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	Houston ISD	Campus Name	Seguin Elementary School	Superintendent	Dr. Grenita Lathan	Principal	Mayte Garcia-Olivo
District Number	101912	Campus Number	000000373	District Coordinator of School Improvement (DCSI)	Silvia Trinh	ESC Number	4
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	2019-20202	Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	Nancy Webster

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.	Silvia Trinh, 10/13/2020
Principal Supervisor ** Only necessary if the DCSI is NOT the Principal supervisor.*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Erwin Garcia-Velasquez, 10/13/2020
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.	Mayte Garcia-Olivo, 10/13/2020
Board Approval Date		

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.	Domain 1: Our goals are to achieve 70% Approaches, 35% Meets, and 20% Masters to reach a scale score of 71, which would put us at a "C" rating. Rationale: We determined this goal by using the Texas Education Agency A-F Estimator and plugging in different values that would help us achieve a "C" rating in Domain 1. By increasing our approaches level by 15% from 55% to 70%, our meets level by 9% from 26% to 35% and our masters level by 10% from 10% to 20%, we would increase our rating in Domain 1 from an "F" to a "C".
		Domain 2B: Our goal is to increase our growth in reading and math in grades 4 and 5 by 7% from 65% to 72% increase in reading and 60% to 67% in math. Rationale: Our rationale by wanting to increase by 7% is that this is the minimum that we will need to increase our rating from an "F" rating to a "C" rating.
		Domain 3: Our goal in Domain 3 is to close the gaps in the following subpopulations: **Academic Achievement** - English Learners in Reading(need to increase by 7%), All Students in Math need to increase by 10%, Hispanic Students in Math need to increase 2%, Economically Disadvantaged students in Math need to increase by 1%, Non-Continuously Enrolled Students in Reading need to increase by 19%, All Students need to increase by 23% **Growth Status**: Hispanic students in Reading need to increase by 1 growth point, English Language Learners in Reading need to increase by 1 growth pt., Hispanic students in Math need to increase by 9 growth points, English Language Learners in Math need to increase 11 growth points, Non-Continuously Enrolled students in Math need to increase by 10 growth points. Rationale: These are the minimum targets that we need in order to achieve a "C" rating on Domain 3. We need to target the subpopulations mentioned.
	What changes in student group and subject performance are included in these goals?	Domain 1: Students are receiving targeted interventions based on deficit skills.
		Domain 2B: Students are being tracked to target specific deficit skills with a focus in reading to ensure at least one year's growth in both math and reading.
		Domain 3: Students are receiving targeted interventions and we are especially tracking and focusing on our subpopulations to ensure that they are making the necessary growth.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

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

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

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

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

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

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

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

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Rationale	There were no clearly defined lesson plan expectations which contained formative assessments.	Data collection, tracking, and analysis was taking not taking place prior to 2019-2020. We started it in 2019-2020 and we were on the right track but now we have many new teachers so we have to train and ensure that it is taking place	
How will the campus build capacity in this area? Who will you partner with?	The administrative team provided professional development during August Pre-service on the development and components of an effective lesson plan. The administrative team reviews weekly lesson plans, provides feedback to the teachers, and asks for corrections to be made before the lesson goes live. We are partnering with district Teacher Development Specialists.	The administrative team and our Data Driven Instructional Specialist have been conducting trainings on how to pull reports, how to analyze reports, how to identify student gaps, how to identify which students need interventions and in what areas. We will next target how to give presentations around our student data. We are partnering with our district Data Driven Instructional Specialist.	
Barriers to Address throughout this year	Teachers submit lesson plans for compliance purposes. Teachers want to push back when confronted with additional duties or expectations.	Creating a culture that is data-driven, focused on student achievement, and being strategic about our practices.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We got teachers to come up with what they considered important components to a good, solid lesson plan. When we created the template together we voted to see if this was the template we wanted to follow.	Because we began this practice last year, many of our teachers are already on board. The new teachers that were hired were told our school expectations and they agreed before they were hired. We are supporting all our teachers with training and assistance as needed. Our teachers have seen the value of tracking and analyzing data.	
Desired Annual Outcome	By the end of the 2020-2021 school year, 100% teachers will be able to write objective-driven daily lesson plans that include formative assessments. Additionally, teachers will deliver cohesive and aligned lessons as evidenced by the Teacher Appraisal and Development System tool and increase student outcomes.	By the end of the 2020-2021 school year, 100% teachers will be collecting, tracking, and using data to drive instruction.	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2 math and reading and the district ensures that schools receive detailed reports within two days of the assessment, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and deploy effective classroom routines and strategies.	If the district provides schools with access to student academic, behavioral, and graduation data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campuses will be able to establish strong data driven instructional practices and provide Response To Intervention for students with learning and socio-emotional gaps.	