

Poe Middle School 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	SAISD	Campus Name	Edgar Allan Poe Middle School	Superintendent	Pedro Martinez	Principal	Christine Perez
District Number	015907	Campus Number	000000054	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Support	Jamie Goodwin
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.					Daniel Girard 10/18/19	
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.					n/a	
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.					Christine Perez 10/18/19	
Board Approval Date	2019-11-11						
Needs Assessment							
Data Analysis Questions		What accountability goals for each Domain has your campus set for the year?	Domain I: 60 (D), Domain II/STAAR Growth Measure 62 (D)/Relative Performance 72C, Domain III 73/C = Final Score of 72/C				
		What changes in student group and subject performance are included in these goals?	Student achievement is projected to increase by four points, STAAR growth is projected to increase by four points, relative performance is projected to increase by 9 points, and closing the gap is projected to increase by three points.				
		If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A				

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.		4	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		2	
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.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Professional Learning Networks have established content visions, however the campus has not established updated vision and mission statements. The campus has developed academic achievement and growth goals.	By conductive daily formative assessments with frequent checks for understanding during the lesson cycle, teachers are able to frequently determine if students are mastering skills and the level of intervention needed.	Evidence that teachers are using daily formative assessments to adjust instructional practices is inconsistent and in its beginning stages.
Desired Annual Outcome	PLNs annually review the vision and mission statements and update to reflect the campus goals for students.	Daily formative assessments show an increase in success rate which in turn develops into increase student achievement and growth on state, district, and campus assessments.	Student achievement and growth data is evidenced through results on standardized assessments such as STAAR, MAP, PSAT, etc. Students show at least one year's worth of academic growth in content areas.
Barriers to Address During the Year	1. Transparency and collaboration as a whole staff to develop new vision and mission statements	1. Teachers maintaining consistent practices in conducting interim checks for understanding and using data from daily formative assessments to immediately adjust instruction to intervene, as needed.	1. Time barriers to address data analysis 2. Teachers effective use of assessments, both summative and formative, to intervene with students.
District Commitment Theory of Action:		If we conduct daily formative assessments, respond to data, engage educators in observation and feedback cycles, and faithfully implement PBIS practices, student achievement will increase.	

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
7	Reading	District Interim	60%	66%	Other	70		Other	80		STAAR	26	
8	Reading	District Interim	60%	37%	Other	70		Other	80		STAAR	26	
7	Math	District Interim	60%	55%	Other	70		Other	80		STAAR	26	
8	Math	District Interim	60%	33%	Other	70		Other	80		STAAR	26	
8	Science	District Interim	60%	74%	Other	70		Other	80		STAAR	26	
8	US History	District Interim	60%	75%	Other	70		Other	80		STAAR	26	
7	Writing	District Interim	60%	63%	Other	70		Other	80		STAAR	26	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	PLNs annually review the vision and mission statements and update to reflect the campus goals for students.	Daily formative assessments show an increase in success rate which in turn develops into increase student achievement and growth on state, district, and campus assessments.	Student achievement and growth data is evidenced through results on standardized assessments such as STAAR, MAP, PSAT, etc. Students show at least one year's worth of academic growth in content areas.
Desired 90-day Outcome	Collectively write draft updated campus vision and mission statement.	Students' 9-week CBA data will show a marked improvement from the previous year.	Teachers begin to routinely use daily formative assessments to guide their planning and delivery of instruction to include a movement away from whole-group to student-based groupings.
Barriers to Address During this Cycle	Professional Learning Time is limited and data analysis is a priority too.	Numerous students are receiving more than one content area intervention creating limited scheduling and shorter intervention cycles.	Change in teachers' paradigm of when and how interim checks for understanding occur.
District Actions for this Cycle	The principal will facilitate a 90-minute session where all teachers will collectively write a newly updated vision statement.	The principal will work collaboratively with both ELA and Math Instructional Coaches to ensure the interventions are provided by retired certified tutors. Instructional coaches and retired certified tutors will provide interventions and/or enrichment using data that is TEKS specific with attention to skill mastery and equitable time in both content areas to extend learning time.	The principal and assistant principal will engage teachers in a routine feedback and response cycle driven by intentional observations on warm-ups. Exit tickets, and interim checks for understanding.
District Commitments Theory of Action	If we conduct daily formative assessments, respond to data, engage educators in observation and feedback cycles, and faithfully implement PBIS practices, student achievement will increase.		

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
Exit tickets are used daily to assess students' skill mastery.	2	August- October	Teachers create weekly exit tickets and exemplars.	Principal, Assistant Principal, Instructional Coaches, Teachers	Walkthrough feedback cycle, administrator-created exit ticket walkthrough tracker, exit ticket success tracker, MAP data, 9-week assessment data, daily exit ticket data, STAAR data	Ongoing		
Educators will develop a draft version of an updated campus vision and mission.	1	August-October	PLN Time	Principal, Assistant Principal, Instructional Coaches, Teachers	A draft version of the updated vision and mission statement	31-Oct-19		
PLN sessions are scheduled so that a routine day is assigned to data analysis and how to intervene or enrich students based on data.	3	August-October	PLN agenda, data such as exit tickets, MAP data, STAAR data, 9-week assessment data	Principal, Assistant Principal, Instructional Coaches, Teachers	Corrective action plans will be developed based on most current data.	Week of October 21		
Vet exit tickets during last PLN of the school week.	2	August- October	Exit tickets, exemplars	Principal, Assistant Principal, Instructional Coaches, Teachers	exit tickets that are aligned to the TEKS	October 25		
Teachers input exit ticket success rate in tracker daily	2	August- October	Exit ticket success tracker	Principal, Assistant Principal, Instructional Coaches, Teachers	data that is entered into exit ticket success tracker	October 31		

Administrators will conduct walkthroughs at the end of the period to observe and provide feedback on exit ticket practices	2	August-October	Exit tickets	Principal, Assistant Principal, Instructional Coaches, Teachers	walkthrough success tracker	October 31		
Once a week administrators will conduct spot checks at the end of a selected class period to view exit tickets	2	August- October	Exit tickets	Principal, Assistant Principal, Instructional Coaches, Teachers	collected exit tickets	October 31		
Use exit ticket tracker to identify trends and patters in teaching and learning	3	August-October	Exit ticket tracker, posted trends and patterns observed by core content area	Principal, Assistant Principal, Instructional Coaches, Teachers	Charts created by core content areas that identify trends and patterns in data from completed exit tickets	October 31		
Create a campus theory of action with a goal of increasing student achievement.	2	August-October	Previous year's data, walkthrough feedback data, and discipline data	Principal	Completed campus theory of action	October 31		
Exit tickets facilitation is conducted with authenticity (free of teacher coaching, adequate time provided to complete exit tickets, quiet classroom environment, resources are not used to complete exit tickets, exit tickets are aligned to the TEKS).	2	August-October	Exit ticket facilitation observations	Principal, Assistant Principal, Instructional Coaches	Exit ticket walkthrough data tracker	October 31		

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?	
	Carryover Milestones
	New Milestones
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?	

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	PLNs annually review the vision and mission statements and update to reflect the campus goals for students.	Daily formative assessments show an increase in success rate which in turn develops into increase student achievement and growth on state, district, and campus assessments.	Student achievement and growth data is evidenced through results on standardized assessments such as STAAR, MAP, PSAT, etc. Students show at least one year's worth of academic growth in content areas .
Desired 90-day Outcome	The newly drafted vision and mission statements become finalized.	Daily exit ticket success rates and interim checks for understanding success increases to include semester assessment gains.	Teachers are in a PLN cycle that includes a commitment to one day of the school week where formative assessment data is used to adjust, plan for, and refine instructional delivery.
Barriers to Address During this Cycle	Time to finalize draft versions and address of priority PLN agenda items.	Multiple content areas will need access to students to address gaps in learning and areas of instructional need. For example, all four content area teachers in 8th grade will be conducting intervention and enrichment during the school day.	Adequate time is needed to develop action plans, collaborate, and execute the adjustments to instruction.
District Actions for this Cycle	Review versions of draft vision statements provided by all PLN content area sessions.	Instructional coaches and content area teachers work collaboratively to develop intervention and enrichment schedules that adequately account for students' time getting supplemental support that also includes support from retired certified tutors. The principal and assistant principal review and verify the intervention/enrichment scheduling.	The principal and assistant principal plan PLN agendas and gradually release the responsibility to instructional coaches and department chairs with regard to data analysis d dedicated time.
District Commitments Theory of Action	If we conduct daily formative assessments, respond to data, engage educators in observation and feedback cycles, and faithfully implement PBIS practices, student achievement will increase.		

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
Vision and mission statements will be completed.	1	November 1- December 20	PLN agenda time, educator input	Principal, Assistant Principal, Instructional Coaches, Educators	Finalized versions of mission and vision statements	Ongoing		
Daily exit ticket success tracker shows upward trends in students' skill acquisitions. End of first semester data shows continued student achievement and growth in all four content areas.	2	November 1- December 20	Exit ticket success tracker, semester data, MAP data	Principal, Assistant Principal, Instructional Coaches, Educators	Exit ticket success rates, semester data, MAP data	Ongoing		
PLN agendas show evidence that one day of the school week is dedicated to data analysis and action plans.	3	November 1- December 20	A/B yearly calendar, upcoming professional learning requirements	Principal, Assistant Principal, Instructional Coaches, Educators	PLN agendas are created and shared by instructional coaches.	Ongoing		
PLN agendas development are gradually released to instructional coaches.	3	November 1- December 20	A/B yearly calendar, upcoming professional learning requirements	Principal, Assistant Principal, Instructional Coaches	PLN agendas are created and shared by instructional coaches.	Ongoing		
Real-time responses are conducted by teachers after analyzing exit tickets and the end of class periods to adjust instructional deliver in subsequent class periods	3	November 1- December 20	Completed exit tickets from class periods	Principal, Assistant Principal, Instructional Coaches, Teachers	End-of-period walkthroughs feedback, beginning of period walkthroughs feedback	Ongoing		
Administrators and instructional coaches will conduct plan-do-study-act cycles driven by walkthrough observations.	2	November 1- December 20	Walkthrough feedback, PDSA (plan-do-study-act) documents	Principal, Assistant Principal, Instructional Coaches	Collected PDSA (plan-do-study-act) documents	Ongoing		

Exit tickets facilitation is conducted with authenticity (free of teacher coaching, adequate time provided to complete exit tickets, quiet classroom environment, resources are not used to complete exit tickets, exit tickets are aligned to the TEKS).	2	November 1- December 20	Exit ticket facilitation observations	Principal, Assistant Principal, Instructional Coaches	Exit ticket walkthrough data tracker	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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	PLNs annually review the vision and mission statements and update to reflect the campus goals for students.	Daily formative assessments show an increase in success rate which in turn develops into increase student achievement and growth on state, district, and campus assessments.	Student achievement and growth data is evidenced through results on standardized assessments such as STAAR, MAP, PSAT, etc. Students show at least one year's worth of academic growth in content areas.
Desired 90-day Outcome	The newly established vision and mission statements will become a standard posting on campus and department agendas.	STAAR simulation data shows a marked increase in student achievement compared to previous daily formative assessments and last year's results by 20 percentage points.	Teachers begin to lead the work of PLN data analysis and reflect on their instructional practices.
Barriers to Address During this Cycle	Teacher buy-in to ensure that educators who work in a capacity that entails the use of an agenda will need to include the new vision and mission statements.	Managing time, recursive review, and pacing of lessons	More detailed reflections from educators
District Actions for this Cycle	The principal and assistant principal will model the routine application of posting the vision and mission statements on PLN and PD agendas.	The principal, assistant principal, instructional coaches, and department chairs track student achievement data and ensure that intervention and enrichment rotations are reflective of students' needs.	Principal and assistant principal lead an observation feedback cycle which prompts deeper reflection from teachers in their response to feedback.
District Commitments Theory of Action	If we conduct daily formative assessments, respond to data, engage educators in observation and feedback cycles, and faithfully implement PBIS practices, student achievement will increase.		

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
Daily exit ticket success tracker shows upward trends in students' skill acquisitions. End of first semester data shows continued student achievement and growth in all four content areas.	2	March-May	Exit ticket success tracker, semester data, MAP data	Principal, Assistant Principal, Instructional Coaches, Educators	Exit ticket success rates, semester data, MAP data	Ongoing		
PLN agendas show evidence that one day of the school week is dedicated to data analysis and action plans.	3	March-May	A/B yearly calendar, upcoming professional learning requirements	Principal, Assistant Principal, Instructional Coaches, Educators	PLN agendas are created and shared by instructional coaches.	Ongoing		
PLN agendas development are gradually released to department chairs.	3	March-May	A/B yearly calendar, upcoming professional learning requirements	Principal, Assistant Principal, Instructional Coaches	PLN agendas are created and shared by department chairs.	Ongoing		
Real-time responses are conducted by teachers after analyzing exit tickets and the end of class periods to adjust instructional deliver in subsequent class periods	3	March-May	Completed exit tickets from class periods	Principal, Assistant Principal, Instructional Coaches, Teachers	End-of-period walkthroughs feedback, beginning of period walkthroughs feedback	Ongoing		
Mission and vision statements are shared with all stakeholders on distributed school documents such as agendas, campus webpage, and character education lessons.	1	March-May	Finalized vision and mission statements	Principal, Assistant, Principal	Documents that are shared to include agendas, letters home to parents, invitations to special events such as awards	Ongoing		
Administrators and instructional coaches will conduct plan-do-study-act cycles driven by walkthrough observations.	2	March-May	Walkthrough feedback, PDSA (plan-do-study-act) documents	Principal, Assistant Principal, Instructional Coaches	Collected PDSA (plan-do-study-act) documents	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	PLNs annually review the vision and mission statements and update to reflect the campus goals for students.		Daily formative assessments show an increase in success rate which in turn develops into increase student achievement and growth on state, district, and campus assessments.			Student achievement and growth data is evidenced through results on standardized assessments such as STAAR, MAP, PSAT, etc. Students show at least one year's worth of academic growth in content areas.		
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	Collectively write draft updated campus vision and mission statement.	Students' 9-week CBA data will show a marked improvement from the previous year.	Teachers begin to routinely use daily formative assessments to guide their planning and delivery of instruction to include a movement away from whole-group to student-based groupings.
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 we conduct daily formative assessments, respond to data, engage educators in observation and feedback cycles, and faithfully implement PBIS practices, student achievement will increase.		

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