

# Democracy Prep at Stewart Targeted Improvement Plan 2019-2020



TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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 achieving this action.

Campus Information								
<b>District Name</b>	San Antonio ISD	<b>Campus Name</b>	Democracy Prep at Stewart	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Virginia Silva	
<b>District Number</b>	015907	<b>Campus Number</b>	000000168	<b>District Coordinator of School Improvement (DCSI)</b>	Angelica Romero	<b>ESC Support</b>	Jamie Goodwin Shannon Allen	
Assurances								
<b>DCSI</b>	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 7, 2019		
<b>Principal Supervisor</b> <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.					<Enter Name and Date>		
<b>Principal</b>	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.					Virginia Silva, September 22, 2019		
<b>Board Approval Date</b>	2019-11-11							
Needs Assessment								
<b>Data Analysis Questions</b>			What accountability goals for each Domain has your campus set for the year?	Domain 1: 65 Domain 2: 90 Domain 3: 70				
			What changes in student group and subject performance are included in these goals?	There is a significant increase in students meeting grade level in each content area and grade. Our campus had previously focused on getting students to approach grade level standard. By focusing our data meetings to students meeting grade level standards, we know that we will elevate the performance of all students. With our two year plan, we are working to surpass the state average of students meeting standards over the course of the school year. For this year, we are aiming for 40% of students to meet expectations.				
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	not applicable				

<b>Self-Assessment Results</b> (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.		5 (score from ESF visit in Spring '19)	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		4	
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.		2	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action:	If the leadership team sets clear guidelines and provides supports for lesson planning and data analysis, then teachers will be more focused and strategic with their use of instructional time. If teachers are using data to drive their instruction, students will make academic gains more quickly and receive the support they need.		

<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)					
Date of ESF Diagnostic		2019-04-29			
Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3	
<b>Essential Action</b>	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		
<b>Desired Annual Outcome</b>	Teachers will backwards-plan from unit assessments and use formative and summative data to inform their instruction. They will utilize the Illuminate assessment platform to quickly access data. Data will be tracked in public places for class performance and students will utilize individual data trackers.	Teachers improved over the last school year in their ability to structure a lesson plan, but they were not typically using data to drive their planning rationale. Feedback from instructional coaches was inconsistent and the leadership team did not look at lesson plans from a comprehensive angle.	Teachers will follow pacing guides and accurately prioritize key objectives within their adjustment. Through data analysis protocol, they will determine which TEKS they need to revisit and spiral into their subsequent units.		
<b>Barriers to Address During the Year</b>	Alignment between Spanish and English assessments; Implementation of accommodations aligned to online testing; Balancing STAAR assessments with other assessments; Creating time for data analysis for self-contained teachers; User configuration on Illuminate	Feedback to bilingual/monolingual classrooms; content expertise in art and drama; teacher familiarity with new curriculum and ELAR TEKS; time for Special Education teachers to review and add accommodations	Balancing new content with remedial TEKS; Teachers releasing students to independent practice		
<b>District Commitment Theory of Action</b>	If the leadership team sets clear guidelines and provides supports for lesson planning and data analysis, then teachers will be more focused and strategic with their use of instructional time. If teachers are using data to drive their instruction, students will make academic gains more quickly and receive the support they need.				
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>				

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	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Math	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
3	Reading	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
4	Math	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
4	Reading	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
4	Writing	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
5	Math	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
5	Reading	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
5	Science	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
6	Math	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	
6	Reading	Benchmark	30		Benchmark	35		Benchmark	40		STAAR	40	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Teachers will backwards-plan from unit assessments and use formative and summative data to inform their instruction. They will utilize the Illuminate assessment platform to quickly access data. Data will be tracked in public places for class performance and students will utilize individual data trackers.	Teachers improved over the last school year in their ability to structure a lesson plan, but they were not typically using data to drive their planning rationale. Feedback from instructional coaches was inconsistent and the leadership team did not look at lesson plans from a comprehensive angle.	Teachers will follow pacing guides and accurately prioritize key objectives within their adjustment. Through data analysis protocol, they will determine which TEKS they need to revisit and spiral into their subsequent units.
<b>Desired 90-day Outcome</b>	Teachers will complete 2 data cycles with the data analysis protocol from "Driven by Data." Teachers will be able to create assessments in Illuminate and perform item and standards-level analysis.	Lesson plans will consistently include a completed exemplar, to be reviewed by instructional coaches each week for feedback.	Instructional coaches will conduct a pacing check with teachers each month; they will schedule additional planning meetings with teachers who struggle with pacing.
<b>Barriers to Address During this Cycle</b>	User configuration on Illuminate; Alignment between Spanish/English assessments	Feedback to bilingual/monolingual classrooms	Balancing new content with remedial TEKS
<b>District Actions for this Cycle</b>	1. Incorporate data analysis into individual coaching meetings 2. Create campus data boards and support teachers with individual student data tracking	1. Lesson plan reviews in Instructional Leadership Team 2. Facilitate lesson plan protocol in professional learning groups.	1. Computation and centers support for remedial TEKS 2. First pacing check
<b>District Commitments Theory of Action</b>	If the leadership team sets clear guidelines and provides supports for lesson planning and data analysis, then teachers will be more focused and strategic with their use of instructional time. If teachers are using data to drive their instruction, students will make academic gains more quickly and receive the support they need.		

Action plan-Milestones								
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
Test creation of 1st Common Assessments (monthly)	1,2,3	September 27; will be due at start of month moving forward	Illuminate software	Content Leads	Review of assessments	27-Sep		
Finalization of class data trackers	1,2	7-Oct	Bulletin boards	Liberty Heise	Review of data boards	7-Oct		
Finalization of student-level data trackers	1,2	7-Oct	Data folders	Liberty Heise	Random review of folders	7-Oct		
Leadership team will review exit tickets and lesson plans on a monthly basis using a structured protocol	1,2	Ongoing, beginning in October	Lesson plans, exit tickets	Leadership Team	Lesson plans, exit tickets	Ongoing		
Professional learning on integrating remedial computation skills	1,2,3	29-Oct	None	Virginia Silva, Liberty Heise	Observations in October, November	Ongoing		
Support for math centers and structuring math block	1,2	Ongoing in October	Manipulatives, centers	Summer Ahmed	Observation data	Ongoing		

Use first STAAR interim assessment to conduct accountability review with campus	1,2	15-Nov	Illuminate software	Leadership Team	Interim STAAR data	15-Nov		
Teachers review campus level data in monthly stepbacks	1,2	Ongoing, beginning in September	Attendance, discipline, academic data	Leadership Team	Attendance, discipline, academic data	Ongoing		
Identify exemplar lesson plans to be shared during vertical team meetings.	2	Ongoing, beginning in October	Lesson plans	Leadership Team	Lesson plans	Ongoing		

**Reflection and Planning for Next 90-Day Cycle**

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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Teachers will backwards-plan from unit assessments and use formative and summative data to inform their instruction. They will utilize the Illuminate assessment platform to quickly access data. Data will be tracked in public places for class performance and students will utilize individual data trackers.	Teachers improved over the last school year in their ability to structure a lesson plan, but they were not typically using data to drive their planning rationale. Feedback from instructional coaches was inconsistent and the leadership team did not look at lesson plans from a comprehensive angle.	Teachers will follow pacing guides and accurately prioritize key objectives within their adjustment. Through data analysis protocol, they will determine which TEKS they need to revisit and spiral into their subsequent units.
<b>Desired 90-day Outcome</b>	Classes or grade levels who are not making sufficient academic progress will receive additional support in planning and data analysis.	Identify teachers in most need of support with lesson planning and provide additional collaboration time	Identify teachers who are furthest behind in pacing and provide support in the form of co-teaching and live coaching
<b>Barriers to Address During this Cycle</b>	Implementation of accommodations aligned to online testing; Balancing STAAR assessments with other assessments	Teacher familiarity with new curriculum and ELAR TEKS	Release to independent practice
<b>District Actions for this Cycle</b>	1. Continued facilitation of data meetings 2. Additional support for identified teachers. 3. Analysis of Interim STAAR assessment and MAP predictive data	1. Lesson planning clinics for teachers	1. Scheduled co-teaching 2. Scheduled live coaching
<b>District Commitments Theory of Action</b>	If the leadership team sets clear guidelines and provides supports for lesson planning and data analysis, then teachers will be more focused and strategic with their use of instructional time. If teachers are using data to drive their instruction, students will make academic gains more quickly and receive the support they need.		

Action plan-Milestones								
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
Use second STAAR interim assessment to conduct accountability review with campus	1	2/28/20	STAAR	Leadership Team	Interim Data	2/28/20		
Record effective data meetings to share with other teachers	1,2,3	12/6/19	Data meeting agendas, videos	Leadership Team	Data meeting agendas	6-Dec		
Identify teachers who can independently facilitate data meetings	1,2	1/6/20	Data meeting agendas, videos	Leadership Team	Data meeting videos	6-Dec		
Instructional coaches identify teachers who still need planning support and schedule additional weekly planning meeting	1,2,3	12/6/19	Lesson plan	Leadership Team	Lesson plans	6-Dec		
Instructional coaches identify teachers who still need support with pacing and schedule co-teaching or live coaching on weekly basis	1,3	12/6/19	Classroom observations, pacing check	Leadership Team	Pacing guides/observations	6-Dec		
Teachers review campus level data in monthly stepbacks	1,3	Monthly	Attendance, discipline, academic data	Leadership Team	Attendance, discipline, academic data	Ongoing		

Lesson plan stacks and exit ticket stacks occur on monthly basis in leadership team meetings	2,3	Monthly	Lesson plans, Exit tickets	Leadership Team	Lesson plans, Exit tickets	Ongoing		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
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?			<b>Carryover Milestones</b>			<b>New Milestones</b>		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Teachers will backwards-plan from unit assessments and use formative and summative data to inform their instruction. They will utilize the Illuminate assessment platform to quickly access data. Data will be tracked in public places for class performance and students will utilize individual data trackers.	Teachers improved over the last school year in their ability to structure a lesson plan, but they were not typically using data to drive their planning rationale. Feedback from instructional coaches was inconsistent and the leadership team did not look at lesson plans from a comprehensive angle.	Teachers will follow pacing guides and accurately prioritize key objectives within their adjustment. Through data analysis protocol, they will determine which TEKS they need to revisit and spiral into their subsequent units.
<b>Desired 90-day Outcome</b>	Data meetings continue, with leadership team supporting grade levels most in need; tutoring is strategically tailored to those groups who need more support	Lesson plan stacks continue; teachers use exemplar to guide their aggressive monitoring and are able to report on daily formative results	Pacing checks continue with leadership team support as necessary
<b>Barriers to Address During this Cycle</b>	Time for self-contained teachers to analyze data	Feedback to bilingual/monolingual classrooms; content expertise in art and drama; teacher familiarity with new curriculum and ELAR TEKS; time for Special Education teachers to review and add accommodations	Balancing new content with remedial TEKS; Teachers releasing students to independent practice
<b>District Actions for this Cycle</b>	1. Continue scheduling data meetings 2. Review tutoring schedules and What I Need Time to ensure they are aligned with areas of need	1. Continued lesson plan stacks 2. Exit ticket stacks	1. Pacing checks to determine grade levels needing support
<b>District Commitments Theory of Action</b>	If the leadership team sets clear guidelines and provides supports for lesson planning and data analysis, then teachers will be more focused and strategic with their use of instructional time. If teachers are using data to drive their instruction, students will make academic gains more quickly and receive the support they need.		

Action plan-Milestones								
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
Continued data meetings	1	Ongoing	Data meeting protocol	Leadership Team	Data meeting agendas, videos	Ongoing		
Review of tutoring and What I Need Intervention	1,2,3	3/1/20	Tutoring and WIN Roster, campus data	Virginia Silva	Assessment data	Ongoing		
Lesson plan stacks and exit ticket stacks occur on monthly basis in leadership team meetings	1,2	Ongoing	Lesson plans and exit tickets	Leadership Team	Lesson plans, exit tickets	Ongoing		
Teachers review campus level data in monthly stepbacks	1,2	Ongoing	Attendance, discipline, academic data	Leadership Team	Attendance, discipline, academic data	Ongoing		
Develop SSI Plan	1,2,3	May-20	5th Grade STAAR Data	Leadership Team, 5th Team	5th Grade STAAR Data	May-20		

Reflection and Planning for Next 90-Day Cycle			
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?		Carryover Milestones	New Milestones
END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	Teachers will backwards-plan from unit assessments and use formative and summative data to inform their instruction. They will utilize the Illuminate assessment platform to quickly access data. Data will be tracked in public	Teachers improved over the last school year in their ability to structure a lesson plan, but they were not typically using data to drive their planning rationale. Feedback from instructional coaches was inconsistent and the leadership team did not look at lesson plans	Teachers will follow pacing guides and accurately prioritize key objectives within their adjustment. Through data analysis protocol, they will determine which TEKS they need to revisit and spiral into their subsequent units.
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
<b>Essential Action</b>	Teachers will complete 2 data cycles with the data analysis protocol from "Driven by Data." Teachers will be able to create assessments in Illuminate and perform item and standards-level analysis.	Lesson plans will consistently include a completed exemplar, to be reviewed by instructional coaches each week for feedback.	Instructional coaches will conduct a pacing check with teachers each month; they will schedule additional planning meetings with teachers who struggle with pacing.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**Action plan-Milestones**

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?	<b>Carryover Milestones</b>	<b>New Milestones</b>