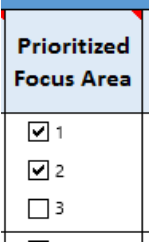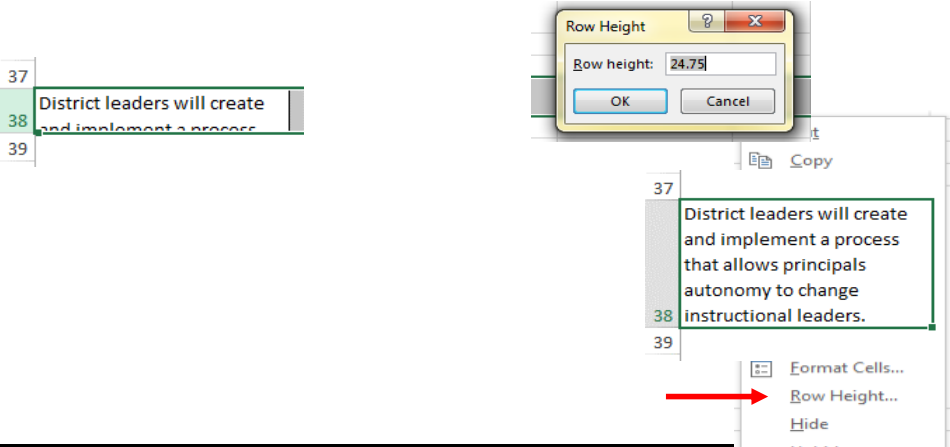| Campus Targeted Improvement Plan |
|---|
| Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at   https://tea.texas.gov/si/accountabilityinterventions/ |

Please complete all sections of the Cycles 1, 2, and 3 tabsexcept:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycleprior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	Unhide **Annual Desired Outcome for Priority Focus Area** Create your annual goal for each Priority Focus Area identified using qualitative and/or quantitative measures. **Barriers to address**
Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	San Antonio ISD	Campus Name	Storm Academy	Superintendent	Pedro Martinez	Principal	Jackie Navar
District Number	015907	Campus Number	000000169	District Coordinator of School Improvement (DCSI)	Angelica Romero	ESC Support	20

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.	**Angelica Romero - October 25, 2019**
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.	**Chris Fraser - October 25, 2019**
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.	**Jackie Navar - October 25, 2019**
Board Approval Date	2019-11-11	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 :70; Domain 2: 80, Domain 3: 73
	What changes in student group and subject performance are included in these goals?	Our student achievement outcomes are below where they need to be across the board, so we want to see at least 75% of students performing better on STAAR this year than last year, which will inform our Domain 2 goal in all tested grades, and clear the targets for all subgroups, for Domain 3: *66%of all scholars show growth in Reading. (242 scholars); 71%of all scholars show growth in Math.(261 scholars) *65%of Hispanic scholars show growth in Reading. (239 scholars); 69%of Hispanic scholars show growth in Math.(253 scholars) *64%of eco dis scholars show growth in Reading.(235 scholars); 68%of eco dis scholars show growth in Math. (250 scholars) *9%of SPED scholars show growth in Reading.(18 scholars); 61%of SPED scholars show growth in Math. (18 scholars) *64%of ELL scholars in US 4+ yrs show growth in Reading.(83 scholars); 68%of ELL scholars in US 4+ yrs show growth in Math. (88 scholars) *66%of controlled scholars show growth in Reading. (203 scholars); 71%of controlled scholars show growth in Math.(218 scholars) *67%of non-controlled scholars show growth in Reading. (40 scholars); 70%of non-controlled scholars show growth in Math. (42 scholars)
	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.	4
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
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.	3
5.3 Data-driven instruction.	3

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Rationale	In our progress monitoring for 2018-19, we failed to assess and address the strongest measures associated with STAAR and TEKS performance. We are in the process of developing strong interim assessments (benchmarks), aligned to the content being covered on the STAAR exams, and specific plans for how, when, and what resources to utilize when spiraling, reteaching, and reassessing the TEKS with which our scholars struggle. Last year, our teachers and leaders implemented strong systems to collectively and regularly analyze assessments to determine student misconceptions, identify instructional gaps, and create detailed action plans to address particular knowledge and skills with specific scholars and groups of scholars. Stronger TEKS alignment and a focus on STAAR will help optimize these systems, and will inform how and when to modify the research-based core curriculum for students versus how and when to utilize designated remediation sessions to close these gaps.	As a critical link to Data-driven instruction, the research-based, Tier 1 curricula that Storm has adopted must be more closely aligned to TEKS and projecting STAAR results. We must keep both the high academic bar set by our curricula, and lift the floor of all students by keeping a laser-like focus on TEKS and STAAR progress.	Though we made positive strides to improve student culture and saw growth, particularly in middle school in 2018-19, classroom management in many classrooms at Relay Lab Schools continues to be more reactive than proactive, teachers and leaders struggle with managing persistent misbehaviors, and not all scholars are academically engaged during instruction and practice.
Desired Annual Outcome	Students are able to complete rigorous work aligned to grade-level standards: Each grade-level will meet individual grade-level thresholds that are detailed in the "Student Data" tab, which reflect 5-15% growth of standards mastery from quarter to quarter. All subgroups (Hispanic, EcoDis, ELL, SPED, TELPAS) will meet state target for Reading and Math growth in Closing the Gap domain. (This could be the specificity under the Data Analysis section above. Just clarify the numbers needed and the change that will be required to hit the targets.) Standards Mastery will be assessed in quarterly trackers that are sourced from TEKS-aligned interim assessments (benchmarks) given quarterly and content-specific remediation lessons. We will see 75% of scholars meet the growth measure in both reading and math by end of year.	100% of grade-level TEKS will be assessed at least 3 times, formally, through the standards mastery tracker consisting of Interim Assessments, re-teaching, and exit tickets.	We create an inclusive culture of positive, clear expectations that allows all students to be engaged and feel supported at school. We will work with external partners to acquire, implement and test student-driven quantitative and qualitative data collection tools. This will allow us to gauge student engagement directly and get student guidance in setting goals in this focus area. Pending confirmation of data tools, we want to see at least 90% of students agree or strongly agree that they feel supported at school.
Barriers to Address During the Year	While we want to ensure we have plenty of data points and constantly drive instructional decisions with data, we also want to balance the volume of data and the amount of time spent testing with actually coaching teachers to effectively respond to the data. We will have to strategically maximize and balance coaching and analysis meetings. In addition, we are working to avoid over-testing in order to (A) reduce testing fatigue with our scholars, and (B) maximize instructional time to ensure that we cover content and have time to remediate as needed.	While all of our curricula has comprehensive crosswalks, the alignment with TEKS is inconsistent and not exactly aligned. While Managing Directors of Instruction have the bandwidth and resources to complete this for PK-5, don't have the bandwidth or resources to focus on 6th grade. Also, timing is an issue, especially for supporting all teachers, in focusing on both the rigorous curricula implementation and focus on TEKS remediation.	We have not yet acquired all the management strategies to adequately address and redirect students, especially addressing persistent misbehaviors, and creating an inclusive, culturally responsive environment for ALL students. Far too much instructional time is wasted simply managing, rather than teaching. Often, our leaders exhaust all the resources they have trying to reshape persistent scholar behavior. Rather than having teachers depend on leader intervention or student removal, we need to do a better job of engaging ALL stakeholders--teachers, parents, students AND leaders--in developing and constantly communicating about strategies to help these scholars academically re-engage and reshape behavior patterns.

District Commitment Theory of Action:	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Storm Academy across contents and grade levels.

ESF Diagnostic Results		
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)		
Date of ESF Diagnostic	2/12/2020 (FINAL REPORT IS NOT COMPLETE)	
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action 5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome		
Barriers to Address During the Year		

District Commitment Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Storm Academy across contents and grade levels.

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			Cycle 2			Cycle 3			Summative			
	Data Source	Goal	Actual: % Meets (based on STAAR 2019	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Floor	Goal	Actual
Grade 6 Math	Other	35	6	RLS Interim	45	3	Other	55		STAAR	27	60	
Grade 6 Reading	Other	35	7	RLS Interim	45	0	Other	55		STAAR	24	60	
Grade 5 Math	Other	20	13	STAAR Simulation	30	10	Other	40		STAAR	27	50	
Grade 5 Reading	Other	20	9	STAAR Simulation	30	9	Other	40		STAAR	24	50	
Grade 5 Science	MAP	20	0	MAP	30	0	Other	40		STAAR	19	50	
Grade 4 Math	Other	30	5	RLS Interim	40	2	Other	50		STAAR	24	60	
Grade 4 Writing	Other	20	0	STAAR Simulation	30	0	Other	40		STAAR	18	50	
Grade 4 Reading	Other	30	5	RLS Interim	40	5	Other	50		STAAR	24	60	
Grade 3 Math	Other	30	3	RLS Interim	40	2	Other	50		STAAR	27	60	
Grade 3 Reading	Other	20	0	RLS Interim	30	8	Other	40		STAAR	24	50	

Cycle 1 90-day Action Plan (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	☑ 1 ☑ 2 ☑ 3 5.3 Data-driven instruction ... en instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.3.1 Compelling and aligned vision, mission, goals, values focused on a safe
Desired 90-day Outcome	80%(8 of 9) of Each class/co...nts will meet or exceed grade-level thresholds (5-15%)growth from interim assessment (benchmark) 1 to interim assessment (benchmark) 2 in every subject. Campus leaders and teachers regularly review student data and monitor progress for all groups. Students are monitoring their own progress toward measurable outcomes to foster ownership and goal setting.	100% of grade-level TEKS that have been taught will be assessed at least 3 times by end of Cycle 1 for all Cycle 1 TEKS taught. This will be encompassed largely by revised Interim Assessments, as well as re-teach and TEKS blocks tracked through Standards Mastery. The scope and sequence and assessments are tightly aligned to standards and at the appropriate level of rigor. Instructional materials and corrective instruction are intentionally designed to meet the needs of all students and maintain a high bar of academic expectations.	We will implement one round of the Stanford PERTS (substituted with Social Emotional Academic Development survey) student engagement survey to gauge student culture directly from students. This will help foster a shared ownership of school culture amongst teachers, leaders, and students, with a common lens of high expectations.
Barriers to Address During this Cycle	Math, Science, and Social Studies interim assessments cover new content each round (as distinct content is taught each unit), so it may be difficult to make 10% growth from IA 1 to IA 2.	While all of our curricula has comprehensive crosswalks, the alignment with TEKS is inconsistent and not exactly aligned. While Managing Directors of Instruction have the bandwidth and resources to complete this for PK-5, don't have the bandwidth or resources to focus on 6th grade. Also, timing is an issue, especially for supporting all teachers, in focusing on both the rigorous curricula implementation and focus on TEKS remediation.	As it is the start of the school year, some scholars will not have fully adjusted to the behavior expectations reestablished for their new grade levels and classrooms. Leaders and teachers will need to build strong relationships with each scholar, quickly, in order to reinvest scholars who are struggling to fully engage in instruction because of their inability to meet behavioral expectations. Likewise, newer staff also struggle with management at the beginning of the year and do not utilize enough Tier 1 interventions to prevent misbehaviors. They may not respond in ways that are culturally responsive or mission-aligned.
District Actions for this Cycle	Storm instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative assessment data aligned to the interim assessment data to better monitor progress and will engage teachers in weekly, real-time coaching of instruction to effectively respond to this data. The RLS instructional superintendent will meet regularly with school principals to review data and plans to respond to trends in interim assessment data and will conduct informal walkthroughs will leaders to ensure normed rigor in coaching and evaluation.	Relay Lab Schools and SAISD will secure MS Math and ELA resources for alignment. MDIs continue to work on ensuring complete assessment of TEKS for each cycle. Storm instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative assessment data aligned to the interim assessment data to better monitor progress and will engage teachers in weekly, real-time coaching of instruction to effectively respond to this data. The RLS instructional superintendent will meet regularly with school principals to review data and plans to respond to trends in interim assessment data and will conduct informal walkthroughs will leaders to ensure normed rigor in coaching and evaluation.	Storm school leaders (principals, instructional leaders, coaches, and deans of culture) will collaborate to train and real-time coach staff struggling to build strong classroom culture and management with culturally responsive, positive, proactive strategies to minimize instructional time lost redirecting and addressing student misbehaviors. The RLS instructional superintendent will evaluate culture regularly and provide clear recommendations and action plans to address trends that may be impeding learning. The instructional superintendent will hold school leaders accountable for following-through with these plans and will help troubleshoot issues as they arise. SAISD will provide support and guidance to school principals at Storm (as needed) to help create intervention plans for students whose behavior persistently disrupts their own learning, as well as their peers.
District Commitments Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Storm Academy across contents and grade levels.		

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
Culture Bellwether Walkthrough 1 complete and all follow-up action steps executed	☑ 1 ☑ 2 ☑ 3	Four Thursdays in September for all grade-levels	Bellwether walkthrough evaluation protocol and rubric(s)	Instructional Superintendent	Bellwether Culture Rubric and Action Plan	27-Sep	Met	None

Milestone	☑	Timeframe	Resources	Person Responsible	Evidence	Due Date	Status	Notes
MAP Analysis completed in conjunction with SAISD, with action-step and instructional grouping completed	☑1 ☐2 ☑3	Sept- early October	SAISD, MAP data	Instructional Superintendent, Director of Special Projects	MAP Analysis and Action Plan	15-Oct	Met	Analyze and compare growth results from BOY MAP to MOY MAP.
State of Schools meetings occur weekly with school leadership teams, utilizing fully-functioning and weekly-updated dashboard with weekly tracking of action steps for all leaders on student/staff culture and DDI/Instruction	☑1 ☑2 ☑3	Weekly, Aug. - Nov	Dashboard, MDIs	Instructional Superintendent	State of Schools dashboard and weekly agenda	26-Sep	On Track	Meetings occur every Thursday, with action steps executed weekly
Interim Assessment 1 Cycle complete (Interim assessments administered, data collected in Eduphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on); Develop and test standards mastery tracking system	☑1 ☑2 ☑3	9/16-9/24	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	15-Oct	Significant Progress	Interim Assessment Cycle 1 from 9/10-9/24 (assessments), with 9/25-10/15 for analysis/action
Culture Bellwether Walkthrough 2 complete and all follow-up action steps executed		Oct-Nov	Bellwether walkthrough evaluation protocol and rubric(s)	Instructional Superintendent	Bellwether Culture Rubric and Action Plan	20-Nov	Met	Creation of 6-8 weeks playbooks that identify specific instructional leader goals and teacher action steps they need to meet to improve student academic culture. Next Steps: Monitor these goals that results from the Bellwether and campus walkthroughs.
Interim Assessment 2 Cycle complete (Interim assessments administered, data collected in Eduphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on)	☑1 ☐2 ☑3	11/5-11/20	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	25-Nov	On Track	Aligned Interim Assessments created; currently testing IA cycle 1 for ways to improve cycle
Coaching meetings executed weekly with all teachers and grade levels, with Weekly Data Meetings starting Week 9 to tie together Observation Feedback meetings (aligned to Get Better Faster) and TESS	☑1 ☑2 ☑3	Aug-Sept	RLS Leadership Team, Relay NPAF Team	Instructional Leaders (led by Principals)	State of Schools: WDMs, OFMs, Action Steps, Whetstone	15-Oct	On Track	OFM meetings off to a good start with all teachers; leaders are getting coached on WDM execution. Adjustment: Look Forward Meetings have taken the place of Weekly Data Meetings
Explore student survey options to establish student voice and valid student-led culture metric	☐1 ☑2 ☐3	Sept- Oct	Deans of Culture; Dallas ISD; TNTP	Executive Director, Executive Principal	Analysis of student surveys and implementation plan	30-Oct	Some Progress	We would much prefer to align our culture goals around a student survey, but need more guidance. Connections have been made to pursue this.
Round 1 of T-TESS Observations complete	☑1 ☑2 ☑3	Sept- Jan	RLS Leadership Team, Relay NPAF Team	Instructional Leaders (led by Principals)	Leader Calendars, Performance Matters	20-Nov	Some Progress	Norming has begun with leadership team on observations

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Priority Area 1 has been partially met. Adjustments were made so the desired 90 day outcome for priority are 1 and 3 aligned. One out of 7 teachers (14%) met or exceeded Grade level threshold performance increase goals from Interim Assessment 1 to Interim Assessment 2 (Math, Reading, Writing). Elementary ELA and 7th grade writing Interim Assessments will be available the first week of December and an update will be provided. Campus leaders and teachers regularly review student data and monitor progress for all groups. We are at the beginning stages of students monitoring their own progress toward measurable outcomes because we are revamping the structure of goal setting to reflect specific skill mastery as opposed to setting goals regarding percentage increase that lack meaning for students. We partially met Priority Area 2. We tracked the TEKS and how many times they were spiraled and tested throughout the cycle in both Interim Assessment and Exit Tickets. Not all TEKS were tested three times, we prioritised which standards were required to test three times. The scope and sequence are tightly aligned and assessments are are at the appropriate level of rigor. Action plans were created that identified TEKS that needed to be retaught, however the monitoring of the plans needs to be more consistent. We partially met Priority Area 3. We did not administer the Stanford PERTS because the Effective School Framework Survey asked similar questions and met that need, however the data is not yet available.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, students did not meet the Meets or Exceeds rating on the Interim Assessment. The reteach data has shown improvement in standards, however Tier 1 instruction needs to improve. Teachers need to look at data daily to determine what to reteach the following day, versus waiting for the interim assessments.

	Carryover Milestones	New Milestones
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?	Complete TTESS Observations (This was scheduled to be completed in January.)	1. Utilize Lead4ward student learning continuum to revamp the structure of goal setting to reflect specific skill mastery as opposed to setting goals regarding percentage increase that lack meaning for students. 2. Monitor action plans that result from the Interim Assessment Cycle.

Cycle 2 90-Day Action Plan (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.3.1 Compelling and aligned vision, mission, goals, values focused on a safe
Desired 90-day Outcome	Each class/cohort of students will meet or exceed grade-level thresholds (5-15%)growth from interim assessment (benchmark) 2 to interim assessment (benchmark) 3 in every subject.	100% of grade-level TEKS will be assessed at least 3 times by end of Cycle 2 for all Cycle 2 TEKS. This will be encompassed largely by revised Interim Assessments, as well as re-teach and TEKS blocks tracked through Standards Mastery.	We will explore data analysis tools and systems to gather goals and metrics directly tied to student voice of their classroom culture. We will implement at least one form of qualitative or quantitative data collection directly from students.
Barriers to Address During this Cycle	As we progress to the new calendar year, there might be a need to redistribute teachers, students, and leadership resources to best suit student needs, which might lead to some continuity challenges. Math, Science, and Social Studies interim assessments cover new content each round (as distinct content is taught each unit), so it may be difficult to make 10% growth from IA 1 to IA 2.	While all of our curricula has comprehensive crosswalks, the alignment with TEKS is inconsistent and not exactly aligned. While Managing Directors of Instruction have the bandwidth and resources to complete this for PK-5, don't have the bandwidth or resources to focus on 6th grade. Also, timing is an issue, especially for supporting all teachers, in focusing on both the rigorous curricula implementation and focus on TEKS remediation.	As we have found, the start of the new calendar year is a vital opportunity to reset expectations and culture, so will emphasize the importance of this with all teachers. It is still unclear on the exact tool for using student-directed goals and data collection for student culture, so difficult to project the data analysis for December onward.
District Actions for this Cycle	Storm instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative assessment data aligned to the interim assessment data to better monitor progress and will engage teachers in weekly, real-time coaching of instruction to effectively respond to this data. The RLS instructional superintendent will meet regularly with school principals to review data and plans to respond to trends in interim assessment data and will conduct informal walkthroughs will leaders to ensure normed rigor in coaching and evaluation.	Relay Lab Schools and SAISD will secure MS Math and ELA resources for alignment. MDIs continue to work on ensuring complete assessment of TEKS for each cycle. Storm instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative assessment data aligned to the interim assessment data to better monitor progress and will engage teachers in weekly, real-time coaching of instruction to effectively respond to this data. The RLS instructional superintendent will meet regularly with school principals to review data and plans to respond to trends in interim assessment data and will conduct informal walkthroughs will leaders to ensure normed rigor in coaching and evaluation.	Storm school leaders (principals, instructional leaders, coaches, and deans of culture) will collaborate to train and real-time coach staff struggling to build strong classroom culture and management with culturally responsive, positive, proactive strategies to minimize instructional time lost redirecting and addressing student misbehaviors. The RLS instructional superintendent will evaluate culture regularly and provide clear recommendations and action plans to address trends that may be impeding learning. The instructional superintendent will hold school leaders accountable for following-through with these plans and will help troubleshoot issues as they arise. SAISD will provide support and guidance to school principals at Storm (as needed) to help create intervention plans for students whose behavior persistently disrupts their own learning, as well as their peers.
District Commitments Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Storm Academy across contents and grade levels.		

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
MAP MOY Analysis and Action Plan	☑1 ☐2 ☑3	January	SAISD Research Team, Dashboard	Instructional Superintendent	MAP Analysis and Action Plan	31-Jan	Met	None
Interim Assessment 3 Cycle complete (Interim assessments administered, data collected in Eduphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on)	☑1 ☐2 ☑3	1/14/20-2/12/20	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	28-Feb	On Track	Our IA Cycle was moved back to allow us to complete the district STAAR Simulation. Now that all assessments are taken, we are in the midst of Specific Teacher and campus Action Plan creation related to adjusting tutoring groups, areas of focusing for tutoring and identifying areas of need for specific grade levels and teaching (coaching/teaching assignments).

Milestone	Progress (1,2,3)	Timeline	Resources	Owner	Evidence	Target Date	Status	Notes
State of Schools meetings occur weekly with school leadership teams, utilizing fully-functioning and weekly-updated dashboard, with weekly tracking of action steps for all leaders on student/staff culture and DDI/Instruction	☑1 ☑2 ☑3	Weekly, Jan-Feb	Dashboard, MDIs	Instructional Superintendent	State of Schools dashboard and weekly agenda	31-Jan	On Track	Meetings occur every Wednesday and Thursday, with action steps executed weekly. We made significant changes to the State of Schools meeting template based on data and feedback received by staff (For example, we are no longer focusing on completion of interventions, we are looking at mastery as indicated by students exit tickets).
Implement Round of Student Culture data collection	☑1 ☑2 ☐3	Jan-Feb	External vendor or partner, students	Executive Director, Executive Principal	Data Analysis and Action Steps	28-Feb	On Track	We have decided not to use an external vendor for a student culture survey this year, however we look at student culture data including behavior and attendance as part of weekly State of the Schools meetings. In addition, leaders have held informal roundtable conversations with students about improving student culture. These roundtable conversations have led us to revamp our student culture rubric document, include specific elements to the rubric on the need for increasing student voice, student engagement, and proactive measures to student discipline. This revised rubric is being used in our culture walkthroughs we are facilitating.
Culture Bellwether Walkthrough 2 complete and all follow-up action steps executed	☑1 ☑2 ☐3	Oct-Nov	Bellwether walkthrough evaluation protocol and rubric(s)	Instructional Superintendent	Bellwether Culture Rubric and Action Plan	25-Feb (One per month)	Met	School leadership team does a culture walkthrough twice a month and uses their focus of the week to collect data. In Middle School this has resulted in a shift in our focus to the following three components: student joy and engagement, increasing
Round 1 of T-TESS Observations complete	☑1 ☑2 ☑3	Sept- Jan	RLS Leadership Team, Relay NPAF Team	Instructional Leaders (led by Principals)	Leader Calendars, Performance Matters	30-Jan	Met	Round 1 of T-TESS observations is complete.

Utilize Lead4ward student learning report to track student progress towards mastery of specific skills in math.	☑1 ☐2 ☐3	Dec-Feb	Lead4ward Learning Continuum, Analysis and instructional plans for each Interim Assessment Cycle, Interim assessment Data	Managing Director of Instruction, Teachers	Data Analysis, Student Goal Sheets, Teacher Goal Sheets, classroom display	20-Feb	On Track	We have provided time for students to make specific goals around MAP and specific goals related to ELA and Math State test prep data we are collecting weekly. Now that we are completing our IA cycle, we want our teachers and students to use this new and fresh data to determine specific student friendly language goals that they will monitor weekly following
Monitor action plans that result from the Interim Assessment Cycle.	☑1 ☑2 ☐3	Dec-Feb	Action Plan	Instructional Coaches, MDI	Walkthroughs with a focus on implementation of action plan (Goals), Student Data	20-Feb	Met	Interim assessment cycle is complete.
January PD Day differentiated for common action steps, specific cor	☑1 ☐2 ☑3	6-Jan	External facilitators, instructional leadership team, MDIs	Instructional Superintendent	Exit Tickets from teachers on January PD Day	7-Jan	Met	The PD day in January was successful in that teachers received differentiated content and action steps and we built

Reflection and Planning for Next 90-Day Cycle	
Did you achieve your desired 90-day outcome? Why or why not?	Priority Area 1 has been partially met. Adjustments were made to align the desired 90 day outcomes for priority 1 and 3. Of the tests taken (Interim Assessments or STAAR Released assessments 2/15 (13%) of teachers met or exceeded Grade level threshold performance increase goals from Assessment 2 to Assessment 3 (Math, Reading, Writing). Campus leaders and teachers regularly review student data and monitor progress for all groups. Students are monitoring their own progress toward measurable outcomes and have revamped the structure of goal setting to reflect specific skill mastery as opposed to setting goals regarding percentage increase that lack meaning for students. We didn't fully meet our goal because while we are monitoring student progress, teachers and leaders are not yet hyperfocused on individual student progress skill to skill. As a result of this, we are looking to create more student friendly specific goals, create trackers with specific student information so we are constantly mindful of each student's need, and we've adjusted our goal setting so that this is done week to week versus Interim Assessment to Interim Assessment. We partially met Priority Area 2. We tracked the TEKS and how many times they were spiraled and tested throughout the cycle in both Interim Assessment and Exit Tickets. We partially met Priority Area 3. We administered the Effective School Framework Survey and reflected on the data we received from staff and students. We engagede in discussions with the ESF facilitator and gained insight into teacher perceptions. Experiences from the 18-19 experiences influenced some of the 19-20 responses and teachers overall are satisfied with changes made in 19-20. This district has admiistered the Insight Survey that will inform our further understanding.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, students did not meet the Meets or Exceeds rating on the Interim Assessment or Simulation Data. The reteach data has shown improvement in standards, however Tier 1 instruction continues to be a focus of improvement. Teachers will continue to look at data daily to determine what to reteach the following day, versus waiting for the interim assessments. We are also focusing on level of student engagement in the lesson . We didn't fully meet our goal because while we are monitoring student progress, teachers and leaders are not yet hyper focused on individual student progress skill to skill. As a result of this, we are looking to create more student friendly specific goals, create trackers with specific student information so we are constantly mindful of each student's need, and we've adjusted our goal setting so that this is done week to week versus Interim Assessment to Interim Assessment.

	Carryover Milestones	New Milestones
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?	We are going to utilize the Lead4ward student learning report and modifying the format to track student progress towards mastery of specific skills weekly in math.	Use student daily Trackers to assess mastery of skills weekly and to inform reteaches for the following

Cycle 3 90-Day Action Plan (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.3.1 Compelling and aligned vision, mission, goals, values focused on a safe
Desired 90-day Outcome	Each class/cohort of students will meet or exceed grade-level thresholds (5-15%)growth from interim assessment (benchmark) 3 to interim assessment (benchmark) 4 in every subject.	100% of grade-level TEKS will be assessed at least 3 times by end of Cycle 3 for all Cycle 3 TEKS. This will be encompassed largely by revised Interim Assessments, as well as re-teach and TEKS blocks tracked through Standards Mastery.	We will move from data collection to action with student culture, particularly emphasizing student voice in improving their engagement and experience. Once we gather the tools, we will set metrics to monitor ourselves against.
Barriers to Address During this Cycle	In the push to STAAR, we will be very data-rich, but must ensure we are information and insight-rich as well in order to equip teachers and leaders with the highest leverage data to drive toward successful outcomes on the end-	While all of our curricula has comprehensive crosswalks, the alignment with TEKS is inconsistent and not exactly aligned. While Managing Directors of Instruction have the bandwidth and resources to complete this for PK-5, don't have the bandwidth or resources to	Once the end of the school year hits, there is often a laser-like focus on STAAR, which can inadvertently create extra pressure for students and teachers. We have seen this negatively impact student culture and take priorities away from classroom management.
District Actions for this Cycle	Storm instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative	Relay Lab Schools and SAISD will secure MS Math and ELA resources for alignment. MDIs continue to work on ensuring complete assessment of TEKS for each cycle. Storm instructional leaders (principals, coaches, and directors of instruction) will hold analysis action plans for reteaching, readdressing, and spiraling the skills on which students struggle	Storm school leaders (principals, instructional leaders, coaches, and deans of culture) will collaborate to train and real-time coach staff struggling to build strong classroom culture and management with culturally responsive, positive, proactive strategies to minimize instructional time lost redirecting and addressing student misbehaviors. The RLS instructional superintendent will evaluate culture regularly and provide clear
District Commitments Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Storm Academy across contents and grade levels.		

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
Interim Assessment 4 Cycle complete (Interim assessments administered, data collected in Eduphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on)		3/4/20-3/31/20	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	15-Apr		
State of Schools meetings occur weekly with school leadership teams, utilizing fully-functioning and weekly-updated dashboard, with weekly tracking of action steps for all leaders on student/staff culture and DDI/Instruction		Weekly, Mar-May	Dashboard, MDIs	Instructional Superintendent	State of Schools dashboard and weekly agenda	15-Apr		
Convening of students and campus leadership teams to assess progress to student culture data collection and student-led goals		March-May	External vendor or partner, students	Executive Director, Executive Principal	Data Analysis and Action Steps	31-May		
Re-prioritize daily internalization/tutoring blocks (3:15-4:00) to optimize teacher preparation and student remediation		Daily, Mar-May	Principals, MDIs	Instructional Superintendent	Formal Relay Lab Schools' rubric-based evaluation of daily internalization/remediation blocks	31-May		
Use student daily Trackers to assess mastery of skills weekly and to inform reteaches for the following week and the content of our 10 Day ramp towards state exams		Daily, Mar-May	Trackers, lead4ward	MDI's Coaches, Teachers	Student Trackers	31-May		
Increase student engagement and student accountable talk during class periods to improve progress in our IAs and towards our STAAR goals		Daily, Mar-May	Trackers, lead4ward	MDI's Coaches, Teachers	Student Trackers	31-May		

Reflection and Planning for Next 90-Day Cycle

		Carryover Milestones	New Milestones
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?			

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	Students are able to complete rigorous work aligned to grade-level standards: Each grade-level will meet individual grade-level thresholds that are detailed in the "Student Data" tab, which reflect 5-15% growth of standards mastery		
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	80%(8 of 9) of Each class/cohort of students will meet or exceed grade-level thresholds (5-15%)growth from interim assessment (benchmark) 1 to interim assessment (benchmark) 2 in every subject. Campus leaders and teachers	100% of grade-level TEKS that have been taught will be assessed at least 3 times by end of Cycle 1 for all Cycle 1 TEKS taught. This will be encompassed largely by revised Interim Assessments, as well as re-teach and TEKS blocks tracked through Standards Mastery. The	We will implement one round of the Stanford PERTS (substituted with Social Emotional Academic Development survey) student engagement survey to gauge student culture directly from students. This will help foster a shared ownership of school culture amongst teachers
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	0		

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**

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
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
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.
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
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	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