

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
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Poe Middle School

Daniel Girard, Assistant Superintendent

Campus Number:	Superintendent Name:
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015907054

Pedro Martinez

Date:

Monday, November 9, 2020



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	San Antonio ISD	Campus Name	Poe Middle School	Superintendent	Pedro Martinez	Principal	Christine Perez
District Number	015907	Campus Number	000000054	District Coordinator of School Improvement (DCSI)	Daniel Girard	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?	n/a	Was TAP Implementation Ordered or Voluntary?		ESC Support	Michael Torres
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.					Daniel Girard, November 9, 2020	
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.					Christine Perez, November 9, 2020	
Board Approval Date	14-12-2020						
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://rptsrv1.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: Increase student achievement score to a 66. All grades increase to 68% approaches in Reading, 36% meets in Reading, and 20% masters in Reading. All grades increase to 68% approaches in Math, 30% meets in Math, and 8% masters in Math. Rationale: Based on 2019 accountability ratings for this domain and evidence of an upward trend in student achievement, this goal was adjusted to move from a 56 to a 66.			
	What changes in student group and subject performance are included in these goals?			Domain 2B: Increase student progress score to a 73. Rationale: The 2019 accountability rating for this domain was a 63 (relative performance), with continued student supports in extended learning and refinement in Tier 1 instruction, this domain has potential to grow upward.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			Domain 1: Increase Reading and Math meets and masters scores by 10% each in all grade levels. Domain 2B: Increase school overall STAAR scores in meets and masters in all state tested areas thereby improving relative performance score. Domain 3: Through increases in meets and masters scores in both Reading and Math, the overall "All" and "Hispanic" target scores will increase.			
				School counselors in both 7th and 8th grades meet with students during extended learning time and Tiger Time lessons to provide instruction to students on School Links. (Pathways to meet CCMR and Graduation Rate through Virtual Parent Meetings, collaboration with FACE Specialist in providing information to families during virtual meetings. Information for students and families included on School Website, Counselors' Corner SMORE, Counselor Canvas Course, and Remind app.)			
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.				4 - Partial Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				5 - Full Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				4 - Partial Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				4 - Partial Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				4 - Partial Implementation			
5.3 Data-driven instruction.							
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://texas.esf.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://texas.esf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.1		5.3		3.1		
Rationale	Formative assessments that are developed using a standards in practice protocol, vetted weekly to include exemplars, and provide ongoing feedback opportunities for students and teachers yield higher achievement in student data and teacher efficacy.		Evidence that teachers are using daily formative assessments to adjust instructional practices has improved but the campus has not reached 100% in fidelity in practices.		The campus stakeholders voted on a vision, however, it was not publicly shared. It does		
How will the campus build capacity in this area? Who will you partner with?	Through PLN collaboration, feedback from administrator or administrator designee, observation of peer exit tickets, teachers are able to partner with content and grade level colleagues through district and school-facilitated after school sessions		Continued weekly vetting of exit tickets with feedback for reinforcement and refinement, partnership with fellow content collages within the campus and sister campuses in the district		PLN cohorts will suggest refinements to the vision and mission statements voted on in		
Barriers to Address throughout this year	Consistent and faithful implementation of daily exit tickets, providing students immediate feedback on their daily exit tickets as a platform for continued learning, resistance to planning for exit tickets that are aligned to campus/content teacher-created rubric		Adjusting instructional practices that are not effective or conducive to student learning, limited data for students who are non-engaged, time barriers		All stakeholders expressing a voice in the revision and adoption of an updated campus		
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Ongoing feedback via snapshot and comprehensive walkthroughs, formal observations, through PLNs, individual teacher conferences with administrators, buy-in is perpetuated through increased student achievement in daily formative assessments, district and state assessments		Through PLN agendas, ongoing campus sessions that involve all faculty for updates on or, through observation of actionable instructional behaviors being implemented in walkthroughs		Through PLNs, parent information updates, PENS messages, social media postings		

Desired Annual Outcome	Lessons to include daily formative assessments are aligned with the state standards. Formative assessments are continuous evidence capturing's of students' learning.	Educators use formative data daily to continuously refine their instructional delivery practice and students are able to determine how their data is trending.	Updated vision and mission statements which can be articulated by students, staff, and
District Commitment Theory of Action	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2020 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/20).
If you prefer to enter the data by each grade level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
You will choose which tested subjects to track for these indicators.
Your TEA Specialist can support you in selecting these focus areas. Just file in Domain 1, please include the 2019 results for each selected target group.
If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (ELMS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CMS.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just file in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

1. Do not use more than 40 targets and 40 data points for the entire Student Data Tab.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal	
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	58		CBA	58	7th: 52, 8th: 26	CBA/NAEP	68	42	STAAR Simulation	70		68	
		All	All	Reading	Meets	STAAR	26		CBA	26	7th: 24, 8th: 5	CBA/NAEP	36	13	STAAR Simulation	40		36	
		All	All	Reading	Masters	STAAR	10		CBA	10	7th: 6, 8th: 2	CBA/NAEP	20	2	STAAR Simulation	24		20	
		All	All	Mathematics	Approaches	STAAR	58		CBA	58	7th: 62, 8th: 35	CBA/NAEP	68	40	STAAR Simulation	78		68	
		All	All	Mathematics	Meets	STAAR	20		CBA	20	7th: 28, 8th: 4	CBA/NAEP	30	15	STAAR Simulation	34		30	
		All	All	Mathematics	Masters	STAAR	4		CBA	4	7th: 7, 8th: 0	CBA/NAEP	8	5	STAAR Simulation	10		8	
		All	All	Science	Approaches	STAAR	59		CBA	59	8th: 44	CBA/NAEP	69	39	STAAR Simulation	75		75	
		All	All	Science	Meets	STAAR	26		CBA	26	8th: 8	CBA/NAEP	36	7	STAAR Simulation	65		65	
		All	All	Science	Masters	STAAR	6		CBA	6	8th: 2	CBA/NAEP	12	1	STAAR Simulation	16		16	
		All	All	Social Studies	Approaches	STAAR	36		CBA	36	8th: 50	CBA/NAEP	66	54	STAAR Simulation	80		80	
		All	All	Social Studies	Meets	STAAR	15		CBA	15	8th: 24	CBA/NAEP	30	19	STAAR Simulation	40		40	
		All	All	Social Studies	Masters	STAAR	6		CBA	6	8th: 8	CBA/NAEP	12	5	STAAR Simulation	15		15	
		All	All	Writing	Approaches	STAAR	59		CBA	59	7th: 57	CBA/NAEP	69	25	STAAR Simulation	75		75	
		All	All	Writing	Meets	STAAR	28		CBA	28	7th: 12	CBA/NAEP	38	12	STAAR Simulation	40		40	
All	All	Writing	Masters	STAAR	6		CBA	6	7th: 5	CBA/NAEP	12	2	STAAR Simulation	15		15			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	All (Academic Achievement)	Reading	Meets	STAAR	26		CBA	26	27	CBA/NAEP	36	13	STAAR Simulation	46		46	
		All	Hypoxic (Academic Achievement)	Reading	Masters	STAAR	25		CBA	25	7	CBA/NAEP	25	2	STAAR Simulation	35		35	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	All (Academic Achievement)	Mathematics	Meets	STAAR	20		CBA	20	16	CBA/NAEP	30	15	STAAR Simulation	40		40	
		All	Hypoxic (Academic Achievement)	Mathematics	Masters	STAAR	19		CBA	19	7	CBA/NAEP	29	5	STAAR Simulation	39		39	
4. Domain 3 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	Meets	TELPAS	45 Students with progress, 65% Student with progress		Writing CBA	50	51	Writing CBA	60	n/a	STAAR Simulation	65		65	

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	3.1
Desired Annual Outcome	Lessons to include daily formative assessments are aligned with the state standards. Formative assessments are continuous evidence capturing of students' learning.	Educators use formative data daily to continuously refine their instructional delivery practice and students are able to determine how their data is trending.	Updated vision and mission statements which can be articulated by students, staff, and school community. The vision and mission will also be evident on agendas, school communication, and part of the common language of Poe MS.
Desired 90-day Outcome	Students CBAs and daily exit ticket data will show a marked improvement from previous year.	Educators distribute and facilitate exit tickets the last 5-7 minutes of synch	Collectively draft updated vision and mission statement using voted on vision statement from 2019-2020.
Barriers to Address During this Cycle	Limited engagement from students in remote learning, frequent absences	Pacing of lesson to allow adequate time for students to complete exit tickets, use of aligned exit tickets that are 1-2 questions long.	PLN time is limited.
District Actions for this Cycle	Flexibility in how to address non-engaging students, funds for extended learning time to be provided by district for extra duty pay	Continued PLN sessions that focus on improving the cycle of exit ticket practices to include modeling and revisiting standards in practice protocol	Post to school webpage via school webpage master
District Commitment Theory of Action	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Revisit 2019-2020 vision statement	3.1	November 2020	PLN time	All educators	PLN agenda	December 1, 2020	No Progress	Review previously voted on vision statement
Provide alternate ways for students to access learning opportunities	5.1	November 2020	PLN time	All educators	Attendance Recovery, offered office hours by teachers	November 30, 2020	Some Progress	Continue to coach teachers to provide various access points
Vet exit tickets/exemplars each week, provide feedback	5.3	Ongoing Since August 2020	Each content has a designated turn in deadline	All content teachers	Submitted exit tickets and exemplars	August 2020	Significant Progress	Continue vetting and providing feedback

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	3.1: The vision statement will be revisited during PLNs on 12/1/2020. We will not meet the 90-day goal as other PLN agenda items took precedence. 5.1: Most teachers are facilitating exit tickets within the last 5-7 minutes of the 45- minute synchronous learning time. One teacher is being coached to reduce the number of questions presented during exit ticket to 1-2 and from 15 minutes to 5-7 minutes. The goal of 100% implementation of ETs
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	The campus reached the cycle one CBA goals for Social Studies and also the all goal for reading in meets, and the TELPAS goal for writing. This can be attributed to a concentration focused on teaching the writing process coupled with revising and editing as a partnership in teaching and coaching in ELA with the content teacher and ELA Instructional Coach. The campus also reached its US History goal through a concerted adjustment in instruction by the content teacher. Units were redesigned to be interactive and for both remote and in-person learners. The campus continues to struggle with

	Carryover Action Steps	New Action Steps
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>We will continue to vet exit tickets weekly for alignment to the standards, exemplars that are accurate, and that have 1-2 questions that are open-ended. The campus will revisit last year's voted on vision statement and then address whether refinements need to be made based on the campus transitioning to a hybrid model for teaching and learning. In addition, the campus will also continue to connect with students who have been radio silent or have limited engagement with the school with an attempt to bring them to in-person learning given it can be done so safely.</p>	<p>The campus is offering twilight learning hours for students as a means to access teaching from educators who elect to do so. The campus will also move forward in submitting entries for a new school mission through PLN sessions and with student input. Lastly, exit tickets that are not meeting the standard for excellence will continue to be addressed by administration until the campus is at 100% creation and implementation of this practice for assessing student skill mastery.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	3.1
Desired Annual Outcome	Lessons to include daily formative assessments are aligned with the state standards. Formative assessments are continuous evidence capturing's of students' learning.	Educators use formative data daily to continuously refine their instructional delivery practice and students are able to determine how their data is trending.	Updated vision and mission statements which can be articulated by students, staff, and school community. The vision and mission will also be evident on agendas, school communication, and part of the common language of Poe MS.
Desired 90-day Outcome	Daily exit ticket success rates and interim checks for understanding success increases to include semester gains.	Teachers use one PLN cycle each week to review and discuss exit ticket data to include adjusting, planning for, and refining instructional delivery.	The new vision and mission statement are shared with regularity on public documents like Tiger Time lessons, agendas, letters to parents, etc.
Barriers to Address During this Cycle	Teachers must plan for two learning platforms: in-person and remote learners. Time is a barrier as are technology difficulties that arise on occasion like network, Canvas, and ClassLink outages.	Time to adequately adjust, plan for, and refine instructional delivery.	Including the new vision and mission on documents and in public settings w
District Actions for this Cycle	Teachers, counselors, administrators, and instructional coaches work together to determine how to provide extended learning time to address achievement gaps or to leverage students' meets and masters former achievement to grow them academically.	The principal and assistant principal work with department coordinators to plan PLN agendas that include data analysis time.	Support finalized vision and mission statements.
District Commitment Theory of Action	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <small>(May be requested by Specialist)</small>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Identify students that need extended learning time. <small>Setup time for their learning</small>	5.1	November 2020/June 2020	Time, extra duty pay funding	Teachers, Instructional Coaches, Counselors	Sign-in sheets, grades, achievement progress	February 2020	Significant Progress	The campus will continue with next
Real-time adjustments to instructional delivery is provided based on exit ticket outcomes.	5.3	August 2020/June 2020	Exit ticket data tracker completed daily	Teachers, Instructional Coaches, Counselors	Exit ticket data tracker observations	February 2020	Some Progress	Frequency of walkthrough and
Reintroduce vision statement voted on in 2019-2020 during PLN, Tiger Time	3.1	November 2020/December 2020	PLN agenda time	All campus stakeholders	New vision and mission statements	February 2020	Met	Vision and Mission statements are visible

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	The campus worked collectively to revise and vote on a vision statement so we achieved our desired outcome for this focus area. The vision and mission statements have been added to the campus webpage and are also on the PLN agendas and Principal's electronic signature. Extended learning times have been planned, offered, and will be offered in the future for students identified for both enrichment and
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not achieve our performance goals in Reading, Math, Writing, Social Studies, and Science. There are significant consistency issues in remote learners attending class virtually and being authentically engaged in learning which may be attributed to social factors beyond their control. In-person learners continue to close learning gaps though the rate of closure is not at a rapid rate.

	Carryover Action Steps	New Action Steps
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Targeted chunked cycles of intervention and enrichment will continue to include students who continue to return to in-person instruction after Spring Break. A Saturday session for 8th graders will be offered with targeted focus on US History TEKS in April. Walkthroughs will increase in frequency for teachers based on level of support needed related to instructional delivery and pedagogical practices.</p>	<p>The mission and vision statements will be added to the campus letterhead. Teachers will be engaged in more frequent reflection feedback questions to grow their craft and organically change teaching behaviors.</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	3.1
Desired Annual Outcome	Lessons to include daily formative assessments are aligned with the state standards. Formative assessments are continuous evidence capturing's of students' learning.	Educators use formative data daily to continuously refine their instructional delivery practice and students are able to determine how their data is trending.	Updated vision and mission statements which can be articulated by students, staff, and school community. The vision and mission will also be evident on agendas, school communication, and part of the common language of Poe MS.
Desired 90-day Outcome	STAAR simulations show a marked improvement in meets and masters scores for targeted groups in Domain 3 (all students, Hispanic students, SPED students, ELLs).	Teachers model best practices related to exit ticket implementation, creation of exemplars, and provided immediate feedback to students.	The vision and mission statements are used in daily practices by school stakeholders.
Barriers to Address During this Cycle	Time management, recursive review all year long, and pacing of lessons.	Teachers embracing a sharing of best practices, teachers leading PLN learning sessions, teachers cross-collaborating with colleagues.	The fidelity of using these statements can be a barrier.
District Actions for this Cycle	All educators and students track achievement data. Educators ensure that students receive cyclical intervention and enrichment opportunities.	Principal and Assistant Principal continue engaging teachers in an observation and feedback cycle.	The principal and assistant principal will model the routine implementation and application of posting the vision and mission statements on public documents and in public settings.
District Commitment Theory of Action	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.	If the campus engages educators in a continuous observation and feedback cycle, implements daily exit tickets with authenticity, and faithfully implements PBIS and Restorative Justice practices then student achievement will increase.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
 For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <small>(May be requested by Specialist)</small>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Students track their data.	5.1	January 2020/June 2021	Allotted time in classes for this practice	Classroom teachers and students	Students' data trackers	May 2020	Some Progress	
PLN agenda time is crafted for teacher exchange of best practices	5.3	January 2020/June 2021	Time in PLNs	Department Chairs, Administrators	PLN agendas, recorded learning	May 2020	Some Progress	
Use vision and mission statements in all public sessions with school stakeholders.	3.1	December 2020/June 2021	Time to vote on refined vision statement and	Educators, students, parents	Public documents and sessions	June 2020	Significant Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, 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 Action Steps	New Action Steps

<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>		
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END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

