculum aligned instruction, observations, lesson plan feedback, and ensuring best teaching practices are followed. By focusing on these goals, we can achieve these results.</p> <p>Domain 2B: raw score= 35; scale score=69 (D) <span style="float: right;">Rationale: Our goal is to reach a component score of 35 (scaled 69) specifically for our economically disadvantaged and EL students in 2021. Our economically disadvantaged population is 97%. Our EL population is 38%. We need to focus on campus relative performance. By focusing on strong, grade level instruction, and analyzing weekly data, we will ensure that our students can achieve at similar or higher levels compared to other schools with similar demographics.</span></p> <p>Domain 3: We will increase our Domain 3 score for Reading for Economically Disadvantaged from a 23% to a 33% Meets in 2021. We will increase our Domain 3 score for Math for Economically Disadvantaged from 24% to 36% in 2021. For ELs, we will increase from 21% in Reading to a 29% and in Math, from a 23% to a 40% in 2021. We will increase our ELPs score from a 33% to a 43% in 2021. (Academic Achievement, Economically Disadvantaged: Reading 33% Meets, Math 36% Meets. Academic Achievement for English Learners: Reading 29% Meets, Math 40% Meets. ELPs 43%.)                  Rationale: In speaking with Research and Evaluation, selecting these two sub-populations will provide our campus with the greatest lift. Our campus has a high population of ELs and economically disadvantaged students.</p>
	<p>What changes in student group and subject performance are included in these goals?</p>	<p>We will be focusing on reading literacy in order to gain growth in core subjects such as reading and math. Our data indicates we are particularly low in these areas, affecting overall student achievement. Additionally, we will prioritize moving more students from the Did Not Meets level to Approaches level. Trend data shows that our economically disadvantaged and EL students traditionally struggle across this areas. So our focus will be providing scaffold structures and support to increase student achievement and outcomes in reading and math.</p>

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.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

### PRIORITIZED FOCUS AREAS

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1	5.1	1.1
Rationale	By providing a safe environment that is focused on high expectations with a clear mission and vision, we can move the school forward towards academic success. All stakeholders will understand and internalize our mission and vision.	The teachers will provide a clear and rigorous plan of action to improve student achievement. We will help teachers create effective and internalized lesson plans that teach on grade level with scaffolded support where needed.	Key practices will ensure that the team is united. Defining roles and responsibilities for all staff members leads to clear understandings and accountability. Performance expectations are clear, written, measurable, and match the job responsibilities. Clear is kind.
How will the campus build capacity in this area? Who will you partner with?	The campus will create posters of the mission, vision and values and display throughout the campus. The campus will continue to ensure safety procedures are in place during COVID-19 and are being adhered to. Utilize the CIS and FACE Specialist to engage our community with our mission and vision.	Our new instructional coaches will help teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal (for students with disabilities and ELs among other student groups), and daily formative assessments along with exemplar responses. New this year- teachers will submit lesson plans by Thursdays at 5 pm to receive timely feedback and make adjustments for the upcoming week.	The electronic staff handbook will be disseminated to all staff members by September 2020. The leadership team has met with the principal to review each member's roles and responsibilities. Roles and responsibilities of the leadership team and front office have been codified in a Google document and have been reviewed by staff members. Campus leadership team meets on a weekly basis to focus on student progress and engagement, and formative data.
Barriers to Address throughout this year	Time management; vision and mission not communicated effectively	Time management-time for teachers to plan and collaborate; Canvas Learning Platform	Time management and delegation of tasks to overworked staff

<p><b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b></p>	<p>Staff meetings; parent meetings; student meetings; safety meetings; data presentations; district protocol support</p>	<p>We will communicate these expectations by providing exemplar templates to all grade levels; meet weekly during PLNs; provide timely lesson plan feedback; hold all stakeholders accountable. We create buy-in by reflecting on our mission, vision and school values. The data from exit tickets will guide our instruction.</p>	<p>The CLT has worked throughout the summer to codify the Campus Improvement Plan as well as the staff handbook. Performance expectations are clear, written, measurable and match job responsibilities. We will use consistent, written protocols and processes to lead departments, grade-level teams. The principal improves campus leaders through regular scheduled job-embedded PD consistent with best practices.</p>
<p><b>Desired Annual Outcome</b></p>	<p>Stakeholder buy-in of Herff as a safe and high expectations educational institution. By the end of the year, all stakeholders will be able to articulate and implement Herff's mission, vision, and values. Show a significant increase in family and community involvement at Herff Academy through the use of our CIS (Communities In Schools Coordinator), FACE (Families And Community Engagement Specialist), manager from IWC (International Welcome Center), school counselor, and district personnel.</p>	<p>All teachers submit objective-driven, detailed lesson plans that include clear objectives, opening activities, time allotments, multiple differentiated paths of instruction, including paths to meet the specific needs of students with disabilities and English Language Learners among others student groups and daily formative assessments along with exemplar responses; and internalize the lesson planning cycle. Our goal is to lesson plan two weeks out (by backwards planning) so that teachers have time for reflective and corrective feedback. Campus instructional leaders review lesson plans frequently for alignment to the standards, scope and sequence, and expected level of rigor, and provide teachers with feedback and lesson planning support.</p>	<p>Staff handbook is updated regularly and referred to often to guide campus expectations and decision making. Instructional leaders meet on a weekly basis to focus on student progress and formative data. Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance. We continue to develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities and focused plan development and regular monitoring of implementation and outcomes.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), then family engagement and buy-in will create a culture of high-expectations for Herff and the community it serves.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then teachers will be able to consistently have multiple opportunities to gage student progress towards the rigorous standards of the state.</p>	<p>If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs, the administration team at Herff will have more opportunities to develop the leadership skills of teacher leaders.</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.

-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 (E/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 update your data, click the View tab and click the Refresh Data 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	53%		CBAs	20%	29%	MAP.**English/Spanish	40%	43% (SP 57%)	MAP	61%	49%	61%
		All	All	Reading	Meets	STAAR	58%		CBAs	13%	7%	MAP.**English/Spanish	23%	15% (SP 23%)	MAP	33%	18%	33%
		All	All	Reading	Masters	STAAR	24%		CBAs	3%	3%	MAP.**English/Spanish	6%	4% (SP 14%)	MAP	9%	7%	8%
		All	All	Mathematics	Approaches	STAAR	10%		CBAs	22%	40%	MAP.**English/Spanish	44%	46%	MAP	66%	53%	64%
		All	All	Mathematics	Meets	STAAR	54%		CBAs	16%	17%	MAP.**English/Spanish	26%	11%	MAP	36%	18%	36%
		All	All	Mathematics	Masters	STAAR	27%		CBAs	4%	4%	MAP.**English/Spanish	8%	2%	MAP	12%	3%	12%
		All	All	Science	Approaches	STAAR	6%		CBAs	23%	30%	CBAs	43%	34%	STAAR	63%	38%	63%
		All	All	Science	Meets	STAAR	N/A		CBAs	11%	5%	CBAs	21%	4%	STAAR	31%	10%	31%
		All	All	Science	Masters	STAAR	N/A		CBAs	3%	2%	CBAs	6%	2%	STAAR	10%	0%	10%
		All	All	Social Studies	Approaches	STAAR	N/A		CBAs	15%	28%	CBAs	35%	31%	STAAR	55%	23%	55%
		All	All	Social Studies	Meets	STAAR	N/A		CBAs	8%	6%	CBAs	18%	8%	STAAR	28%	0%	28%
		All	All	Social Studies	Masters	STAAR	18%		CBAs	3%	0%	CBAs	6%	0%	STAAR	10%	0%	10%
		All	All	Writing	Approaches	STAAR	7%		CBAs	14%	36%	CBAs	34%	44%	STAAR	54%	27%	54%
		All	All	Writing	Meets	STAAR	23%		CBAs	9%	13%	CBAs	18%	28%	STAAR	27%	7%	27%
All	All	Writing	Meets	STAAR	24%		CBAs	3%	4%	CBAs	6%	10%	STAAR	10%	0%	10%		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Academic Achievement Eco Dis	Reading	Meets	STAAR	21%		CBAs	13%	7%	MAP.**English/Spanish	23%	15%	MAP	33%	18%	33%
		All	Academic Achievement Eco Dis	Mathematics	Meets	STAAR	23%		CBAs	12%	17%	MAP.**English/Spanish	24%	11%	MAP	36%	17%	36%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Academic Achievement EL	Reading	All	STAAR	33%		CBAs	9%	6%	MAP.**English/Spanish	18%	15%	MAP	29%	13%	29%
		All	Academic Achievement EL	Mathematics		STAAR			CBAs	15%	13%	MAP.**English/Spanish	25%	11%	MAP	40%	14%	40%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS		TELPAS			Writing CBAs	23%	31%	Writing CBAs	33%	28%	TELPAS	43%	N/A	43%

## 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>	3.1	5.1	1.1
<b>Desired Annual Outcome</b>	Stakeholder buy-in of Herff as a safe and high expectations educational institution. By the end of the year, all stakeholders will be able to articulate and implement Herff's mission, vision, and values. Show a significant increase in family and community involvement at Herff Academy through the use of our CIS (Communities In Schools Coordinator), FACE (Families And Community Engagement Specialist), manager from IWC (International Welcome Center), school counselor, and district personnel.	All teachers submit objective-driven, detailed lesson plans that include clear objectives, opening activities, time allotments, multiple differentiated paths of instruction, including paths to meet the specific needs of students with disabilities and English Language Learners among others student groups and daily formative assessments along with exemplar responses; and internalize the lesson planning cycle. Our goal is to lesson plan two weeks out (by backwards planning) so that teachers have time for reflective and corrective feedback. Campus instructional leaders review lesson plans frequently for alignment to the standards, scope and sequence, and expected level of rigor, and provide teachers with feedback and lesson planning support.	#REF!
<b>Desired 90-day Outcome</b>	Herff will display the mission, vision, and values in all classrooms and common areas. Due to more donations from stakeholders, more students are receiving university t-shirts to support and promote college readiness and high expectations. Teachers are more vigilant to aligning their teaching to standards. We will revamp middle school schedules to ensure all students receive an intervention in both reading and math to promote high expectations of student learning. We will utilize Istation and Imagine Math to provide differentiated customized instruction for each student and establish a system-wide literacy-focused intervention 30-minute period. We will restructure PLNs to review student work and performance data.	Develop a campus-wide Google Drive for all teachers to submit lesson plans. We have set expectations for lesson plan content components, and provided exemplars. Teachers will submit lessons at least one week in advance to ensure timely, specific, lesson-plan feedback. The campus will provide teachers additional PLN planning time weekly, as well as provide half-day planning times to support teachers with backward unit planning and unpacking of TEKS. Campus instructional leaders will review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	The staff electronic handbook will be completed and shared with all Herff staff members. Roles and responsibilities will be codified and shared with leadership team and front office staff. Teacher leaders will build capacity through active leadership roles and tasks as an A.C.T. (Academic Coordinator Teacher). Teacher leaders will also be asked to lead a book study. Campus Leadership Team (CLT) members will collaborate in campus decision making, completion of the staff handbook, and the writing of the Targeted Improvement Plan.
<b>Barriers to Address During this Cycle</b>	75% of our student population is learning remotely due to COVID-19. The adjustment to the new mission, vision, and values will take time.	Lack of time is a barrier. It is difficult to find time during the instructional day to give teachers extra planning time. Also, the district is not providing substitutes to use for teacher planning. Another barrier is the district expectation of a simplified lesson plan structure that is not aligned to our campus lesson plan expectations.	Leadership team's contract start and end dates vary by role. This makes it difficult to plan as a team at the beginning and end of year.

<p><b>District Actions for this Cycle</b></p>	<p>The DCSI Supervisor will observe PLNs and classroom instruction and provide feedback to the principal and CLT around classroom instruction and PLNs. The campus will receive support from the manager of parent engagement from IWC regarding increasing parent engagement at Herff. The FACE and CIS will continue to promote Herff's mission and values to all stakeholders. Herff will continue to utilize district specialists to continue to promote high expectations.</p>	<p>The DCSI Supervisor will provide feedback on Herff's lesson planning structures. The DCSI is invited to join our weekly PLNs to review our student work, weekly lesson plans and provide guidance on curriculum and instruction. The DCSI will also provide feedback on weekly lesson plans.</p>	<p>The DCSI Supervisor will provide feedback and guidance on the creation of the roles and responsibilities of staff members and the electronic handbook. The DCSI will also provide opportunities and guidance to help the principal build capacity of teachers.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), then family engagement and buy-in will create a culture of high-expectations for Herff and the community it serves.</p>	<p>If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then teachers will be able to consistently have multiple opportunities to gauge student progress towards the rigorous standards of the state.</p>	<p>#REF!</p>



## 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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Herff mission, vision, and school values are completed and printed on posters. All classrooms and common areas display the mission, vision and values.	3.1	8/3/20	posters, completed mission, vision and values; staff collaboration	Campus Leadership Team	Posters displayed in all classrooms	1-Oct-20	Met	
Herff mission, vision and values are placed in all communications with all stakeholders. ie, staff agendas, parent newsletters, staff newsletter, SchoolMessenger and Remind.	3.1	8/3/20	completed school mission, vision and values	Campus Leadership Team; front office; staff	agendas; stakeholder communication	1-Oct-20	Met	
Collecting university and college t-shirts for students to promote college and career readiness	3.1	8/3/20	donations	All staff members	Every Friday students and staff wear their college t-shirts. There is an increase in students participating every month.	4-Sep-20	Significant Progress	Continue with donations; contact universities and colleges
PLNs have been adapted to ensure that weekly lesson plans show alignment between the TEK and student activity and assessment.	3.1	10/13/20	student work; lesson plans; curriculum guides; district resources and Texas Standards	Leadership Team, Instructional Coaches, teachers	PLN agendas; leadership feedback on weekly lesson plans	10/13/20	Significant Progress	Ensure the execution of revised lesson plans
The master schedule was revamped maximize instructional time for all students which allows for the daily schoolwide literacy intervention program (L.E.E.R) from PK-8th grade; teachers also have more time to follow the gradual release of responsibility model, and to ensure for daily small group instruction time-face to face and virtually to increase student achievement.	3.1	10/13/20	master schedule; LEER schedule and training; reading resources	Leadership Team; teachers	updated master schedule; execution of LEER in daily schedule	10/13/20	Met	continue to monitor LEER instruction
Campus has provided a clear and comprehensive safety plan for in-person teaching and learning.	3.1	8/6/20	SAISD School Opening and Instructional Continuity Plan	Leadership team	staff handbook; SAISD School Opening and Instructional Continuity Plan; campus safety protocols and procedures; PPE	8/6/20	Met	

School has adopted a campus-wide mode of communication to enhance parent and school communication, school-wide expectations and upcoming events. Social media has been enhanced to include an updated school webpage, Facebook account, and Twitter account. A bi-weekly newsletter to parents is sent to parents.	3.1	8/3/20	Remind App; Canvas; SchoolMessenger	Leadership Team, all staff members	campus-wide usage report in School Messenger; teachers' Remind accounts; SMORES; grade level newsletters	8/3/20	Significant Progress	
A proactive student engagement tracker was created to monitor academic achievement, engagement and mental well-being of students.	3.3	9/15/20	attendance records; Google sheets	Leadership team; data clerk, FACE and CIS	Google sheets documents	9/15/20	Significant Progress	
Teachers have been given 1.5 days to plan upcoming lesson plans using district curriculum 2020-21 Focus Guides for asynchronous and synchronous instruction. Teachers are now planning two weeks out with the guidance and feedback from the leadership team.	5.1	8/17/20	curriculum and instructional resources; Year at a Glance; scope and sequence documents	Leadership team; Instructional Coaches	Google drive that houses all teachers' lesson plans	9/15/20	Met	Next step is to observe the execution of the lesson in the classroom.
The leadership team provided a lesson plan template, exemplars and components that included GRR, COLOSO, activities aligned to TEK, and exit ticket.	5.1	8/17/20	lesson plan templates, exemplars	Leadership team; Instructional Coaches	Google drive that houses all teachers' lesson plans	9/15/20	Significant Progress	
The leadership team creates a system where timely feedback is provided to teachers on their weekly lesson plans in the Google Drive	5.1	8/17/20	weekly lesson plans in the Google Drive	Leadership team and instructional coaches	See feedback comments on weekly lesson plans in the Google drive	9/15/20	Met	
Electronic handbook is completed and disseminated to all staff personnel.	1.1	9/1/20	electronic handbook	Leadership team and Campus Leadership Team	Completed electronic handbook	9/15/20	Met	
Academic Coordinator Teachers (ACTs) are given more ownership of their grade levels by leading PLNs and creating biweekly assessments for tutoring.	1.1	10/1/20	PLN agendas created; curriculum and instructional resources	ACTs and leadership team	PLNs, biweekly assessments	10/15/20	Significant Progress	Monitor the progress of biweekly assessments for tutoring.
Roles and Responsibilities of leadership team and front office have been created, codified and disseminated to leadership team and front office.	1.1	9/1/20	Codified documents	Principal	Codified documents	9/15/20	Met	

## 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>We achieved the majority of our 90-day goals. The administration team worked diligently on improving Positive School Culture, putting structures into place, and strengthening our lesson plan expectations, weekly common assessments, and data review in PLNs. and 3.1 Building looks fantastic; feels different; lots of changes in the building; motivation from the mission, vision and values-we see the bigger picture; kids are reaching for the high expectations; there is a desire from the MS to know more about careers and colleges; pride. 5.1 PK has to provide robust lesson plans; big improvement; students are recognizing what they are supposed to be learning; kids are internalizing the objective; objectives give them a focus with using academic language; hear the chatter of good teaching going on; lots of learning going on.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We are pleasantly surprised in some areas. For example, the goal for Cycle 1 All Reading at Approaches is 20%. We achieved 29% Approaches. The goal for all Math is 22% at Approaches. We achieved 40% Approaches. The goal for all Math Meets is 16%. We achieved 17% Meets. For 8th grade Social Studies, the Approaches goal is 15%; we achieved 28% Approaches. The Economically Disadvantaged goal for all Math at the Meets level is 12%; we achieved 17%. Our areas of need are increasing our percentages in the Meets and Masters categories. The challenges of online learning have hindered our ability to effectively instruct all students everyday.</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>	<b>Carryover Action Steps</b>	<b>New Action Steps</b>
	<ul style="list-style-type: none"> <li>* continue to promote and message our school's mission, vision and values *</li> <li>continue to promote college, career, and military readiness opportunities to our students *</li> <li>continue with student data trackers *</li> <li>continue with daily schoolwide literacy intervention (L.E.E.R.-let everyone enjoy reading) * continue</li> <li>with objective-driven daily lesson plans with weekly formative assessments; and teachers receive feedback on lesson plans in a timely manner to make changes</li> </ul>	<ul style="list-style-type: none"> <li>* monthly parent meetings will involve Herff's mission, vision, and values *</li> <li>* university/college virtual field trips *</li> <li>implementation of proactive mental health and wellness skills to students and staff * New</li> <li>leadership schedule for lesson plan feedback * continue</li> <li>monitoring the implementation and structure of L.E.E.R. time</li> <li>* A.C.T.s (Academic Coordinating Teacher) will lead PLNs with agendas and weekly data</li> </ul>

## 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>	3.1	5.1	1.1
<b>Desired Annual Outcome</b>	Stakeholder buy-in of Herff as a safe and high expectations educational institution. By the end of the year, all stakeholders will be able to articulate and implement Herff's mission, vision, and values. Show a significant increase in family and community involvement at Herff Academy through the use of our CIS (Communities In Schools Coordinator), FACE (Families And Community Engagement Specialist), manager from IWC (International Welcome Center), school counselor, and district personnel.	All teachers submit objective-driven, detailed lesson plans that include clear objectives, opening activities, time allotments, multiple differentiated paths of instruction, including paths to meet the specific needs of students with disabilities and English Language Learners among others student groups and daily formative assessments along with exemplar responses; and internalize the lesson planning cycle. Our goal is to lesson plan two weeks out (by backwards planning) so that teachers have time for reflective and corrective feedback. Campus instructional leaders review lesson plans frequently for alignment to the standards, scope and sequence, and expected level of rigor, and provide teachers with feedback and lesson planning support.	#REF!
<b>Desired 90-day Outcome</b>	We will increase our family engagement by utilizing our FACE, CIS, and IWC Specialists. We will have monthly parent meetings on our new mission, vision, and values. These will be messaged out through School Messenger and Remind. The school will also hold an assembly for all students in January to promote our school's mission, vision, and values. Our Art teacher will have certain grade-levels illustrate the mission, vision, and values. These illustrations will be posted throughout the school. Students will write essays on what the school's mission, vision, and values mean to them. These writing will also be displayed throughout the school. The FACE, CIS, and Counselor will create CCMR opportunities for students to learn about and virtually visit future opportunities. The safety plan will be updated to include recent changes that reflect more students on campus. We will continue to increase our social media engagement. The school will provide a campus-wide program to proactively teach mental health and wellness skills to students. School-wide literacy focus intervention period will be in place and monitored for fidelity of implementation. Students will actively use and take ownership of their personal academic student tracker.	Students will continue to have rigorous learning experiences because the school ensures objective driven daily lessons focused on priority standards, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets student needs. Admin lesson plan feedback will be scheduled weekly to ensure that teachers receive feedback on a timely basis.	Campus handbook will be consistently updated. Sections of the staff handbook will be reviewed at faculty meetings. In developing campus leaders, the ACTs will lead weekly PLNs and prepare grade level data. Roles and responsibilities of front office staff and admin will be reviewed and disseminated to all those involved.
<b>Barriers to Address During this Cycle</b>	Due to Covid 19 parents are strained with other responsibilities and engagement is not a priority for some. Due to Covid 19, we cannot visit colleges and universities. Due to unforeseen circumstances during this unprecedented time, finding time to address these desired outcomes is a challenge.	Time to meet with teachers and train them on formative assessments and data collection and objective-driven daily lesson plans. Improved admin lesson plan feedback schedule is needed.	Time to meet with ACTs and build capacity due to an increase in required activities related
<b>District Actions for this Cycle</b>	The DCSI will provide resources and guidance when needed to promote and message our school's mission, vision, and values. The DCSI will also provide guidance on CCMR of our students. The DCSI will observe and provide feedback on student trackers. The district will provide current campus safety protocols and procedures.	The DCSI Supervisor will provide feedback on Herff's lesson planning structures. The DCSI is invited to join our weekly PLNs to review our student work, weekly lesson plans and provide guidance on curriculum, instruction, and assessment. The DCSI will also provide feedback on weekly lesson plans.	The DCSI Supervisor will provide feedback and guidance on the creation of the roles and responsibilities of staff members and the electronic handbook. The DCSI will also provide opportunities and guidance to help the principal build capacity of teachers.

<b>District Commitment Theory of Action</b>	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), then family engagement and buy-in will create a culture of high-expectations for Herff and the community it serves.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then teachers will be able to consistently have multiple opportunities to gage student progress towards the rigorous standards of the state.	#REF!
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## 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>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Art work and writing samples reflecting our mission, vision, and values will be collected and displayed in common areas.	3.1	1-Nov-20	art supplies, writing supplies	teachers, Instructional Coaches (Lead)	completed art and writing artifacts displayed around the campus	30-Jan-21	Some Progress	student writing samples are displayed in hallways. Some supplies need to be ordered - bulletin board paper and border; work with part-time Art teacher to finish.
Holding monthly parent meetings that discuss mission, vision, and values of the school	3.1	12-Jan-21	flyers, messaging, Zoom	Principal (Lead), Asst. Principal, FACE, CIS, IWC	monthly agendas and sign-in sheets from FACE Specialist and Principal parent meetings, district parent surveys; customer service parent surveys; February PK-2nd grade level parent meetings to discuss campus academic expectations for grade level success; CIS Coordinator caseload of 90 parents	26-Feb-21	Significant Progress	increase the number of parent outreaches; increase social media outreach-Facebook Live
Make connections and partnerships with universities, colleges, businesses, and military entities that will promote CCMR.	3.1	15-Oct-20	contact information of universities, businesses, and military entities	Leadership team, teachers, FACE, CIS, IWC, Counselor (Lead)	virtual tours, Zoom guest speakers, receiving college materials from TSU; UT Austin Virtual visit March 5 & 6; middle school students in AVID researched a college and created a presentation	26-Feb-21	Some Progress	Visits/zooms from community businesses and colleges need to be scheduled

Update the campus safety plan to include most recent changes.	3.1	2-Dec-20	district continuity plan, Superintendent's letter	Counselor (Lead); Campus Safety Committee	completed and updated safety plan	18-Dec-20	Significant Progress	Campus safety plan was updated; evacuation drills are practiced monthly; lockdown and shelter in place needs to be coordinated and practiced (May 2020)
We will be trained and provide a campus-wide program to proactively teach mental health and wellness skills to students.	3.3	15-Jan-21	district SEAD department, SEL materials	Counselor (Lead), FACE, CIS, LSW, campus Behavioral Specialist	campus-wide implementation	26-Feb-21	No Progress	Begin Restorative Practices Training for students and staff; continue to work with the SEAD Department
Teachers will provide a student-friendly academic tracker to monitor student progress and ensure and monitor students are participating in daily school-wide literacy intervention (L.E.E.R) to increase academic achievement	3.1	9-Nov-20	data walls, assessment data, Frontline	teachers, Instructional Coaches (Lead), principal, assistant principal	all classrooms have a visible student tracker; daily checks of LEER implementation;	18-Dec-21	Significant Progress	Leer time has been added to all teacher schedules; Continue to monitor for updated data walls are hanging in all classrooms
Teachers will receive a half-day on January 11, 2021 for lesson planning and common assessments using district curriculum 2020-21 Focus Guides for asynchronous and synchronous instruction.	5.1	11-Jan-21	curriculum resources, district content specialists, instructional coaches	teachers, district content specialists, Instructional Coaches (Lead)	lesson plans with common assessments	11-Jan-21	Met	Teachers planned their lessons and common assessments, more time for planning may be required
Leadership team will create a new schedule to provide lesson plan feedback in a timely manner to teachers.	5.1	3-Dec-20	schedule	Principal (Lead), Asst. Principal, ICs	new schedule completed	3-Dec-20	Met	All teachers follow a bi-weekly schedule for lesson submission, ICs and Administration will continue to review all lessons and provide feedback
Update the electronic handbook three times a year; review a section of the handbook at each faculty meeting.	1.1	7-Dec-20	electronic handbook	Principal (Lead)	Updated handbook, faculty meeting agenda	26-Feb-21	Significant Progress	Handbook will continue to be updated and reviewed at monthly faculty/staff meetings.
ACTs will lead weekly PLNs and prepare the grade-level agenda.		15-Nov-20	agenda, curriculum, grade-level data	ACT (Lead), IC	PLN agendas	26-Feb-21	Met	All PLNs are lead by the ACTs, and they prepare the grade level agenda.
Review, codify, and disseminate roles and responsibilities of admin and front office to ensure balance of workload and clarify of job description.		18-Dec-20	roles and responsibilities documents	Principal (Lead), Asst Principal	updated roles and responsibilities documents	15-Jan-21	Significant Progress	Admin roles have been disseminated, adjustments may continue to be made to ensure all roles are clear and defined.

## 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>In most prioritized areas significant progress was made and the desired plan was achieved. Student work and artwork are visible in the school hallways. Parent Meetings are held monthly. All students are reading during LEER time daily. Each classroom has a data wall to track student progress. Weekly Lesson plans are created and reviewed with feedback. The electronic handbook continues to be updated and its contents have been reviewed during staff meetings. Admin team and front office roles have been established and reviewed as necessary to ensure balance and clarity of responsibilities. Progress is still needed in some areas. Supplies for bulletin boards need to be ordered. College and community business visits need to be scheduled to speak with Herff students in an effort to bring CCMR awareness. Restorative practice training for all staff will need to be scheduled. Some reasons for not meeting our Prioritized Focus Areas include: continuing effects of the COVID-19 pandemic; chronic absenteeism of some students; extended quarantine time for teachers and students; February 2021 snowstorm; changes in middle school personnel; and inconsistent student participation.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We achieved our Cycle 2 goals for Approaches in Reading, Math, and Writing. We did not achieve the Meets and Masters percentages for this Cycle. Our campus has been working diligently to close foundational gaps, which has helped to increase the number of students at the Approaches performance level. We did not meet our goals for Science or Social Studies in any of the performance levels. We attribute our performance to changes in personnel, chronic absenteeism, students and staff out due to COVID positive diagnosis, and even weather-related school closures. For Cycle 3, our focus will be increasing and maintaining performance levels at or above Approaches. We will provide additional accelerated instruction targeting our students who are moving toward the Meets and Masters performance levels. These students have been prioritized for the district's intercession week, 3/15-3/19, as well as during afterschool tutoring for 2 hours per week.</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><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Art/writing samples will continue to be displayed; Parent communication will continue; Campus safety plan will be practiced monthly; LEER time will continue daily; Data walls will remain and be updated as student progress is being made; Weekly lesson plans will continue to be created and reviewed with feedback; Revision of electronic handbook will continue as needed.</p>	<p>Provide supplies for teacher for displaying artwork and student workwriting samples - bulletin board paper and border. Schedule Restorative Practices training for teachers. Schedule CCMR visits/presentations for students. More time may be required for teachers to plan lessons. Campus safety lockdown and shelter in place drill needs to be practiced by all people in building; more monitoring of classroom instruction; co-teaching and coaching cycles</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>	3.1	5.1	1.1
<b>Desired Annual Outcome</b>	Stakeholder buy-in of Herff as a safe and high expectations educational institution. By the end of the year, all stakeholders will be able to articulate and implement Herff's mission, vision, and values. Show a significant increase in family and community involvement at Herff Academy through the use of our CIS (Communities In Schools Coordinator), FACE (Families And Community Engagement Specialist) manager from IWC (International Welcome Center), school counselor and district personnel.	All teachers submit objective-driven, detailed lesson plans that include clear objectives, opening activities, time allotments, multiple differentiated paths of instruction, including paths to meet the specific needs of students with disabilities and English Language Learners among others student groups and daily formative assessments along with exemplar responses; and internalize the lesson planning cycle. Our goal is to lesson plan two weeks out (by backwards planning) so that teachers have time for reflective and corrective feedback. Campus instructional leaders review lesson plans frequently for alignment to the standards, scope and sequence, and expected level of rigor, and provide teachers with feedback and lesson planning support.	#REF!
<b>Desired 90-day Outcome</b>	We will continue to increase our family engagement by utilizing our FACE, CIS, and IWC Specialists. Our goal is to have 1 parent per grade level that actively participates in our school meetings and can be considered the "grade-level Parent." We will continue to have monthly parent meetings on our new mission, vision, and values. The school will also hold an assembly for all students in March (after Spring Break) to review our school's mission, vision, and values. Student art and written displays of our school's mission, vision and values will now be in all classrooms. The FACE, CIS, and Counselor will plan a college tour for our middle school students (6th-8th grade). The safety plan will be updated to include recent changes that reflect more students on campus. The school will continue to provide a campus-wide program to proactively teach mental health and wellness skills to students. Students will actively use and take ownership of their personal academic student tracker and goal set as we head into testing months. School-wide literacy focus intervention period will be monitored for effectiveness using student data.	Students will continue to have rigorous learning experiences because the school ensures objective driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets student needs. Admin lesson plan feedback will be scheduled weekly to ensure that teachers receive feedback on a timely basis. Obtaining data from weekly common assessments and/or checkpoint assessments will be refined and perfected.	Campus handbook will be consistently updated. Sections of the staff handbook will be reviewed at faculty meetings. In developing campus leaders, the ACTs will lead weekly PLNs and prepare grade level data and lead monthly faculty meetings.
<b>Barriers to Address During this Cycle</b>	University and college tours may be limited. Parents may be reluctant to get involved in school events due to COVID-19.	Time to meet with teachers and train them on formative assessments and data collection and objective-driven daily lesson plans. Improved admin lesson plan feedback schedule is needed.	Time to meet with ACTs and build capacity due to an increase in required activities related to COVID-19.
<b>District Actions for this Cycle</b>	The DCSI will provide resources and guidance when needed to promote and message our school's mission, vision, and values. The DCSI will also provide guidance on CCMR of our students. The DCSI will observe and provide feedback on student trackers. The district will provide current campus safety protocols and procedures.	The DCSI Supervisor will provide feedback on Herff's lesson planning structures. The DCSI is invited to join our weekly PLNs to review our student work, weekly lesson plans and provide guidance on curriculum, instruction, and assessment. The DCSI will also provide feedback on weekly lesson plans.	The DCSI Supervisor will provide feedback and guidance on the electronic handbook. The DCSI will also provide opportunities and guidance to help the principal build capacity of teachers.
<b>District Commitment Theory of Action</b>	If the district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), then family engagement and buy-in will create a culture of high-expectations for Herff and the community it serves.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then teachers will be able to consistently have multiple opportunities to gage student progress towards the rigorous standards of the state.	#REF!

## 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	Evidence Collection Date	Progress toward Action Step
Teachers will create a display in their classrooms of student work/art that reflects our mission, vision and values.	3.1	1-Mar-21	art supplies; writing supplies	Teachers, Instructional Coaches (Lead)	Completed classroom displays	1-Apr-21	Met
The FACE, CIS, and IWC Specialist will work with teachers to secure 1 grade-level parent representative to volunteer and attend Herff functions.	3.4	15-Nov-20	Parent information	FACE (Lead), CIS, IWC	Securing of one parent per grade-level/roster	31-Mar-21	Met
Continue monthly parent meetings with a focus on our mission, vision and values.	3.4	12-Jan-21	Agenda with topics	FACE, Principal (Lead), Assistant Principal	Agendas and sign-in sheets; parent surveys	31-May-21	Significant Progress

Organize a virtual college/university tour for 6th, 7th, and 8th graders.	3.1	Feb. 16, 2021	College/university virtual tour information - Explore UT Austin	Counselor (Lead), FACE, CIS, and IWC	All PreK through 8th Grade students were invited to participate in Explore UT free virtual event on March 5th and 6th	31-May-21	Met
Update safety plan with any new safety protocols or procedures.	3.1	Feb. 22, 2021	District Continuity Plan; Superintendent memos	Assistant Principal (Lead), and Principal	updated campus safety plan	25-May-21	Significant Progress
Continue to provide a campus-wide program to proactively teach mental health and wellness skills to students.	3.3	1-Mar-21	District SEAD and SEL resources	Counselor (Lead), FACE, CIS, LSW, campus Behavioral Specialist	Implementation in the classroom	31-May-21	No Progress
Students will continue to progress monitor and goal set with their student tracker. L.E.E.R. will be monitored for effectiveness by analyzing district assessments.	3.1	9-Nov-20	Frontline, data walls, assessment data	Teachers, Instructional Coaches (Lead)	Updated student trackers in the classrooms	31-May-21	Some Progress
Teachers will receive a half-day on March 22, 2021 for lesson planning and common assessments planning using district curriculum 2020-21 Focus Guides for asynchronous and synchronous instruction.	5.1	22-Mar-21	curriculum resources, district content specialists, instructional coaches	teachers, district content specialists, Instructional Coaches (Lead)	lesson plans with common assessments	22-Mar-21	Met
Leadership team will follow lesson plan feedback schedule with fidelity.	5.1	3-Dec-20	schedule	Principal (Lead), Asst. Principal, ICs	schedule adherence and evidence of lesson plan feedback	31-May-21	Met
Update the electronic handbook three times a year; review a section of the handbook at each faculty meeting.	1.1	7-Dec-20	electronic handbook	Principal (Lead)	Updated handbook, faculty meeting agenda	31-May-21	Significant Progress
ACTs will continue to lead weekly PLNs and prepare the grade-level agenda. ACTs will a		11-Jan-21	agenda, curriculum, grade-level data	ACT (Lead), IC	PLN agendas	31-May-21	Met

**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>In most prioritized areas significant progress was made and the desired plan was achieved. Student work and artwork are visible in the school hallways. Parent Meetings are held bi-monthly. All students are reading during LEER time daily. Each classroom has a data wall to track student progress. Weekly lesson plans are created and reviewed with feedback. The electronic handbook and its contents are reviewed during monthly staff meetings. Admin team and front office roles have been established and reviewed as necessary to ensure balance and clarity of responsibilities. Progress is still needed in meeting with the front office staff to clarify roles and responsibilities. Virtual college tours were conducted the week of May 31-June 4 for all middle school students. Due to Covid-19 restrictions, community business were not scheduled to speak with Herff students in an effort to bring CCMR awareness. A campus-wide program to teach mental health and wellness needs to be adopted. Although some classes are using strategies, a school-wide program has not been adopted. Another action item that was met was to secure 1 grade level parent representative to volunteer. Due to COVID 19 Safety Protocols, it has been difficult bringing parents into the school. Although many attend ceremonies, academic nights (drive-through), they cannot resume their presence inside of the school. Some reasons for not meeting our Prioritized Focus Areas include: continuing effects of the COVID-19 pandemic; chronic absenteeism of some students; extended quarantine time for teachers and students; February 2021 snowstorm; changes in middle school personnel; and inconsistent student participation.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not achieve our student performance goal for Cycle 3. The factors that contributed to this are the educational impacts that COVID-19 has had on our campus. We have experienced chronic absenteeism from several students, as well as some students not longing on at all. We slowly brought children into school in a very structured way. 6th-8th graders did not enter the building for face to face instruction until mid-October. We also experienced long COVID-related staff absences which impacted students receiving quality and continuous instruction from a certified teacher. Additionally, many students experienced long COVID-related absences throughout the year.</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><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>Art/writing samples will continue to be displayed; Parent communication will continue; Campus safety plan will be practiced monthly; LEER time will continue daily; Data walls will remain and be updated as student progress is being made; Weekly lesson plans will continue to be created and reviewed with feedback; Revision of electronic handbook will continue as needed.</p>	<p>We will provide socio-economic learning strategies for our staff and students. Math interventions will be monitored closely to target specific skills that students lack due to absenteeism and the impact of Covid-19. We will implement a campus-wide focus of the UPSC Math strategies. We will continue to build teacher and front office capacity by defining clear roles and responsibilities. ACT's will continue to be the grade level leaders by providing and analyzing common assessment, checkpoint data and MAP data with their team. We will provide a monthly TTESS Tuesday training for all teachers to discuss and analyze TTESS Dimensions. We will implement a robust New Teacher Onboarding (Mentor/Mentee) program to new staff. The campus will implement a campus-wide Reading Challenge program per grade level, initiated by the campus librarian.</p>

## 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.

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>	3.1	1.1	5.1
<b>Desired Annual Outcome</b>	<p>Promote stakeholder buy-in of Herff as a safe and high expectations educational institution. By the end of the year, all stakeholders will be able to articulate and implement Herff's mission, vision, and values. Show a significant increase in family and community involvement at Herff Academy through the use of our CIS (Communities In Schools Coordinator), FACE (Families And Community Engagement Specialist), manager from IWC (International Welcome Center), school counselor, and district personnel.</p>	<p>Staff handbook is updated regularly and referred to often to guide campus expectations and decision making. Instructional leaders meet on a weekly basis to focus on student progress and formative data. Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance. We continue to develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities and focused plan development and regular monitoring of implementation and outcomes.</p>	<p>All teachers submit objective-driven, detailed lesson plans that include clear objectives, opening activities, time allotments, multiple differentiated paths of instruction, including paths to meet the specific needs of students with disabilities and English Language Learners among others student groups and daily formative assessments along with exemplar responses; and internalize the lesson planning cycle. Our goal is to lesson plan two weeks out (by backwards planning) so that teachers have time for reflective and corrective feedback. Campus instructional leaders review lesson plans frequently for alignment to the standards, scope and sequence, and expected level of rigor, and provide teachers with feedback and lesson planning support.</p>
<b>Did the campus achieve the desired outcome? Why or why not?</b>	<p>The campus did a thorough job on implementing and creating a shared understanding of the campus mission, vision, and values, and shared ownership for student success. We did not conduct regular climate surveys to assess and measure progress on student and staff experiences. We held a Science Night, Reading Night, Poetry Slam, Math Night, Fiesta event throughout the year. We worked with community partners such as Home Depot, HEB, Bill Miller, Costco, local restaurants, Carver Cultural Center, Do the Write Thing, the winners of the Final Four Reading Competition, and Los Angeles Art company-Art School of the Future. Parents attended campus events virtually and through drive-bys.</p>	<p>The staff handbook was not updated regularly. No significant changes were needed. The handbook will be updated this summer. Sections of the handbook were discussed at monthly faculty meetings and posted in the weekly staff newsletter. Instructional leaders facilitated weekly PLNs where formative and summative data were reviewed to make instructional adjustments to meet the needs of students. Grade level leaders (A.C.T.s) conducted the weekly PLNs reviewing common assessments, checkpoints, and MAP data.</p>	<p>All teachers submit detailed, objective-driven lesson plans two week out. Some teachers have internalized the lesson plan's gradual release of responsibility. Some teachers have not internalized this process. The administrative team provided weekly feedback on the teachers' lesson plans. An area to grow in is the differentiated paths to instruction for students with disabilities, English Language Learners, and students in need of intensive intervention.</p>

## 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://texasessf.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://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	2.2 Effective, well-supported teachers- build teacher capacity through observation and feedback cycles	5.2- Effective Instruction- Effective classroom routines and instructional strategies.	
<b>Rationale</b>	Teachers have become proficient in lesson planning. However, observations and data have shown the teachers are ineffective at scaffolding instruction to meet the differentiated needs of diverse learners. Specific, actionable feedback with clear models and opportunities to practice are needed in order to build teacher capacity and improve student achievement.	Teachers are unclear on how to provide high-quality, rigorous instruction with differentiated and scaffolded supports.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	The administrative team will present student assessment data (MAP Growth and Fluency, and STAAR data) to promote awareness and future action steps to create buy-in. Administration will provide a beginning of year survey to teachers asking areas of strengths and weaknesses. We will provide training on observation and feedback cycles to the teachers in August 2021.	Student assessment data (MAP Fluency and Growth, STAAR data, common assessments and checkpoints) will be reviewed regularly and discussed to promote buy-in. An emphasis will be placed on students with disabilities, English Learners, and students who need intensive interventions. 75% of our students are not at the "Meets" or "Masters" levels of performance.	
<b>Desired Annual Outcome</b>	Instructional leaders will use a normed tool and process to conduct observations, capture trends and track progress over time. Campus leadership will conduct debrief conversations and include high-leverage bite-sized, actionable feedback with clear models and opportunities to practice. Campus instructional leaders will conduct follow-up conversations after coaching sessions to monitor implementation of feedback within agreed upon timeframes.	Three to five agreed upon instructional strategies, classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms. Teachers maximize instructional time through consistent and efficient instructional practices (formative assessments; interventions; learning objectives; UPSC math strategy; parameters for homework).	

<p><b>Desired 90-Day Outcome</b></p>	<p>The administrative team will read Get Better Faster and align observation look fors to this framework as well as with TTESS. We will conduct a training of Get Better Faster in August 2021. TTESS Dimensions trainings will begin in August 2021.</p>	<p>Teachers will be trained to use a consistent math problem-solving strategy. Teachers will be trained on the Get Better Faster Phase 1 management trajectory.</p>	
<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>We will partner with the Executive Director of Appraisal and Educator Quality.</p>	<p>The administrative team will provide training to teachers using the Get Better Faster Framework, Phase 1.</p>	
<p><b>Barriers to Address throughout the year</b></p>	<p>Prioritization of tasks</p>	<p>Fidelity to agreed upon instructional strategies.</p>	
<p><b>District Actions for this Cycle</b></p>	<p>The Executive Director of Appraisal and Educator Quality will be a partner with the campus to provide ongoing training on observations and feedback.</p>	<p>District will provide guidance on a campus-wide math problem-solving strategy. Support from the Math Department will be secured.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If the district provides support through continuous feedback and monitoring from the Area Assistant Superintendent and the Executive Director of Appraisal and Educator Quality in regards to helping the campus prioritize and improve the observation and feedback cycle with teachers, then teachers will feel supported and become highly proficient in the implementation and execution of rigorous standards.</p>	<p>If the district provides support through continuous feedback and monitoring from the Area Assistant Superintendent and Math Department to the campus leadership team regarding effective classroom procedures and instructional strategies, then teachers will maximize their time to ensure that instructional strategies are differentiated to meet the varying needs of all students.</p>	

**ACTION PLAN**

