

**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	Patrick Henry Middle School	Superintendent	Grenita Lathan	Principal	Jason Davila
District Number	101912	Campus Number	000000052	District Coordinator of School Improvement (DCSI)	Silvia Trinh	ESC Number	
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	20-21	Was TAP Implementation Ordered or Voluntary?	Voluntary	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
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.	Alecia Bell
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.	Jason Davila
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: 70 Domain 2B: 85 Domain 3: 70 According to 2019 data, the campus was within a single digit margin of meeting all but one of the 8 growth indicators(non-continuously enrolled). An improvement in Domain 3 will impact domains 1 and 2 due to the correlation between Domains 2a and 3. Domain 3 is a disaggregated component of the overall number of students that meet growth measures(Domain 2a). In addition, if Tier 1 and some tier 2 students meet their growth measures in reading and/or math, it creates a possibility for those students to advance into the next performance level for Domain 1. For example, if a Tier 1 student's growth measure is a 90 and an 87 is needed to reach mastery, that student will have achieved mastery on his/her Reading STAAR for that school year.
	What changes in student group and subject performance are included in these goals?	Every goal ensures the school improves in every domain with an emphasis on student achievement and growth at the approaches, meets, and masters level and special populations in domain 3 such as English learners, special education students, etc.
	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.	5 - Full 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.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5 - Full Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	5 - Full Implementation
5.3 Data-driven instruction.	5 - Full 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	5.3
Rationale	1.1- Develop campus instructional leaders with clear roles and responsibilities. The campus principal has support from the School Support Officer, and the Achieve 180 office with clear guidance on developing Tier 2 Leaders. If the capacity of the instructional leadership team on campus improves, teachers will receive more effective support, grow instructionally, and student achievement and growth will increase.	5.1. Objective-driven daily lesson plans with formative assessments. Through the development of Tier 2 Leaders, teachers will receive the feedback and support to develop more effective, objective-driven lesson plans with a STAAR aligned formative assessment to assess student learning. This will equip teachers with day-to-day data tracking that will help them reflect on their instructional practices, make changes to enhance lessons which in result will improve student success.	5.3 Data driven instruction will make teachers more intentional around the decis

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>Coaching and feedback from administrators will result in teacher effectiveness. It will improve instruction in the classroom while closing achievement gaps and growing all students academically, socially, and emotionally.</p>	<p>High-level, objective-driven daily lesson plans with formative assessments will be written consistently and with fidelity every week to improve student outcomes.</p>	<p>Through effective data-driven instruction, students at Holland will receive the sup</p>
<p><b>Barriers to Address throughout this year</b></p>	<p>Prioritizing time and space when things occur on campus and coaching and feedback practices may not be consistent across all content areas and grade levels.</p>	<p>Teachers' mindset around taking the time to plan effective lesson plans and teachers' capacity to design objective driven lesson plans with a clear assessment to gauge lesson effectiveness are potential barriers. Feedback given to teachers must move lesson plan effectiveness in the right direction.</p>	<p>Teachers' and Tier 2 Leaders' knowledge of the accountability system to use data t</p>
<p><b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b></p>	<p>Vision, mission, master calendar, SIP, goals, and systems will be shared with all stakeholders. Buy-in will be created through evidence of follow through.</p>	<p>A180 ,District, Campus PD, agendas, and evidence of execution will be available.</p>	<p>Calibrated instructional walks to ensure aligned practices across all content areas.</p>
<p><b>Desired Annual Outcome</b></p>	<p>Building Tier 2 leader capacity will result in achieving our goals and teacher effectiveness. For the 2020-2021 school year, Henry will be rated a B campus. 77% of our students will hit their growth measure in reading and 75% of students will hit their growth measure in math.</p>	<p>As a result of effective coaching and development from the campus instructional leadership team, all teachers will earn a rating of effective or higher in the objective-driven lesson planning and execution criteria of the Teacher Appraisal and Development (TADS) framework. An increase of students will score at the Meets level on STAAR as a result of effective teacher coaching and objective-driven lesson plans and formative/summative assessments.</p>	<p>By the end of this school year, Patrick Henry will be rated a B campus. 77% of stud</p>
<p><b>District Commitment Theory of Action</b></p>	<p>If the district supports principals by protecting their time for school instructional leadership and provides effective governance to support and promote student outcome, then the campus will be able to develop instructional leaders with clear roles and responsibilities.</p>	<p>If the district continues providing PD that is up to date with current research, leaders will continue developing focused plans for improvement that is regularly monitored and improved upon.</p>	<p>If the district continues to ensure access to high quality and research based assessment resources aligned to the TEKS/SEs, effective classroom data driven strategies will continue to be applied.</p>