



Meeting Date: February 26, 2025

Submitted By: Dr. Mary Duhart-Toppen
Title: Deputy Superintendent

Agenda Item: Consider, discuss and take possible action regarding approval of the Targeted Improvement Plan for the campus that is required to implement state directed interventions: Kirby Middle School.

DISCUSSION/ACTION ITEM

RECOMMENDATION:

That the board approve Kirby MS Targeted Improvement Plan.

IMPACT/RATIONALE:

Kirby Middle School is a Title I Campus and received the 2024 Federal Label of Comprehensive Support and Improvement (CSI). The campus is required to engage in School Improvement (SI) interventions, including SI training, an Effective Schools Framework (ESF) diagnostic, superintendent consultation, capacity building supports for instructional leaders, targeted improvement plan (TIP) development, and implementation of the Targeted Improvement Plan (TIP).

BOARD ACTION REQUESTED:

Approval/Disapproval

2024-2025 Targeted Improvement Plan (TIP)

Campus: Kirby Middle School

School Identification: Comprehensive Progress

Student Groups and Indicators: 1. **Hispanic** and 2. **Economically Disadvantaged**—Academic Achievement-Math, Academic Growth-Math, Student Success (STAAR Component) and 3. **Special Ed (Current)**—Academic Achievement-RLA, Academic Achievement-Math, Student Success (STAAR Component)

Comprehensive Support and Improvement Information

	Bottom 5% CTG Score Cut Point	CTG Score	Overall Score Cut Point	Overall Score	Identification
2022	66	74	66	76	-
2023	42	42	n/a	n/a	CS
2024	45	63	n/a	n/a	CS

	Priority #1	Priority #2	Priority #3
ESF Lever	1—Strong School Leadership and Planning	1—Strong School Leadership and Planning	5—Effective Instruction

2024-2025 Targeted Improvement Plan (TIP)

Essential Action	1.1— Develop campus instructional leaders with clear roles and responsibilities	1.1— Develop campus instructional leaders with clear roles and responsibilities	5.3—Data-Driven Instruction
Key Practice	Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility.	Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.
Success Criteria	Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings.	Lead team members use: agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.	<p>Identify the highest leverage gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery.</p> <p>Plan the response: Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction.</p>
Statement of Strategy	Our strategy for school improvement is to implement a universal campus calendar that all stakeholders have access to; by consistently adhering to these calendars the campus will be able to move student outcomes forward.	Our strategy for school improvement is to develop clear roles and responsibilities for all instructional leadership team members. By implementing these roles and responsibilities, we will be able to move student outcomes forward by building our campus culture.	Our strategy for school improvement is to facilitate PLCs and planning collaboratives. By regularly discussing data the campus will be able to focus on identifying trends and misconceptions to support our identified student groups.

2024-2025 Targeted Improvement Plan (TIP)

Evidence-Based Intervention	WWC Summary of Evidence for National Institute for School Leadership (NISL)		Using Student Achievement Data to Support Instructional Decision Making Review Protocol
Responsible Parties	Principal and Administrative Team	Academic Coaches	Teachers
Barriers	Time management Resistance to new procedure	Time management Resistance to new procedure	Time Management Resistance to new procedure
Monitoring Cycle	Weekly	Weekly	Weekly
Desired Outcome	Increased student outcomes on Math and RLA unit checkpoints, universal screeners, and STAAR assessments	Increased student outcomes on Math and RLA unit checkpoints, universal screeners, and STAAR assessments	Increased student outcomes on Math and RLA unit checkpoints, universal screeners, and STAAR assessments
Resources/Materials/HQIM	Meeting agenda template, calendar of meetings for year, feedback protocol	Meeting agenda template, calendar of PLC meetings for year, data, data reflection protocol, reteaching template	Reteaching and/or intervention plan template, calendar of tutoring and Saturday Schools, individualized student data
Artifacts (make sure to load into OneDrive)			
Additional Notes / Strategies (add as needed)	Judson ISD is part of the System of Great Schools. Currently, the bold school action taking place is implementing a STEM school model. Kirby STEM Academy is in Year 1 of a SAF grant with 6 th grade and Kirby Middle School, 7 th & 8 th grade, is being phased out. Each campus has its own CDC number and will have separate accountability ratings for 2025.		