

# Thomas Middle School



Targeted Improvement Plan

Fall 2020

## Self Assessment

Essential Action 1.1 Develop campus instructional leaders with clear roles and responsibilities.

Essential Action 3.1 Compelling and aligned mission, vision and goals focused on a safe environment and high expectations

Essential Action 5.1 Objective-driven daily lesson plan with formative assessments.

1

2

3

Rationale

1.1 We have established roles and responsibilities for daily practices and expectations for campus leaders. However, there are concerns around prioritizing of tasks and consistency of monitoring and follow-through of expectations.

3.1 There is a need to continue building campus expectations. The expectations were not clearly communicated to the stakeholders, which ultimately impact student achievement.

5.1 A common lesson plan template has been established however, we have determined that teachers lack the capacity to independently plan and execute lessons effectively as well as create formative assessments that will lead to mastery.

Desired Outcomes

- Leaders will consistently and effectively facilitate Professional Learning Communities (PLC), data analysis meetings, and targeted individualized support based on classroom observations of teachers.
- Observations and feedback provided to leadership team members will focus on the facilitation of PLCs, Data and Vertical Alignment Matrix meetings.

- By the end of the school year, Thomas Middle School will be a campus where 100% of the stakeholders feel welcomed and invited as demonstrated by community surveys and active engagement.
- The campus will earn the platinum award from Houston ISD based on the criteria established by the FACE, Family and Community Engagement department

- By the end of Cycle 2, with on-going coaching and support of the district and campus instructional leadership teams, 80% of the teachers will independently be able to develop and implement lessons that are aligned to student learning outcomes and create formative assessments that will lead to mastery of taught objectives.
- Structured weekly PLC meetings will focus on planning for instructional alignment and formative assessments.

## District Commitments

5.1 The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2<sup>nd</sup> grade math and reading.

5.2 The district has effective systems for identifying and supporting struggling learners. District policies and practices support effective instruction in schools.

5.3 For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days. The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).

### District Supports

**Reading Specialist**

**New Teacher Coach**

**Dedicated Associate Teachers (2)**

**Data Driven Instructional Specialist**

**Teacher Development Specialists**

**Peer Campus Collaboration**

**Leadership Development**

**Community of Practice Visits**

**Special Education Intensive**

**Intervention Team**

**Academic Tutors**

**Wraparound Specialist**

**Counselor**

**Nurse**

**Achieve 180 Professional**

**Development**

# Thomas Middle School



## Outcomes

Our Targeted Improvement Plan will address the following:

	Prioritized Focus Area 1	Prioritized Focus Area 2
	<b>1.1 Develop campus instructional leaders with clear roles and responsibilities.</b>	<b>5.1 Objective-Driven daily lesson plans with formative assessments</b>
Desired Annual Outcomes	Leaders will consistently and effectively facilitate professional learning communities (PLC), data analysis meetings, and targeted individualized support based on classroom observations to increase the number of teachers performing at a Level 3.	All teachers will be able to independently develop and implement lessons that are aligned to student learning outcomes as well as create formative assessments that will lead to mastery of taught objectives.
Summary of Barriers to be Addressed	Tier II leaders are new to the role and lack familiarity with being intentional about the coaching cycle to establish effective teachers in every classroom.	Teachers have not been exposed or properly trained to develop rigorous lesson plans aligned with formative assessments while utilizing an instructional technology platform.

## Milestones

Action	Prioritized Focus	Timeline
Created Leadership Team roles and responsibilities template	1.1 Develop campus instructional leaders with clear roles and responsibilities.	September 2020
Principal calendar reflects Tier II leader's observation and coaching cycle	1.1 Develop campus instructional leaders with clear roles and responsibilities	September 2020
Establishment of leadership goals for individual team members	1.1 Develop campus instructional leaders with clear roles and responsibilities.	October 2020
Weekly PLC agendas developed in collaboration with curriculum directors	1.1 Develop campus instructional leaders with clear roles and responsibilities	Weekly
Leadership team members will participate in district training around leadership development, instructional practices and data analysis.	1.1 Develop campus instructional leaders with clear roles and responsibilities	Monthly
All teachers will create and submit daily lesson plans that include clear objectives, opening activities, aligned components and rigorous exit tickets.	5.1 Objective-driven daily lesson plans with formative assessments	Weekly
Monitor lesson plans weekly ensuring each plan follows campus protocol with effective lesson delivery.	5.1 Objective-driven daily lesson plans with formative assessments	Weekly
Teacher Development Specialist (TDS) will provide evidence of individual teacher support, coaching focus, and administrator look fors	5.1 Objective-driven daily lesson plans with formative assessments	Weekly
TDS and DDIS provides training around student instructional and data resources to support effective planning.	5.1 Objective-driven daily lesson plans with formative assessments	Weekly