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	HISD	Campus Name	Clemente Martinez	Superintendent	Dr. Grenita Lathan	Principal	Alejandro Lopez
District Number	101912	Campus Number	000000289	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?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Kellie Edmundson

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 10/19/20
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.	Erwin Garcia-Velasquez 10/19/20
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.	Alejandro Lopez 10/19/20
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: For the 2020/2021 school year, our campus will increase our Domain 1 composite score from a 28 (scaled score of 54) to a 43 (scaled score of 72) by increasing percent Approaches to 67%, Meets to 22%, and Masters to 16%. This will support our campus in achieving an overall C rating for 2021. Rationale: With our district support and instructional leaders on campus along with our data specialist provided by our district, we are confident we can provide our teaching staff the coaching and guidance they need to improve our domain 1 score. Our campus will focus on objective driven lesson plans along with a strong focus on instructional leadership, we will be able to achieve the results we need.
		Domain 2B: We will be focusing on Domain 2B. Our goal is to reach a composite score of 38 (scaled 74). Rationale: All our students will receive a goal, students must meet their goal after every relevant assessment. We will progress monitor scholars and provide additional support for scholars not achieving their goal. Scholars goal number will be based on previous STAAR exam. Focusing on all our students will ensure our relative performance increases, since 98.5% of our scholars are economically disadvantaged.
		Domain 3: We will increase our Domain 3 score of 23 (scaled score of 60) to a score of 62 (scaled score of 74) in 2021. Rationale: In 2019 our campus met target for Texas English Language Proficiency Assessment System. We will continue to focus on our English Language Learners population and progress monitor using district assessment English language development exam. Our campus will place scholars who are not making progress into after-school and boot camp interventions. In 2019 our campus did not met target on Academic achievement or Domain 1 STAAR. With a strong focus on Domain 1 goals, our campus will be able to meet these goals for 2021.
	What changes in student group and subject performance are included in these goals?	Domain 1: We are targeting our 5th grade scholars in English Language Arts and Math. In 2019, 41% of these scholars did not meet on STAAR English Language Arts and 44% did not meet on STAAR Math. In addition, our campus will focus on moving our scholars across performance bands, from Did Not Meet to approaches and approaches to meets. In 2019, 22% of scholars were at meets in math and 17% of scholars were at meets in English Language Arts. With a strong focus on objective driven lessons and progress monitoring our scholars, we are confident we will be able to meet this goal.
		Domain 2B: Our campus will be targeting our economically disadvantaged scholars, this makes up 98.5% of our population.
		Domain 3: Our targeted population for Domain 3 will be our English Language Learners. Our campus Texas English Language Proficiency Assessment System data was reached in 2019 however last year our Texas English Language Proficiency Assessment goal was not met. Many of our English Language Learners did not met their progress measure.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

CAMPUS FOCUS AREAS

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

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

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

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

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://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	1.1	5.1	
Rationale	Campus leader roles shifted. New leaders will be responsible for critical content areas. Campus leaders did not use consistent, written protocols and processes to lead their department, grade-level teams, and other areas of responsibility. Principal will be coming in to his second year.	Based on Essential School Framework feedback, lesson plans didn't contain enough details. Lesson plans also lacked essential components. Campus was also below data goals in cycle 1 and cycle 2 for district assessments.	
How will the campus build capacity in this area? Who will you partner with?	Campus leadership team will schedule planned meetings before the start of the academic school year to develop protocols and processes for Professional Learning Communities, Campus Leadership Team, Instructional Leadership Team and grade level team leads to ensure consistency and alignment. Campus Leadership Team will partner with district level support such as, school supporting officer, teacher development specialist, Multilingual and curriculum department for capacity building.	Through professional development, modeling what lesson plans should look like, providing exemplars, Campus Leadership Team (CLT), Teacher Development Specialist (TDS), and grade level team lead teachers meeting weekly, teacher capacity will be built so student academic success is achieved.	
Barriers to Address throughout this year	Rolling closures and distance learning due to Covid19. Prior to 2019-2020, school culture suffered from low expectations, lack of urgency, tier 1 instruction and leadership capacity. A new culture was introduced with high expectations and a strong focus on tier 1 instruction. New teaching staff 6 out of 8 teachers are new to 3rd-5th grade. Campus leaders new to the role and responsibilities.	Prior to 2019-2020 lack of expectations, lack of urgency, and effective tier 1 instruction. New staff 30% of our staff are new to the campus. Teacher capacity and 6 out of 8 teachers are new to the testing grade levels 3rd-5th. New English Language Arts curriculum and use of consistency schoolwide.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication to all stakeholders will be done through faculty meetings, Shared Decision Making-Committee (SDMC), team lead meetings, Professional Learning Communities (PLCs), and monthly school area meetings. Campus Leadership Team meetings and campus debriefs with School Supporting Officer (SSO). We plan to create buy-in by being transparent with all stakeholders, providing them with data that supports focus area and sharing a common goal.	Face to face meetings along with virtual meetings. We will create buy-in by being transparent with our staff and presenting developed schoolwide protocols regarding Professional Learning Communities and staff expectations regarding items to be submitted on a weekly basis. Sharing our Essential School Framework feedback on lesson plan and their lack of detail. We will also provide incentives for our teachers.	
Desired Annual Outcome	All administrators have a clear understanding of their roles and responsibilities and can conduct department and grade level meetings using consistent written protocols to lead their department, grade level teams, and Professional Learning Communities.	All teachers submitting objective-driven daily lesson plans with enough detail and essential components included in plans based on schoolwide protocols. Campus wide alignment with lesson plan template and submission format, to be presented in Professional Learning Communities on a weekly basis, with feedback provided.	
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principal supervisors have necessary authority to create conditions for school success then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.	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.	