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	Tuloso-Midway ISD	Campus Name	Tuloso-Midway Middle School	Superintendent	Janet Sykora	Principal	Melanie Arias
District Number	178912	Campus Number	000000041	District Coordinator of School Improvement (DCSI)	John White	ESC Number	2
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

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.	John White 9/2/21
Principal Supervisor ** Only necessary if the DCSI is NOT the Principal supervisor.*	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.	<Enter Name and Date>
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.	Melanie Arias 9/2/21

DATA ANALYSIS

Using your accountability data from 2019 and 2021 (see link in Column G), and any relevant student achievement data from 2020-201, 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.

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: Domain 1 goal is to achieve a component score of 50. We will do this by achieving the following results on our STAAR exam overall: Approaches 83 Meets: 51 Masters 23 Rationale: Our goal is to recover learning loss from the previous year. The campus feels that this goal would be attainable to increase our scores by 5 points in the Approaches, Meets, and Masters based on the results we achieved in 2019. TMMS will focus on providing opportunities for tutorials within the school day. Tutorials will focus on each individual students' needs, high performing to the lowest performing. Domain 2B: Our goal is to achieve our component score of 50. Rationale: By focusing on overall achievement in Domain 1, our Relative Performance will also improve. We believe that by focusing on tutorials during advisory time will allow us to review the data and work towards our goal.
	What changes in student group and subject performance are included in these goals?	Mathematics is an identified area of weakness for our students. We will prioritize this focus area on our campus to help our students make up from the learning loss that occurred due to the pandemic. By focusing on overall mathematics achievement, this will improve our overall data for this school year. TMMS will ensure that our teachers are providing high levels of engagement for all students in mathematics. We will provide tutoring opportunities within the school day, to support our students that did not pass STAAR exams this past year. TMMS will continue to focus on ELL students, White, and Hispanic students. We ensure that teachers are differentiating instruction for these special populations. This will address the targets that we missed in Domain 3.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

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.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning 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.	4 - Partial Implementation

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://texasesf.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://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.3	
Rationale	We believe that by focusing on EA 1.1, this would lead to consistent practices that would be beneficial for the success of the campus for all stakeholders. By establishing clear roles and responsibilities for campus leaders this will build capacity and provide for greater success in the classroom.	We believe that by focusing on EA 5.3, this will provide for greater student achievement. We will continue to focus on the areas of Math and Reading. Math and Reading has been a weakness across the years for TMMS. We need to provide opportunities for progress monitoring and data disaggregation throughout the school year.	
How will the campus build capacity in this area? Who will you partner with?	DCSI; We will collaborate with the instructional team to ensure that roles and responsibilities are established at the beginning of the school year. We will also provide coaching opportunities for our instructional team to better coach and support our teachers as they plan and deliver instruction.	DCSI; We will collaborate with our instructional team to review the progress of our students in the areas of Math and Reading. This information will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.	
Barriers to Address throughout this year	Provide the ongoing training needed to build and develop quality campus instructional leaders. As well as, utilizing staff development days to have opportunities for campus instructional leaders to collaborate.	Provide training to ensure that our campus leaders are trained in reviewing disaggregated data to track and monitor the progress of all students and provide evidence based feedback to teachers. We also need to ensure we protect instructional time dedicated to progress monitoring and tracking.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will ensure that all staff is aware of our campus needs and priorities at our first staff development training at the beginning of the school year. We will model for our how to lead team meetings including written agendas, recording minutes, and follow up; with a strong emphasis on data analysis and progress monitoring. The campus will continue to gather feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of the year surveys.	We will ensure that all staff is trained to progress monitor and track student progress throughout the school year. Teachers will be trained in the "Leveling Up" system to ensure that student progress is communicated to both student and parent. Reports will be sent home to discuss student progress at the BOY, MOY, and EOY.	
Desired Annual Outcome	By May 2022, we will build capacity by developing strong campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities.	By May 2022, we will ensure that teachers have the necessary tools to thoroughly progress monitor and track student performance. This will then lead to greater student success.	
District Commitment Theory of Action	If the district ensures the following: ensure that we recruit and maintain the most effective leaders, recognizes the needs of the campus and provides the flexibility to address those needs, provides opportunities for ongoing support and coaching of the campus leaders, Then the campus leaders will be able to provide and ensure that our campus is set-up with success.	If the district ensures the following: ensure that campus instructional leaders receive initial training and ongoing campus coaching to support the implementation of instructional leadership systems, has effective systems for identifying and supporting struggling learners, and district policies and practices that support effective instruction. Then the campus leaders will be able to provide meaningful feedback to all stakeholders regarding student progress monitoring and tracking.	