

Sarah King Elementary 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	Sarah King Elementary	Superintendent	Pedro Martinez	Principal	Dr. Gloria Martinez
District Number	015907	Campus Number	000000144	District Coordinator of School Improvement (DCSI)	Joanelda Deleon	ESC Support	Shannon Allen
							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.					Dr. Joanelda De Leon - November 11, 2019	
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.					Dr. Gloria Martinez - November 11, 2019	
Board Approval Date	11.11.19						
Needs Assessment							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 62 Domain 2: 75 Domain 3: 74					
	What changes in student group and subject performance are included in these goals?	Campus goals are to reach higher in the meets and masters levels in reading and math in 3rd, 4th, and 5th and meets and masters in science and writing. Students who are currently performing at the approaches standard or do not meet standard should meet at least one years growth.					
	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.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		2	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
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.		2	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Teachers and staff feel that a lack of communication and support have hindered the ability to retain, induct, and assign highly qualified educators and substitutes.	Teachers feel the need for a curriculum system to align lesson plans with clear expectations for formative assessments with monitoring and feedback.	Lack of systems and communication of expectations for tracking and discussing student and teacher data.
Desired Annual Outcome	Administration and teachers will have a system of processes to help support and retain teachers.	Teachers would use unit planning to ensure lessons are aligned to objective for all learners and use formative assessments to check for understanding.	Teachers will have a uniform system of tracking and discussing data.
Barriers to Address During the Year	lack of communication, not enough support, not enough coaching, not support with classroom management, not a set system for onboarding new teachers, no set protocol to help retain subs, not all teams work on a professional level	not a clear focus on what is being looked for, calibration of resources, everyone should be giving fair and consistent feedback, we are not planning for differentiation for all populations, consistent integration of MTSS, inconsistent methods of pedagogy	not enough time, data tracking is not vertically aligned, inconsistent ways of tracking data
District Commitment Theory of Action:		If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development, the district has effective systems for identifying and supporting struggling learners and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the teachers and students at Sarah King ES will experience support systems and structures that will better prepare them for academic achievement where students are able to demonstrate significant progress in their learning outcomes.	

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 (CBA)			Cycle 2 (Simulation)			Cycle 3 (CBA)			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	CBA	26%	9%	CBA	27%		CBA	28%		STAAR	29%	
3rd	Math	CBA	30%	7%	CBA	31%		CBA	32%		STAAR	33%	
4th	Reading	CBA	31%	33%	CBA	33%		CBA	34%		STAAR	35%	
4th	Math	CBA	33%	19%	CBA	34%		CBA	35%		STAAR	36%	
4th	Writing	CBA	17%	5%	CBA	18%		CBA	19%		STAAR	20%	
5th	Reading	CBA	27%	7%	CBA	28%		CBA	29%		STAAR	30%	
5th	Math	CBA	35%	20%	CBA	36%		CBA	37%		STAAR	38%	
5th	Science	CBA	18%	1%	CBA	19%		CBA	20%		STAAR	21%	

Cycle 1 90-day Outcomes (September - November)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
Desired Annual Outcome	Administration and teachers will have a system of processes to help support and retain teachers.		Teachers would use unit planning to ensure lessons are aligned to objective for all learners and use formative assessments to check for understanding.			Teachers will have a uniform system of tracking and discussing data.		
Desired 90-day Outcome	Teachers will be more supported, cohesive, and feel more valued.		Teachers will begin using unit planning for lessons and formative assessments.			Teachers and students will begin using a system to track data as a campus.		
Barriers to Address During this Cycle	Teacher support, campus communication, campus teams will be more cohesive and supportive of one another		Teachers will need training on Lead4Ward, unit planning strategies, Eduphoria, and Pearson for assessments.			Teachers and students will consistently use a tracking system to track data on campus.		
District Actions for this Cycle	The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development.		The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.			District policies and practices support effective instruction in schools.		
District Commitments Theory of Action	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development, the district has effective systems for identifying and supporting struggling learners and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the teachers and students at Sarah King ES will experience support systems and structures that will better prepare them for academic achievement where students are able to demonstrate significant progress in their learning outcomes.							
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
Committees, administration, and special education will begin creating an organizational chart for points of contact to give to staff.	1	90 days	Points of contact for each program, committees, administration to create organizational document to create Google Doc	Admin team	Organizational charts from each department, administrator, and system (MTSS, 504)	11/11/19		
Master teacher will begin modeling for one another during library time, PLC time, and master teacher time in order to add to supporting teachers and create a campus community.	1	90 days	Teachers schedule for modeling and coaching on Google Doc, coaching template for documentation	Michelle Bazan and Christina Martinez	Master Teacher coaching documentation	11/22/19		
Provide agenda prior to PLC for teachers to begin implement unit planning.	1, 2, 3	90 days	PLC time, Planning Days	Administration and Teachers	Weekly planned agendas for PLCs, Unit Planning Guides	10/28/19		
Teachers and administration will begin creating formative assessments at 3, 6, and 9 week increments.	2, 3	90 days	Assessments, CBAs, Pearson training, Eduphoria training	Administration and Teachers	Assessments, Data Reports, PLC data meeting agendas	10/28/19		
Teachers will begin distributing and modifying student trackers to create a campus wide system of tracking data.	3	90 days	Copies of the trackers for all teachers, materials (folders, sheet protectors)	Teachers	Student tracking folders, teacher data tracking	11/4/19		

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	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
Desired Annual Outcome	Administration and teachers will have a system of processes to help support and retain teachers.		Teachers would use unit planning to ensure lessons are aligned to objective for all learners and use formative assessments to check for understanding.			Teachers will have a uniform system of tracking and discussing data.		
Desired 90-day Outcome	Teachers will be more supported, cohesive, and feel more valued.		Teachers will implement unit planning to ensure lessons are aligned to objective for all learners and use formative assessments to check for understanding.			Teachers and students will begin using a system to track data as a campus.		
Barriers to Address During this Cycle	lack of communication, not enough coaching, not enough support with classroom management, not a set system for onboarding new teachers, no set protocol to help retain subs, not all teams work on a professional level		not a clear focus on what is being looked for, calibration of resources, everyone should be giving fair and consistent feedback, we are not planning for differentiation for all populations, consistent integration of MTSS, inconsistent methods of pedagogy			Not enough tracking of student and teacher data, data tracking is not vertically aligned, inconsistent ways of tracking data		
District Actions for this Cycle	The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development.		The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.			District policies and practices support effective instruction in schools.		
District Commitments Theory of Action	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development, the district has effective systems for identifying and supporting struggling learners and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the teachers and students at Sarah King ES will experience support systems and structures that will better prepare them for academic achievement where students are able to demonstrate significant progress in their learning outcomes.							
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
Organizational chart will be compiled and organized, reviewed by staff with input, and finalized.	1	90 days	Points of contact for each program, committees, administration to create org document to create Google Doc	Admin team	Organizational chart	12/20/19		
Teacher leaders (master teachers, ACTs) will model for one another during library time, PLC time, and master teacher time in order to add to supporting teachers and create a campus community.	1, 2, 3	90 days	Teachers schedule for modeling and coaching on Google Doc, coaching template for documentation	Master teachers, ACTs	Teachers	2/28/20		
PLCs will be planned out for unit planning and analyzing data to address the needs all students.	1, 2, 3	90 days	PLC time, Planning Days	Administration and Teachers	Unit planning guides, lesson plans	12/20/19		
Teachers will create formative assessments at 3, 6, and 9 increments in order to make data informed decisions. Assessments will be vetted by instructional coaches and instructional specialists.	2, 3	90 days	Assessments, CBAs, Pearson training, Eduphoria training	Administration and Teachers	Assessments, Data Reports, PLC data meeting agendas	12/2/19		
Students will be implementing student data trackers with consistency.	3	90 days	Copies of the trackers for all teachers, materials (folders, sheet protectors)	Teachers	Student tracking folders	1/6/20		

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	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
Desired Annual Outcome	Administration and teachers will have a system of processes to help support and retain teachers.		Teachers would use unit planning to ensure lessons are aligned to objective for all learners and use formative assessments to check for understanding.			Teachers will have a uniform system of tracking and discussing data.		
Desired 90-day Outcome	Administration and teachers will have a system of processes to help support and retain teachers.		Teachers would use unit planning to ensure lessons are aligned to objective for all learners and use formative assessments to check for understanding.			Teachers will have a uniform system of tracking and discussing data.		
Barriers to Address During this Cycle	lack of communication, not enough coaching, not support with classroom management, not a set system for onboarding new teachers, no set protocol to help retain subs, not all teams work on a professional level		not a clear focus on what is being looked for, calibration of resources, everyone should be giving fair and consistent feedback, we are not planning for differentiation for all populations, consistent integration of MTSS, inconsistent methods of pedagogy			Not enough tracking of student and teacher data, data tracking is not vertically aligned, inconsistent ways of tracking data		
District Actions for this Cycle	The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development.		The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.			District policies and practices support effective instruction in schools.		
District Commitments Theory of Action	If the district provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development, the district has effective systems for identifying and supporting struggling learners and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the teachers and students at Sarah King ES will experience support systems and structures that will better prepare them for academic achievement where students are able to demonstrate significant progress in their learning outcomes.							
Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Onboard plan	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Administration and teachers will create a plan to onboard new staff for the beginning of the 2020-2021 school year.	1	90 Days	Points of contact for each program, committees, administration to create org document to create Google Doc	Admin team, CLT, faculty input	Teachers	5/22/20		
All teachers will model for one another during library time, PLC time, and master teacher time in order to add to supporting teachers and create a campus community.	1, 2, 3	90 Days	Teachers schedule for modeling and coaching on Google Doc, coaching template for documentation	Teachers	Teachers	5/8/20		
Teachers will use unit planning to design and implement lessons to meet the needs of all students.	1, 2	90 Days	PLC time, Planning Days	Administration and Teachers	Unit planning guides, lesson plans	3/20/20		
Teachers will use formative assessments to make data informed decision to intervene with students when necessary.	2, 3	90 Days	Assessments, CBAs, Pearson training, Eduphoria training	Administration and Teachers	Assessments, Data Reports, PLC data meeting agendas	3/16/20		
Complete implementation of a campus wide student data tracker and a streamlined teacher data tracker.	3	90 Days	Copies of the trackers for all teachers, materials (folders, sheet protectors)	Teachers	Student tracking folders	4/30/20		

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	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
Desired Annual Outcome	Administration and teachers will have a system of processes to help support and retain teachers.		Teachers would use unit planning to ensure lessons are aligned to objective for all learners and use formative assessments to check for understanding.			Teachers will have a uniform system of tracking and discussing data.		
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	Teachers will be more supported, cohesive, and feel more valued.		Teachers will begin using unit planning for lessons and formative assessments.			Teachers and students will begin using a system to track data as a campus.		
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 provides efficient organizational structures, processes, and supports to ensure opportunities for induction and continued development, the district has effective systems for identifying and supporting struggling learners and for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days then the teachers and students at Sarah King ES will experience support systems and structures that will better prepare them for academic achievement where students are able to demonstrate significant progress in their learning outcomes.							
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		