

## 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](#)

<b>Campus Name:</b>		<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>	
Texans Can Academy at Highlands		Garry Hardcastle - Senior Executive Director	
<b>Campus Number:</b>		<b>Superintendent Name:</b>	
015907030		Pedro Martinez	
<b>Date:</b>			
Tuesday, December 1, 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	Texans Can Academy at Highlands	Superintendent	Dr. James Ponce	Principal	Ruperto Becerra Jr.
District Number	015907	Campus Number	000000030	District Coordinator of School Improvement (DCSI)	Garry Hardcastle	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Sandra Slough

**ASSURANCES**

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

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Garry Hardcastle - December 1, 2020
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.	James Ponce - December 1, 2020
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.	Ruperto Becerra Jr. - December 1, 2020

Board Approval Date 14-12-2020

**DATA ANALYSIS**

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable. <https://rptsvr1.tea.texas.gov/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 goal is to increase our score from 59 to 70. Rationale: We want to take Approaches from 34 to 46, Meets from 7 to 13, and Masters from 0 to 1.</p> <p>Domain 2B: Our goal is to score at least 70. Rationale: We want our first-time test takers in English 2 to improve on their English 1 EOC by at least 3 questions to achieve this.</p> <p>Domain 3: Our goal is to increase our score from 30 to 65. Rationale: We plan on giving our graduating students the ASVAB and/or TSI on campus as well as offer dual-credit classes and post-graduate certifications. For ESL students, have pullout sessions at least once a month for practice on <u>Spring administration for TELPAS</u>.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Focus on giving our students prerequisite courses (where applicable) and using spiraling in our daily/weekly lessons.</p> <p>Domain 2B: Provide Reading 2 as a precursor to English 2, as well as offer FIE courses.</p> <p>Domain 3: Start pullout sessions earlier in school year for ESL students, offer more certification programs for students.</p>

	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Our goal is to score a 45 on CCMR. We are implementing the following certification programs: Microsoft Certification, Dual Credit w/ Richland. Campus Testing Coordinator will work with graduating students to complete ASVAB, TSI, and/or other college readiness exams. We also offer our students the opportunity to earn extra credits during the year to graduate with their cohort. We usually struggle in this area due to the educational deficiencies of our student clientele.
--	---	---

**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 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Planning for Implementation
5.3 Data-driven instruction.	3 - Planning for Implementation

**PRIORITIZED FOCUS AREAS**

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	1.1	3.1

<p><b>Rationale</b></p>	<p>We believe that focusing on term test data and supporting teachers in analyzing and understanding the data, we can make more effective plans for reteaching and supporting our students with their required learning objectives to help them be successful in the courses and state assessments.</p>	<p>By establishing clear and concise roles and responsibilities for each campus instructional leader, we will be able to better focus on critical needs areas (chain of command and expectations of faculty). We plan on using a calendar to outline when our weekly meetings are and who is expected to participate. We will create agendas prior to and share with invited members. Administration and instructional coach will lead meetings and/or professional development.</p>	<p>We want to reiterate what our vision and mission statements are for both SAISD and Texans Can and what we need to do moving forward as a new administration to uphold these values with our faculty and staff. By doing this, our students will have a better understanding of why we (as a learning community) promote a safe learning environment and have high expectations for them to not only graduate but also become both economically independent and productive members of society.</p>
<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>Campus will have department meetings and professional development using Eduphoria data. We will partner with district personnel to make sure data is aligned with scope and sequence.</p>	<p>Provide individualized responsibilities to our Instructional Coach, Professional Action Team (instructional leaders), Campus Instructional Leadership Team (academic advisor), and Leaver Team (support staff), among other groups, to foster professional growth. We are working with our faculty and staff to create a true chain of command to streamline processes and information on our campus.</p>	<p>Campus will continuously promote graduating thinkers that will be contributing members of society and economically independent. We will partner with SAISD and Texans Can as needed for literature to promote these ideals along with developing a school culture that promotes postsecondary education and/or career opportunities.</p>
<p><b>Barriers to Address throughout this year</b></p>	<p><del>Teachers lack of understanding how to read the data cause distrust in the process.</del> Teachers have not been properly trained on how to analyze daily and annual formative and summative data. Furthermore, teachers are struggling with the planning of and execution of Tier 1, 2, and 3 instruction.</p>	<p><del>As a new administration, we need to earn the trust of our faculty and staff in order to get them to perform at higher levels to ensure their professional growth.</del> We do not have a list of duties are for every position on campus (via TCA and/or SAISD), assistant principals are unsure of organizational duties, create a work environment that allows our employees to follow their responsibilities with fidelity.</p>	<p><del>Main barrier will be not being able to physically present information to large groups due to COVID-19 protocols in place. Video conferencing is difficult as well since students tend to leave their cameras and/or microphones disabled.</del> In general, we need to create a stronger culture of high expectations and shared ownership for student success in our teachers and staff by decorating our campus with college information, military contacts, and opportunities for post-secondary education/training and practice with fidelity in our conversations.</p>
<p><b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b></p>	<p>We will have Community Outreach Events to discuss how we are doing as a campus to our parents/guardians, students, and surrounding community. CLT meetings to discuss, develop, and improve school performance to communicate to our faculty and staff.</p>	<p>Community Outreach Events and online newsletters for parents and students. CLT meetings to discuss, develop, and improve school performance for the campus. PLCs to promote professional growth for teachers in their respective fields.</p>	<p>Administration and support staff will meet and greet with students upon entrance. Faculty and staff will monitor hallways in passing periods. We will promote safe learning environments, mission statements, vision statements, and postsecondary opportunities for students at all opportunities.</p>
<p><b>Desired Annual Outcome</b></p>	<p><del>Our staff become more proficient in using data analysis, and in turn, become better teachers for our students focusing on their individual progress.</del> By the end of the year, at least 80% of data talk PLCs will have in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p>	<p><del>The expectation is that our faculty and staff become more proficient at their position and better understand their roles and responsibilities, specific. They also have a better understanding of different positions on our campus and what they entail.</del> We want our campus employees to become proficient/above average at their positions. We will do this by having an employee handbook in place, set times for meetings (PLCs, faculty meetings, team meetings) with agendas, and an organization chart to show a chain of command with responsibilities.</p>	<p><del>The expectation is we create graduating students that will understand the importance of education and other career opportunities and how to become contributing members of society.</del> We will stress the importance of becoming a productive member of society to our outgoing students with college, post-secondary, military, and/or certification artifacts throughout our campus.</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district commits to providing data analysis software that is user-friendly and reliable as well as aligning our assessments to our scope and sequence, then we should get true measurable data for our students.</p>	<p>If the district provides the campus administration with a clear understanding of roles and responsibilities, then campus administration can develop faculty into strong campus leaders.</p>	<p>If the district provides paraphernalia promoting mission and vision statements for the purpose of promoting a safe environment and high expectations, then we as a campus will be able to better prepare students for the expectations of graduation and beyond.</p>



### 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>	5.3	1.1	3.1
<b>Desired Annual Outcome</b>	Our staff become more proficient in using data analysis, and in turn, become better teachers for our students focusing on their individual progress. By the end of the year, at least 80% of data talk PLCs will have in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	The expectation is that our faculty and staff become more proficient at their position and better understand their roles and responsibilities, specific. They also have a better understanding of different positions on our campus and what they entail. We want our campus employees to become proficient/above average at their positions. We will do this by having an employee handbook in place, set times for meetings (PLCs, faculty meetings, team meetings) with agendas, and an organization chart to show a chain of command with responsibilities.	The expectation is we create graduating students that will understand the importance of education and other career opportunities and how to become contributing members of society. We will stress the importance of becoming a productive member of society to our outgoing students with college, post-secondary, military, and/or certification artifacts throughout our campus.
<b>Desired 90-day Outcome</b>	At least 50% of our meetings will require agendas and sign in sheets for the data PLCs. We will use this so teachers will learn to utilize the data to guide instruction to help increase scores.	100% of meetings run by Administration will have agendas. Utilization of agendas will allow all to know who, what, when, where and why to prepare for meetings.	To have CCMR visuals placed in at least 50% of classrooms for IPI students to see. The purpose is to create an environment where faculty and staff feel comfortable coming to work, which in turn will allow our campus to help our students feel safe.
<b>Barriers to Address During this Cycle</b>	Time management of the data PLCs and getting them scheduled. PD day to work with those that struggle.	Time management and comfort level of instructional leaders.	Not having enough time for our CLT to find CCMR material or having good point of contacts related to CCMR for our campus.
<b>District Actions for this Cycle</b>	Ensure that the data program is working at all times.	Clearly defined roles and responsibilities for the district.	Ensure that we start implementing this plan by promoting college and career readiness at every opportunity.
<b>District Commitment Theory of Action</b>	If the district commits to providing data analysis software that is user-friendly and reliable as well as aligning our assessments to our scope and sequence, then we should get true measurable data for our students.	If the district provides the campus administration with a clear understanding of roles and responsibilities, then campus administration can develop faculty into strong campus leaders.	If the district provides paraphernalia promoting mission and vision statements for the purpose of promoting a safe environment and high expectations, then we as a campus will be able to better prepare students for the expectations of graduation and beyond.

### 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
Building capacity in my administrative team and building teacher leaders.	1.1, 3.1	10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13	Training in Frontline, training in schoolboy staff access to Frontline and Schoology.	Principal, Asst. Principals	Lesson Plans, Coaching Conversations, Leadership Team Meetings	12/1/20	Met	Continue building teachers into leadership roles and provide assistant principals with more specific tasks.
Establishment of recurring weekly Admin meetings focus on observations and debriefs/ discuss roles and responsibilities.	1.1, 3.1	9/29, 10/6, 10/13, 10/20, 11/16	Agendas, calendars	Principal	Agenda, Calendar	12/1/20	Met	Continue holding weekly meetings according to our joint calendar.
Admin and Teacher weekly PLCs to incorporate data.	3.1, 5.3	9/28, 9/29, 10/5, 10/6, 10/12, 10/13, 10/19, 10/20, 10/26, 10/27, 11/9, 11/10, 11/16, 11/17, 11/30	Agendas	Teachers/Admin	Agendas	12/1/20	Some Progress	Administration start attending meetings more frequently and require agendas prior to.
Data reports from data software given to Admin for review during PLCs.	5.3	10/9, 10/30, 11/20	Data reports	Teachers/Admin	Reports	12/1/20	No Progress	Reintroduce Eduphoria and Lead4ward through PD and mini-workshop sessions.
Turn in common formative assessments to Admin for data review.	5.3	10/5	Assessments	Teachers	Assessments	12/1/20	No Progress	Administration will set deadlines accordingly for teachers to turn in tests for review.
Common assessments include retest of retaught standards.	5.3	10/9-11/30	Assessments	District Specialists/Teachers	Assessments	12/1/20	No Progress	Administration will set deadlines accordingly for teachers to turn in tests for review.
Provide professional development calendar and training. Data driven instruction, distance learning and teaching, formative checks for daily gathering of data, and develop learning objectives.	1.1, 5.3	9/28-11/30	Professional Development, literacy alignment, Instructional Coach training	Asst. Principal C&I, Instructional Coach	Agendas, PLCs	12/1/20	Some Progress	Administration will continue to focus on weaknesses for the campus and create more PD opportunities for growth in these areas.



Develop process for data tracking	5.3	9/28-11/30	Eduphoria training, Data tracking process for teachers and students, Bam brick Data Forms, PD for Re-teaching strategies; Common assessment calendar;	Asst. Principal C&I, Instructional Coach	Data Trackers	12/1/20	No Progress	Reintroduce Eduphoria and Lead4ward through PD and mini-workshop sessions.

**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 achieved some success in most areas, most notably in areas that required processes and standards. Once the norms were established, it was easy for us as a campus to follow. We still need work on data-driven instruction. We plan on using PD in January and taking advantage of SAISD going forward to provide our teachers with the tools needed in Eduphoria and Lead4ward to help ensure better driven instruction.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not meet our goals for student performance. We do not have the norms established for data, which is one of the reasons why we don't know where to focus in our classes. Attendance issues have hurt us as well, but we need to get our data-driven instruction moving for the Spring terms.	
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>
	Building capacity in my administrative team and building teacher leaders. Establishment of recurring weekly Admin meetings focus on observations and debriefs/ discuss roles and responsibilities. Admin and Teacher weekly PLCs to incorporate data. Provide professional development calendar and training. Data driven instruction, distance learning and teaching, formative checks for daily gathering of data, and develop learning objectives.	Create professional development and provide continued support for data-driven instruction.

### 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>	5.3	1.1	3.1
<b>Desired Annual Outcome</b>	Our staff become more proficient in using data analysis, and in turn, become better teachers for our students focusing on their individual progress. By the end of the year, at least 80% of data talk PLCs will have in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	The expectation is that our faculty and staff become more proficient at their position and better understand their roles and responsibilities, specific. They also have a better understanding of different positions on our campus and what they entail. We want our campus employees to become proficient/above average at their positions. We will do this by having an employee handbook in place, set times for meetings (PLCs, faculty meetings, team meetings) with agendas, and an organization chart to show a chain of command with responsibilities.	The expectation is we create graduating students that will understand the importance of education and other career opportunities and how to become contributing members of society. We will stress the importance of becoming a productive member of society to our outgoing students with college, post-secondary, military, and/or certification artifacts throughout our campus.
<b>Desired 90-day Outcome</b>	<del>Work on meeting agendas and sign-in sheets for the data PLCs prior to meeting. Focus on data analysis with teachers. Make time during conferences to do learning sessions on differences between TEKS.</del> At least 80% of our PLCs will have "data talk". This will set our teachers up for future success by tracking TEKS using software (Schoology and/or Eduphoria).	<del>Continue the process of keeping our calendar updated for our non-negotiable meetings and appointments to have appropriate stakeholders participate in respective meetings (CILT, Leaver Team, Student Advisory, etc.).</del> Have at least 80% of our meetings follow agendas, our organization chart, and use Zoom meetings with fidelity.	<del>Continue fostering an environment where faculty and staff feel comfortable coming to work, which in turn will allow our campus to help our students feel safe. Continue to visit classrooms at opportune times so students understand the importance of their education.</del> Practice promoting post-secondary opportunities in at least 80% of our classrooms and 100% of our hallways with fidelity.
<b>Barriers to Address During this Cycle</b>	<del>Focusing on making PLCs (AP of C&amp;I and/or Instructional Coach) time management. Admin team has required meetings from both TCA and SAISD so we need teachers to be as flexible as possible.</del> Incorporating the measuring of TEKS in Schoology assignments and measuring data throughout 9 weeks. Focusing on differentiating instruction among different tiers.	Not establishing expectations (agendas, specific software, meeting norms) for the entire staff to adhere to going forward due to pushback. Not following what our job expectations are because they weren't clear and concise.	Staff not willing to promote post-secondary opportunities to our community.
<b>District Actions for this Cycle</b>	Ensure that the data program is working at all times.	Adhere to the roles and responsibilities expected by the district.	Continue implementing this plan by promoting college and career readiness at every opportunity through our faculty/staff.
<b>District Commitment Theory of Action</b>	If the district commits to providing data analysis software that is user-friendly and reliable as well as aligning our assessments to our scope and sequence, then we should get true measurable data for our students.	If the district provides the campus administration with a clear understanding of roles and responsibilities, then campus administration can develop faculty into strong campus leaders.	If the district provides paraphernalia promoting mission and vision statements for the purpose of promoting a safe environment and high expectations, then we as a campus will be able to better prepare students for the expectations of graduation and beyond.

### 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
<del>Admin and Teacher PLCs weekly PLCs to incorporate data.</del> AP of C&I meet with teachers to discuss tiering of instruction based off data from Schoology/Eduphoria.	5.3	12/1, 1/19, 1/25, 1/26, 2/1, 2/2, 2/8, 2/9, 2/16, 2/22, 2/23	Agendas	AP of C&I, Instructional Coach, Teachers	Agendas	3/1/21	Some Progress	Create strategies to implement for Term 4 that will cycle in TEKS from previous term.
<del>Data reports from data software given to Admin for review during PLCs.</del> Leadership team during PLCs will focus on weakest TEKS.	5.3	12/18, 1/29, 2/19	Data reports	AP of C&I, Instructional Coach, Teachers	Reports	3/1/21	Some Progress	Create learning opportunities to reintroduce weak TEKS and monitor data through Schoology.
Turn in common formative assessments to Admin for data review and receive feedback on alignment, depth, and complexity.	5.3	12/14	Assessments	AP of C&I, Teachers	Assessments, admin feedback, assessment results, PLC Notes	3/1/21	Some Progress	Create assessments every other week to prepare students for Spring EOCs and course finals based on all TEKS previously covered using questions from TCA content provided and/or Eduphoria test bank.
<del>Common assessments include retest of retaught standards.</del> Common assessments include weak TEKS from data collected throughout term and December EOCs.	5.3	1/12-2/26	Assessments	AP of C&I, District Specialists, Teachers	Assessments	3/1/21	Some Progress	Create assessments every other week to prepare students for Spring EOCs and course finals based on all TEKS previously covered using questions from TCA content provided and/or Eduphoria test bank.

At least 80% of teachers use best practices for teachers and provide training when applicable.	1.1	12/1-2/26	Professional Development, literacy alignment, Instructional Coach training	Asst. Principal C&I, Instructional Coach	Agendas, PLCs	3/1/21	Met	Continue the course of action.
Develop process for data tracking.	5.3	12/1 - 2/26	Instructional Coach training	Asst. Principal C&I, Instructional Coach	PLCs	3/1/2021	Met	Continue the course of action.
At least 80% of our classrooms will promote post-secondary opportunities for our in-person students.	3.1	12/1 - 2/26	Certification, military, college/university material	All staff	Photos, Reports, CCMR meetings	3/1/2021	Met	Continue the course of action.

**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 previously met our goals for 3.1 in cycle 1 and met our goal for 1.1 this cycle. For 5.3, we made progress this cycle and have a plan of action for the next few months (PLC meetings, data tracking online) to help us significantly improve or meet these goals. Knowing what our roles and responsibilities are (1.1) allowed us to hold each other accountable for our roles and responsibilities as well as implementing our mission and vision statements to promote future opportunities for students (3.1).
---	--

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not according to our Fall 2020 EOC scores. We had personnel issues (teacher shortages) throughout the fall terms which hindered our plan of action (data tracking, spiraling weak TEKS, everyone teaching without having to pull teachers from other areas). We have since hired teachers to fill our main areas of concern and have started data tracking and spiraling TEKS.
--	---

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>
	Data tracking and spiraling TEKS, continue PLC focus on disaggregating TEKS data.	Focus on progress monitoring students in credit recovery, complete employee handbook with duties and responsibilities (in writing) for faculty/staff, getting better engagement from students.

### 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>	5.3	1.1	3.1
<b>Desired Annual Outcome</b>	Our staff become more proficient in using data analysis, and in turn, become better teachers for our students focusing on their individual progress. By the end of the year, at least 80% of data talk PLCs will have in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	The expectation is that our faculty and staff become more proficient at their position and better understand their roles and responsibilities, specific. They also have a better understanding of different positions on our campus and what they entail. We want our campus employees to become proficient/above average at their positions. We will do this by having an employee handbook in place, set times for meetings (PLCs, faculty meetings, team meetings) with agendas, and an organization chart to show a chain of command with responsibilities.	The expectation is we create graduating students that will understand the importance of education and other career opportunities and how to become contributing members of society. We will stress the importance of becoming a productive member of society to our outgoing students with college, post-secondary, military, and/or certification artifacts throughout our campus.
<b>Desired 90-day Outcome</b>	<del>Have teachers better understand the differences between readiness and supporting standards/TEKS and use this information to prepare for Spring 2021 EOCs.</del> At least 80% of teachers will use data tracking. The purpose if this is to identify readiness vs. supporting TEKS (how they are used for EOCs) and how to utilize their data for Spring EOCs and course finals.	<del>Continue the process of keeping our calendar updated for our non-negotiable meetings and appointments. Continue open-communication between all-campus personnel.</del> By 5/31, we want to have the staff handbook at least 75% completed for 2021-2022 school year with expectations from all areas and how we plan to continue growth from all facets (individual/team/campus).	<del>Continue fostering an environment where faculty and staff feel comfortable coming to work, which in turn will allow our campus to help our students feel safe. Continue to visit classrooms at opportune times so students understand the importance of their education.</del> Have 100% of teachers promoting summer growth opportunities for returning students and post-graduation opportunities for graduating students.
<b>Barriers to Address During this Cycle</b>	Trying to spiral weak TEKS for Spring EOCs with limited time. Creating as many learning opportunities for students as possible.	Preparing for the following year without knowing if every staff member will be back or what positions we could possibly be losing due to funding cuts.	Keeping our students engaged throughout June. This year is extended two weeks from the norm so students might not be engaged after Memorial Day (end May/beginning June) due to being "mentally exhausted" from the extended year.
<b>District Actions for this Cycle</b>	Ensure that Schoology and/or Eduphoria are working at all times.	Adhere to the roles and responsibilities expected by the district.	Continue implementing this plan by promoting college and career readiness at every opportunity through our faculty/staff.
<b>District Commitment Theory of Action</b>	If the district commits to providing data analysis software that is user-friendly and reliable as well as aligning our assessments to our scope and sequence, then we should get true measurable data for our students.	If the district provides the campus administration with a clear understanding of roles and responsibilities, then campus administration can develop faculty into strong campus leaders.	If the district provides paraphernalia promoting mission and vision statements for the purpose of promoting a safe environment and high expectations, then we as a campus will be able to better prepare students for the expectations of graduation and beyond.

### 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
AP of C&I and Instructional Coach will meet with EOC teachers (at beginning of term and every Monday or Tuesday) to break down TEKS data and spiral weak TEKS. Data will be measured with formal assessments (mini, weekly).	5.3	3/1 - 5/31	Schoolology, Eduphoria, Lead4Ward, TEKS Resource	C&I Assistant Principal, Instructional Coach, Teachers	data tracker (Schoolology)	6/1/21	Some Progress	Be proactive and set meeting dates for upcoming 2021-2022 school year. Continue updating teachers on Spring EOC scores and sit down with them when we get official breakdown to start planning for teaching approaches for next school year.
PLCs with at least all core teachers will discuss learning gaps with students and what course of action is needed to provide students with opportunities to earn 0.5 - 1.0 credit.	5.3	3/1 - 5/31	Schoolology, EdPuzzle, Chromebooks	C&I Assistant Principal, Instructional Coach, Teachers	Grade monitoring program (Frontline and Schoolology)	6/1/21	Some Progress	Continue discussions with teachers on grade monitoring and continue reaching out to students for grading deadline of 6/7/2021. Create a plan of action to help fill the gaps for upcoming school year (create opportunities for reteach and reinforcement outside of classroom).
AP of C&I, Academic Advisor, Credit Recovery Teacher will monitor progress of students in Credit Recovery and create a plan for disengaged students to re-engage and finish up courses online before final day of school. (There is currently no final decision on summer school so we will operate as if there will not be one and if we are switching programs, which will cause a loss of progress)	5.3	3/1 - 5/31	Edgenuity, progress data reports	C&I Assistant Principal, Academic Advisor, CR Teacher	Edgenuity progress reports (pulled weekly)	6/1/21	Some Progress	Close out graduates by 6/7/2021 for final grades; 6/17/2021 for all other students. Wait for TCA to let us know our next step for online learning for 2021-2022 school year.
Admin Team will focus on completion of campus handbook for 2021-2022 year, which will outline duties and responsibilities going forward.	1.1	3/1 - 5/31	Job descriptions from SAISD and TCA, word processing software	Admin team	Final draft of handbook	6/1/21	Significant Progress	Finalize campus handbook during June prior to 6/30/2021. Have campus processes in place for following school year (tentative first day 8/2/2021).

Campus will provide graduating students post-secondary opprtunities by meeting with at least 80% of graduating seniors to help plan a career path.	3.1	3/1 - 5/31	SMS, Xello, college/military paraphanelia, certification opportunities	All staff	SMS data via Texans Can	6/1/21	Significant Progress	Reach out to pending graduates for post-graduate opportunities until 8/31/2021. Be proactive for 2021-2022 school year with juniors and seniors.

**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 made significant progress for 1.1 as we continued to round out responsibilities for the administration team, faculty, and support staff for the 2021-2022 school year. We made some progress on 3.1 and 5.3 and we still have some growing to do in these areas. For 3.1, we need to continue to reach out to our graduates as well as start creating opportunities of growth for next year grads. For 5.3, our May EOC teachers were better prepared since they had an extra 4 weeks to spiral as needed using data tracking in comparison to our English Dept since they tested in April. Data tracking for end of year will be based on EOC results and hearing or classes to provide our students with skills reinforcement opportunities throughout the year outside of the classroom.
---	--

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not meet any student performance goals. Our biggest struggle has been regular attendance for our remote learners. Our IPI students performed better overall in all aspects.
--	--

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>
	Continue PLCs with departments for 2021-2022 school year (focus on TEKS, previous school year data, creating learning opportunities outside of class). Continue focus on providing post-secondary opportunities for upcoming graduates.	Create a plan of action for campus transition to IPI instruction, create a calendar of events for upcoming school year, and focus on ways to spiral weak TEKS throughout Fall and/or Spring terms for students.

**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>	5.3	1.1	3.1
<b>Desired Annual Outcome</b>	By the end of the year, at least 80% of data talk PLCs will have in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	We want our campus employees to become proficient/above average at their positions. We will do this by having an employee handbook in place, set times for meetings (PLCs, faculty meetings, team meetings) with agendas, and an organization chart to show a chain of command with responsibilities.	We will stress the importance of becoming a productive member of society to our outgoing students with college, post-secondary, military, and/or certification artifacts throughout our campus.
<b>Did the campus achieve the desired outcome? Why or why not?</b>	We did not achieve this goal. Our duties and responsibilities changed the last 4 months of the school year due to our campus losing an administrator and we will be better prepared going into 2021-2022.	We are on the cusp of meeting this goal. We have outlined what duties and responsibilities are, have a working rough draft of our calendar for 2021-2022 (pending a few dates), and are finalizing an organization chart and duties and responsibilities.	We reached our goal for E1 focus groups but did not achieve our other goals for all students. We achieved success with our IPI students and the majority of our seniors, but still need more work reaching out to freshmen, sophomores, and juniors. Transitioning back to 100% in-person instruction will make this focus area achievable for 2021-2022 school year.



### CYCLE 4 90-DAY OUTCOMES (June-August)

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

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

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

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	
<b>Rationale</b>	By creating lesson plans and assessments that are geared towards specific TEKS from previous testing data, we will have better results for both term grades and EOCs for all subpops for 2021-2022 school year.	By focusing on our data from 2020-2021 school year, we can create a plan of action as we return to 100% in-person instruction which in turn will help us get better results in all core subjects each term as well as better results for assessments and EOCs.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	This will be a point of emphasis for our proposed weekly meeting with our CLT and/or Instructional Coaches meeting. We will allow our teachers to continuously tweak as needed in the best interest of our students while maintaining fidelity with TCA/SAISD curriculum.	This will be a continuous point within our PLCs and we will have our teachers use running data trackers based on all teacher-taught TEKS, with more emphasis being placed on EOC subjects. We will have students monitor their data as well for each assessment so they can check progress and see what their strengths and weaknesses are.	
<b>Desired Annual Outcome</b>	We want our students to be more successful for 2021-2022 and afford them more learning opportunities (both in and out of the classroom), which will help them fill in the gaps from 2020-2021 school year and create a better opportunity for being successful on classwork and assessments. To accomplish this, we will have at least 80% of our teachers using previous data to align and realign their coursework to targeted TEKS based on previous and tested data.	We want our campus to vastly improve on our 2020-2021 overall state assessment scores for all population groups. To do this, we will have at least 80% of our teachers using data tracking with students to identify their personal strengths and weaknesses.	
<b>Desired 90-Day Outcome</b>	Establish procedures prior to school year during professional development and tweak processes as needed for the best interests of our students during first few weeks. See better results overall (grades and assessments) for Term 1 in comparison to 2020 T1. By end of this cycle, we will have at least 50% of our teachers align their coursework to targeted TEKS based on previous data.	Establish procedures prior to school year during professional development and implement mini-assessments every 3 weeks with a term final focused all teacher-taught TEKS for each core subject. For EOC subjects, there will be at least a 60:40 ratio on Readiness:Supporting (will a ratio as high as 70:30). By the end of this cycle, at least 50% of our teachers will follow the minimum ratio of 60:40 for assessments.	



--	--	--	--	--	--	--	--	--