

Martin Luther King Jr. Academy

Targeted Improvement Plan

2019-2020



TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to 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 outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio ISD	Campus Name	M.L.King Academy	Superintendent	Pedro Martinez	Principal	Natasha F. Pinnix
District Number	15907142	Campus Number	000000142	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Support	Shannon Allen

Assurances	
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.
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.
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.
Board Approval Date	2019-11-11

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		4	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	Prioritized Focus Area #2	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Rationale	Campus professional learning community meetings/grade level meetings are not consistently led by teacher leaders. Consistent written protocols and processes are needed to assist teacher leaders with leading their department or grade level teams.	Prioritized Focus Area #2	As part of the campus' theory of action, all educators are expected plan using the backwards design. Backwards design begins with the objectives of a unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create lessons that achieve those desired goals. The educational goals of a course or unit should be readiness Texas Essential Knowledge Skills (TEKS). However, backwards planning from assessments isn't occurring with fidelity in all classrooms.
Desired Annual Outcome	Teacher leaders will use protocols and processes adopted from School Reform Initiative to lead professional learning communities/ grade level meetings. Teachers will use agendas and tracking tools for their instructional responsibilities including classroom observations/feedback cycles, professional learning community meetings/grade level team meetings, and data meetings.	Prioritized Focus Area #2	All teachers will use district provided year at glance/scope and sequence to plan units and create assessments that are aligned to the Texas Essential Knowledge and Skills (TEKS) for all tested subjects and grades and in K-2nd grade in mathematics and reading.
Barriers to Address During the Year	The campus leadership team will identify teacher "champions/ leaders" that will lead professional learning communities/grade level meeting through effective instructional strategies that are aligned to the campus' theory of action. For example: Interactive journaling, formative checks for understandings and student data analysis.	Prioritized Focus Area #2	The campus leadership team will ensure the alignment of all lessons and assessments to the TEKS with emphasis on readiness standards. Dedicating time to assessment creation and data analysis during monthly vertical planning days.
District Commitment Theory of Action:		If the District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational experiences.	
Prioritized Focus Area #3		Prioritized Focus Area #3	
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	Prioritized Focus Area #3	
Rationale	Formative assessments are ongoing assessments, reviews, and observations in a classroom. Teachers should use formative assessment to improve instructional methods and provide student feedback throughout the teaching and learning process. However, currently not all lessons are informed by student data and not all lessons includes frequent checks for understanding that are aligned with the objective.	Prioritized Focus Area #3	
Desired Annual Outcome	All teachers will create and submit unit plans that include clear objectives (TEKS) and daily formative assessments along with exemplar responses. Teachers will use the data collected from formative assessment to provide specific feedback to students and make changes to upcoming unit plans.	Prioritized Focus Area #3	
Barriers to Address During the Year	The campus leadership team will ensure that all lessons are informed by student data and includes frequent checks for understanding aligned with the objective. Unit plans will be reviewed and discussed during professional learning community meetings (PLCs).	Prioritized Focus Area #3	

ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	District CBA	29		District CBA	29		Benchmark	29		STAAR	29	
3rd	Math	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
4th	Reading	District CBA	29		District CBA	29		Benchmark	29		STAAR	29	
4th	Math	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
4th	Writing	District CBA	22		District CBA	22		Benchmark	22		STAAR	22	
5th	Reading	District CBA	29		District CBA	29		Benchmark	29		STAAR	29	
5th	Math	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
5th	Science	District CBA	31		District CBA	31		Benchmark	31		STAAR	31	
6th	Reading	District CBA	29		District CBA	29		Benchmark	29		STAAR	29	
6th	Math	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
7th	Reading	District CBA	29		District CBA	29		Benchmark	29		STAAR	29	
7th	Math	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
7th	Writing	District CBA	22		District CBA	22		Benchmark	22		STAAR	22	
8th	Reading	District CBA	29		District CBA	29		Benchmark	29		STAAR	29	
8th	Math	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
8th	Science	District CBA	31		District CBA	31		Benchmark	31		STAAR	31	
8th	Social Studies	District CBA	23		District CBA	23		Benchmark	23		STAAR	23	
8th	Alg I	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
ALL	Reading	District CBA	29		District CBA	29		Benchmark	29		STAAR	29	
ALL	Math	District CBA	44		District CBA	44		Benchmark	44		STAAR	44	
ALL	Science	District CBA	31		District CBA	31		Benchmark	31		STAAR	31	
ALL	Writing	District CBA	22		District CBA	22		Benchmark	22		STAAR	22	
ALL	Social Studies	District CBA	23		District CBA	23		Benchmark	23		STAAR	23	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Teacher leaders will use protocols and processes adopted from School Reform Initiative to lead professional learning communities/ grade level meetings. Teachers will use agendas and tracking tools for their instructional responsibilities including classroom observations/feedback cycles, professional learning community meetings/grade level team meetings, and data meetings.	As part of the campus' theory of action, all educators are expected plan using the backwards design. Backwards design begins with the objectives of the instructional unit or course—what students are expected to learn and be able to do—and then proceeds “backward” to create lessons that achieve those desired goals. The educational goals of a course or unit should be readiness Texas Essential Knowledge Skills (TEKS). However, backwards planning from assessments isn't occurring with fidelity in all classrooms.	Formative assessments are ongoing assessments, reviews, and observations in a classroom. Teachers should use formative assessment to improve instructional methods and provide student feedback throughout the teaching and learning process. However, currently not all lessons are informed by student data and not all lessons includes frequent checks for understanding that are aligned with the objective.
Desired 90-day Outcome	Teacher leaders will learn how to use the "Standards in Practice" protocol from School Reform Initiative to examine the design and effectiveness of assignments and discuss the implications for teaching during monthly vertical planning day/ professional learning. This protocol will be used to guide discussion around aligning instructional strategies and assignments.	Teachers will work with the administrative team to align assessments and activities to the rigor of the standard. By the end of this period all teachers will consistently use the backwards planning design to create assessments aligned that are align to the rigor of the Texas Essential Knowledge Skills (TEKS) and plan lessons that will prepares students to be successful on the assessment.	Professional Learning Communities(PLCs)/grade level meetings will prioritize objective driven planning. Instructional unit plans and Assessment will be submitted and vetted by administrators during monthly vertical planning days.
Barriers to Address During this Cycle	A barrier maybe securing substitutes for vertical planning days.	Teachers understanding of their content area and how to deconstruct the Texas Essential Knowledge Skills (TEKS) is a potential barrier.	A barrier maybe securing substitutes for vertical planning days.
District Actions for this Cycle	SAISD will be able to support this campus by allowing content specific Implementation Specialist to attend monthly vertical planning days.	District Implementation Specialist will be need to support teachers in need of content support.	District provided year at a glance and content specific professional development.
District Commitments Theory of Action	If the District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational experiences.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Recurring weekly grade level meetings/ professional learning communities (PLC's) focused on data analysis and instructional planning.	1,2,3	Beginning August 26th	PLC Calendar, Agendas, Backwards Planning Template	Principal, IC, AP	Meeting Minutes and Agendas	Ongoing		
PLC Protocols and Processes training	1, 2,3	October 20th	Standards in Practice and Tuning Protocols	Principal, IC, AP	Work Samples , Meeting Minutes	October 28th		
Teachers use data tracker for all common assessments and unit tests	3	November 8th	Data Trackers (digital and physical)	Teachers	updated data trackers	Weekly, Ongoing		
Implementation of campus wide instructional strategies such as journaling, notetaking and test taking strategies	2,3	November 8th	Teaching Supplies	Teacher leaders	Campus wide exemplars	Ongoing		
Deconstructed Unit Maps and Aligned Assessments will be submitted prior to every unit.	2,3	Beginning August 13th	YAG, TEKS Snapshot, Assessment Creator	Principal, IC, AP	Aligned Unit Maps and Assessments	Ongoing		

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Teacher leaders will use protocols and processes adopted from School Reform Initiative to lead professional learning communities/ grade level meetings. Teachers will use agendas and tracking tools for their instructional responsibilities including classroom observations/feedback cycles, professional learning community meetings/grade level team meetings, and data meetings.	All teachers will use district provided year at glance/scope and sequence to plan units and create assessments that are aligned to the Texas Essential Knowledge and Skills (TEKS) for all tested subjects and grades and in K-2nd grade in mathematics and reading.	All teachers will create and submit unit plans that include clear objectives (TEKS) and daily formative assessments along with exemplar responses. Teachers will use the data collected from formative assessment to provide specific feedback to students and make changes to upcoming unit plans.
Desired 90-day Outcome	Teacher leaders will use PLC protocols and process to lead PLCs. Teachers will select instructional strategies to champion during PLC	Teachers will work together as vertical teams to ensure vertical alignment of lessons	PLC's will prioritize objective driven planning. Protocols will be used to evaluate activities and assessments.
Barriers to Address During this Cycle	Continuing to develop instructional leaders through PLCs.	Peer vetting of assessments and activities	Teacher leaders will support other teachers in creations of formative assessments and lesson alignment
District Actions for this Cycle	PLC protocol professional development offerings at the district level.	District provided year at a glance	District provided year at a glance, Content specific professional development.
District Commitments Theory of Action	If the District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational experiences.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Recurring weekly PLC meetings focused on data analysis	1,3	Ongoing	PLC Calendar, Agendas, Backwards Planning Template	Principal, IC, AP	Meeting Minutes and Agendas	Ongoing		
Teachers use data tracker for all common assessments and unit tests	2,3	November 8th	Data Trackers (digital and physical)	Teachers	updated data trackers	Weekly, Ongoing		
Implementation of campus wide instructional strategies such as journaling, notetaking and test taking strategies	2,3	November 8th	Teaching Supplies	Teacher leaders	Campus wide exemplars	Ongoing		
Deconstructed Unit Maps and Aligned Assessments will be submitted prior to every unit.	2,3	Beginning August13th	YAG, TEKS Snapshot, Assessment Creator	Principal, IC, AP	Aligned Unit Maps and Assessments	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones			New Milestones	

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Teacher leaders will use protocols and processes adopted from School Reform Initiative to lead professional learning communities/ grade level meetings. Teachers will use agendas and tracking tools for their instructional responsibilities including classroom observations/feedback cycles, professional learning community meetings/grade level team meetings, and data meetings.	All teachers will use district provided year at glance/scope and sequence to plan units and create assessments that are aligned to the Texas Essential Knowledge and Skills (TEKS) for all tested subjects and grades and in K-2nd grade in mathematics and reading.	All teachers will create and submit unit plans that include clear objectives (TEKS) and daily formative assessments along with exemplar responses. Teachers will use the data collected from formative assessment to provide specific feedback to students and make changes to upcoming unit plans.
Desired 90-day Outcome	Teacher leaders will use PLC protocols and process to lead PLCs. Teachers will select instructional strategies to champion during PLC	Teachers will work together as vertical teams to ensure vertical alignment of lessons	PLC's will prioritize objective driven planning. Protocols will be used to evaluate activities and assessments.
Barriers to Address During this Cycle	Continuing to develop instructional leaders through PLCs.	Peer vetting of assessments and activates	Teacher leaders will support other teachers in creations of formative assessments and lesson alignment
District Actions for this Cycle	PLC protocol professional development offerings at the district level.	District provided year at a glance	District provided year at a glance, Content specific professional development.
District Commitments Theory of Action	If the District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational experiences.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Recurring weekly PLC meetings focused on data analysis	1,3	Ongoing	PLC Calendar, Agendas, Backwards Planning Template	Principal, IC, AP	Meeting Minutes and Agendas	Ongoing		
Teachers use data tracker for all common assessments and unit tests	3	November 8th	Data Trackers (digital and physical)	Teachers	updated data trackers	Weekly, Ongoing		
Implementation of campus wide instructional strategies such as journaling, notetaking and test taking strategies	2	November 8th	Teaching Supplies	Teacher leaders	Campus wide exemplars	Ongoing		
Deconstructed Unit Maps and Aligned Assessments will be submitted prior to every unit.	2,3	Beginning August13th	YAG, TEKS Snapshot, Assessment Creator	Principal, IC, AP	Aligned Unit Maps and Assessments	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Teacher leaders will use protocols and processes adopted from School Reform Initiative to lead professional learning communities/ grade level meetings. Teachers will use agendas and tracking tools for their instructional	All teachers will use district provided year at glance/scope and sequence to plan units and create assessments that are aligned to the Texas Essential Knowledge and Skills (TEKS) for all tested subjects and grades and in K-2nd grade in mathematics and reading.	All teachers will create and submit unit plans that include clear objectives (TEKS) and daily formative assessments along with exemplar responses. Teachers will use the data collected from formative assessment to provide specific feedback to students and make changes to
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Teacher leaders will learn how to use the "Standards in Practice" protocol from School Reform Initiative to examine the design and effectiveness of assignments and discuss the implications for teaching during monthly vertical planning day/ professional learning. This protocol will be used to guide discussion around aligning instructional strategies and assignments.	Teachers will work with the administrative team to align assessments and activities to the rigor of the standard. By the end of this period all teachers will consistently use the backwards planning design to create assessments aligned that are align to the rigor of the Texas Essential Knowledge Skills (TEKS) and plan lessons that will prepares students to be successful on the assessment.	Professional Learning Communities(PLCs)/grade level meetings will prioritize objective driven planning. Instructional unit plans and Assessment will be submitted and vetted by administrators during monthly vertical planning days.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	If the District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational experiences.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones