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| Education Service Center (ESC) Number: | District Number: | District Name: | Campus Number: | Campus Name: |
| Region 20 | 015907 | San Antonio ISD | 000000168 | Democracy Prep at the Stewart Campus |

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| Date of Public Hearing for Targeted Improvement Plan: | 10/1/19 | Date Targeted Improvement Plan Approved by Board: | 11/11/19 |
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| District Coordinator of School Improvement (DCSI): | Virginia Silva | Professional Service Provider (PSP) Name: | Linda Eichman |
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| District/Campus Leadership Team (DLT/CLT) Members: | | |
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| Sandra Estrada Clafin, Instructional Coach | Summer Ahmed, Instructional Coach | Sandra Estrada Clafin, Operations Assistant Principal |
| Victoria Aguilera Hernandez, Instructional Coach | Liberty Heise, Instructional Coach | Michelle Herrera, Parent |

Texas Title I Priority Schools (TTIPS) Grant/Project Monitoring

Critical Success Factor 1: Improve Academic Performance

| Annual Performance Goals, 2019-2020 | Annual Performance Goals and Targets from EOY document | | | | | On-Track assessment | Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring) | | | | |
|---|--|---|---|--------------------|---------------------------|---------------------------------------|---|---|---|--------------------|-----------------------------|
| | Interventions/Strategies | Activities to Implement Intervention (Fall) | Responsible Party | Required Resources | Evidence of Impact (Fall) | Period 1 Progress to Date | Interventions/Strategies | Activities to Implement Intervention (Spring) | Responsible Party | Required Resources | Evidence of Impact (Spring) |
| | 75% of students will scores at approaches on the Reading STAAR; 40% will score at meets | | | | | Select | | | | | |
| | 75% of students will scores at approaches on the Math STAAR; 40% will score at meets | | | | | Select | | | | | |
| Implement rigorous curriculum | Teachers will follow pacing guides and accurately prioritize key objectives within their scope and sequence. Through data analysis protocol, they will determine which TEKS they need to revisit and spiral into their subsequent units. | Instructional Coaches, Principal, Teachers | Scope and sequence, data meeting protocol | | Select | Continue rigorous curriculum | Use interim assessment data to determine any necessary adjustments to scope and sequence | Instructional Coaches, Principal, Teachers | Scope and sequence, data meeting protocol | | Select |
| Support teachers to increase efficacy | Hire two instructional coaches to support the work of teachers and staff with the explicit goal of improving teacher practice Instructional coaches will also support students with intervention time to assure academic success | Instructional Coaches, Principal, Teachers | Source and hire high quality Instructional Coaches Create a schedule that allows Instructional Coaches to support teachers and intervene with students as needed | | Select | Support teachers to increase efficacy | Instructional coaches will implement weekly coaching sessions with teachers and help support professional learning. | Instructional Coaches, Principal, Teachers | Coaching schedule, professional learning calendar | | Select |
| Create Intervention schedule for remediation and acceleration | Use "What I Need Time" to conduct small group differentiated instruction with flexible grouping | Instructional Coaches, Principal, Teachers | Intervention spreadsheet | | Select | Continue intervention schedule | Adjust intervention and deploy high-performing teachers to neediest students | Instructional Coaches, Principal, Teachers | Intervention spreadsheet | | Select |

Critical Success Factor 2: Quality Data to Drive Instruction

| Annual Performance Goals, 2019-2020 | Annual Performance Goals and Targets from EOY document | | | | | On-Track assessment | Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring) | | | | |
|-------------------------------------|--|---|-------------------|--------------------|---------------------------|---------------------------|--|---|-------------------|--------------------|-----------------------------|
| | Interventions/Strategies | Activities to Implement Intervention (Fall) | Responsible Party | Required Resources | Evidence of Impact (Fall) | Period 1 Progress to Date | Interventions/Strategies | Activities to Implement Intervention (Spring) | Responsible Party | Required Resources | Evidence of Impact (Spring) |
| | 100% of teachers in Grades 3 - 6 will use data tracking folders with students; 100% of teachers will demonstrate proficiency in using data analysis protocol | | | | | Select | | | | | |

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| Data Driven Instruction | 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. | Instructional Coaches, Principal, Teachers | Illuminate software, data trackers, common assessments | Select | Data Driven Instruction | Continued use of assessment data. Targeted support for grade levels/classes in need of additional intervention. | Instructional Coaches, Principal, Teachers | Illuminate software, data trackers, common assessments | Select |
| Leverage formative data to drive instruction | All teachers will be trained on how to write effective exit tickets; teachers will also create performance standards for exit tickets that model mastery so that teachers can judge student product against the exemplar | Instructional Coaches, Principal, Teachers | Daily exit tickets and interim assessments | Select | Leverage formative data to drive instruction | Review exit tickets within vertical learning teams and use data analysis protocol | Instructional Coaches, Principal, Teachers | Daily exit tickets and interim assessments | Select |
| Use consistent data meeting protocol | Teachers will be trained on data analysis protocol and meet as a team after unit assessments to determine corrective instruction | Instructional Coaches, Principal, Teachers | Data meeting agendas | Select | Continue data meetings | Teachers will be increasingly proficient in data analysis protocol; they will readily calculate Domain I and Domain II performance | Instructional Coaches, Principal, Teachers | Data meeting agendas | Select |
| Communicate data with students and families | Teachers will use Illuminate to provide students with feedback sheets, teachers will reach out to families to share assessment data | Instructional Coaches, Principal, Teachers | Illuminate software, student data trackers | Select | Meet with students individually to review progress | Teachers and leadership team will determine which students and families need more focused data meetings | Instructional Coaches, Principal, Teachers | Illuminate software, student data trackers | Select |

Critical Success Factor 3: Leadership Effectiveness

| Annual Performance Goals, 2019-2020 | Annual Performance Goals and Targets from EOY document | | | | On-Track assessment | Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring) | | | | | |
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| | Interventions/Strategies | Activities to Implement Intervention (Fall) | Responsible Party | Required Resources | Evidence of Impact (Fall) | Period 1 Progress to Date | Interventions/Strategies | Activities to Implement Intervention (Spring) | Responsible Party | Required Resources | Evidence of Impact (Spring) |
| | Leadership Team will be rated in the top quartile for effectiveness on the Insight Survey; Leadership Team will demonstrate progress based on School Review data from fall to spring | | | | Select | | | | | | |
| Create a culture of feedback | Afford multiple outlets for teachers to provide feedback to school leadership including surveys, on one meetings and tri-annual teacher performance evaluations. Review leadership effectiveness based on twice annual school review. | Instructional Coaches, Principal, Teachers | Insight Survey, School Review Data | Select | Create a culture of feedback | Afford multiple outlets for teachers to provide feedback to school leadership including surveys, on one meetings and tri-annual teacher performance evaluations. Review leadership effectiveness based on twice annual school review. | Instructional Coaches, Principal, Teachers | Insight Survey, School Review Data | Select | | |
| Conduct monthly stepbacks | Leadership team will conduct monthly stepbacks to determine key academic and cultural priorities with teachers. This information will be shared with teachers to determine next steps. | Instructional Coaches, Principal, Teachers | Monthly stepback reflection | Select | Continue monthly stepbacks | Leadership team will conduct monthly stepbacks to determine key academic and cultural priorities with teachers. This information will be shared with teachers to determine next steps. | Instructional Coaches, Principal, Teachers | Monthly stepback reflection | Select | | |
| Build teacher leadership | Content leads will be designated to participate in monthly leadership team and help facilitate professional learning | Content leads | Professional learning calendar | Select | Build teacher leadership | Content leads will have increasing responsibility in facilitating professional learning and protocols with colleagues | Content leads | Professional learning calendar | Select | | |

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| Leadership coaching | All members of leadership team, including principal, will participate in weekly coaching sessions | Superintendent, Principal, Instructional Coaches | Coaching meetings | | Select | Leadership coaching | All members of leadership team, including principal, will participate in weekly coaching sessions | Superintendent, Principal, Instructional Coaches | Coaching meetings | | Select |
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Critical Success Factor 4: Increase Learning Time

| Annual Performance Goals, 2017-2018 | Annual Performance Goals and Targets from EOY document | | | | On-Track assessment | Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring) | | | | | |
|-------------------------------------|---|--|--|--|---------------------|--|--|--|--|--|--|
| | Expand the academic calendar to include 182 days of instruction | | | | Select | | | | | | |
| | Increase daily learning time by extending the school day | | | | Select | | | | | | |

| Interventions/Strategies | Activities to Implement Intervention (Fall) | Responsible Party | Required Resources | Evidence of Impact (Fall) | Period 1 Progress to Date | Interventions/Strategies | Activities to Implement Intervention (Spring) | Responsible Party | Required Resources | Evidence of Impact (Spring) | Period 2 Progress to Date |
|--------------------------|--|--|-----------------------|---------------------------|---------------------------|--------------------------|--|--|-----------------------|-----------------------------|---------------------------|
| Increase learning time | Work with district administrators to increase the number of days students are in school for the 2019-2020 school Year Increase daily learning minutes by expanding the daily master schedule (7:45am-3:345pm) Follow the code of conduct and procedural justice to minimize out of school suspensions so that students are in school learning Follow truancy process to create attendance interventions | Principal, Family Impact Director, Dean of Culture | Calendar, schedule | | Select | Increase learning time | Target students who are at risk due to attendance and behavior and conduct home visits. | Principal, Family Impact Director, Dean of Culture | Calendar, schedule | | Select |
| Offer clubs and tutoring | Establish a schedule of tutoring and enrichment activities, planning for each program, obtaining parent permission, and tracking systems. Hold monthly Saturday school sessions to provide additional support to students in need. | Operations manager | Clubs rosters | | Select | Offer clubs and tutoring | Establish a schedule of tutoring and enrichment activities, planning for each program, obtaining parent permission, and tracking systems. Hold monthly Saturday school sessions to provide additional support to students in need. | Operations manager | Clubs rosters | | Select |
| Summer Academy | Offer Summer Academy Program for students in need of additional academic support, while also providing enrichment activities | Summer Academy director | Summer Academy roster | | Select | Summer Academy | Offer Summer Academy Program for students in need of additional academic support, while also providing enrichment activities | Summer Academy director | Summer Academy roster | | Select |

Critical Success Factor 5: Ongoing Family and Community Engagement

| Annual Performance Goals, 2017-2018 | Annual Performance Goals and Targets from EOY document | | | | On-Track assessment | Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring) | | | | | |
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| | Parent attendance at monthly family events will exceed 100 people | | | | Select | | | | | | |

| Interventions/Strategies | Activities to Implement Intervention (Fall) | Responsible Party | Required Resources | Evidence of Impact (Fall) | Period 1 Progress to Date | Interventions/Strategies | Activities to Implement Intervention (Spring) | Responsible Party | Required Resources | Evidence of Impact (Spring) | Period 2 Progress to Date |
|---|---|-----------------------|--|---------------------------|---------------------------|---|---|-----------------------|--|-----------------------------|---------------------------|
| Organize monthly family activities to increase involvement in academics and build community | Organize a minimum of one event per month and track parent attendance | Family Impact Manager | Monthly calendar, sign in sheets | | Select | Organize monthly family activities to increase involvement in academics and build community | Organize a minimum of one event per month and track parent attendance | Family Impact Manager | Monthly calendar, sign in sheets | | Select |
| Utilize consistent communication channels with families | Use weekly parent notes to communicate with parents Utilize the school messenger system to call and text parents Monthly parent calendars will be sent home | Family Impact Manager | Binder with copies of communications and calendars | | Select | Utilize consistent communication channels with families | Use weekly parent notes to communicate with parents Utilize the school messenger system to call and text parents Monthly parent calendars will be sent home | Family Impact Manager | Binder with copies of communications and calendars | | Select |

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| Facilitate parent/teacher contact through conferences and school phones | All teachers will be provided with a school cell phone to communicate with families. The school calendar will include two days for parent conferences so that teachers can meet with as many families as possible. | Teachers, Family Impact Manager | Parent Conference calendar | | Select | Facilitate parent/teacher contact through conferences and school phones | All teachers will be provided with a school cell phone to communicate with families. The school calendar will include two days for parent conferences so that teachers can meet with as many families as possible. | Teachers, Family Impact Manager | Parent Conference calendar | | Select |
| Increase number and involvement of parent volunteers | Hold parent training for volunteers and develop schedule for regular volunteer opportunities | Family Impact Manager | Monthly calendar | | Select | Increase number and involvement of parent volunteers | Continue to create and publicize volunteer opportunities | Family Impact Manager | Monthly calendar | | Select |

Critical Success Factor 6: Improve School Environment

| Annual Performance Goals, 2017-2018 | | Annual Performance Goals and Targets from EOY document | | | | On-Track assessment | Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring) | | | | |
|---|--|--|---------------------------------|---------------------------|---------------------------|---|--|-------------------------------|---------------------------------|-----------------------------|---------------------------|
| Reach attendance goal of 98% | | | | | | Select | | | | | |
| Interventions/Strategies | Activities to Implement Intervention (Fall) | Responsible Party | Required Resources | Evidence of Impact (Fall) | Period 1 Progress to Date | Interventions/Strategies | Activities to Implement Intervention (Spring) | Responsible Party | Required Resources | Evidence of Impact (Spring) | Period 2 Progress to Date |
| Weekly student assemblies | Principal will meet with all students at the end of each week to set the tone and focus students on specific school values Principal and teachers will reinforce school rules and systems and we will also celebrate students of the week and track initiatives like Accelerated Reader | Principal, Classroom Teachers | Monthly Calendar | | Select | Weekly student assemblies | Principal will meet with all students at the end of each week to set the tone and focus students on specific school values Principal and teachers will reinforce school rules and systems and we will also celebrate students of the week and track initiatives like Accelerated Reader | Principal, Classroom Teachers | Monthly Calendar | | Select |
| Work to reduce suspensions through restorative practices and teacher training | Utilize the Democracy Prep code of conduct and the San Antonio ISD student handbook to ensure that we are following prescribed processes for discipline For students that are suspended for violations of the code of conduct, full investigations, parent communication and meetings will be conducted, and re-entry meetings with students will be mandatory. | Dean of Culture | Student Handbook | | Select | Work to reduce suspensions through restorative practices and teacher training | Utilize the Democracy Prep code of conduct and the San Antonio ISD student handbook to ensure that we are following prescribed processes for discipline For students that are suspended for violations of the code of conduct, full investigations, parent communication and meetings will be conducted, and re-entry meetings with students will be mandatory. | Dean of Culture | Student Handbook | | Select |
| Connect students and their families to social support systems by contracting with Communities in Schools. A CIS Site Coordinator will help families access and navigate the maze of public and private services to help remove obstacles to a student's learning. | Coordinate with CIS, provide a classroom for services, help identify students on caseload | CIS, counselor, principal | Funding to staff CIS | | Select | Connect students and their families to social support systems by contracting with Communities in Schools. A CIS Site Coordinator will help families access and navigate the maze of public and private services to help remove obstacles to a student's learning. | Coordinate with CIS, provide a classroom for services, help identify students on caseload | CIS, counselor, principal | Funding to staff CIS | | Select |
| Promote school values and college readiness through campus environment. | Every classroom will have multiple signs that reflect school systems and values including our DREAM values and common visuals. Hallways will display student work, both academic and artistic, and we will promote a college going culture with college banners and flags throughout the building | Dean of Culture | Required materials for displays | | Select | Promote school values and college readiness through campus environment. | Every classroom will have multiple signs that reflect school systems and values including our DREAM values and common visuals Hallways will display student work, both academic and artistic, and we will promote a college going culture with college banners and flags throughout the building | Dean of Culture | Required materials for displays | | Select |
| Provide a minimum of 3 field trips to each grade | Students will make real world connections to their learning by traveling to different places in the community; teachers will connect field experiences to their content | Operations manager, teachers | Field trip calendar | | Select | Provide a minimum of 3 field trips to each grade | Students will make real world connections to their learning by traveling to different places in the community; teachers will connect field experiences to their content | Operations manager, teachers | Field trip calendar | | Select |

Critical Success Factor 7: Ensure Effective Teachers

| Annual Performance Goals, 2017-2018 | | Annual Performance Goals and Targets from EOY document | | | | On-Track assessment | Justification- Quantifiable Evidence of "On-Track" Assessment at mid-year (Spring) | | | | |
|---|---|--|--------------------|---------------------------|---------------------------|--------------------------|--|-------------------|--------------------|-----------------------------|---------------------------|
| 100% of Democracy Prep teachers will show progress on evaluation tool from T1 to T3 | | | | | | Select | | | | | |
| 85% of Democracy Prep teachers will return for the 2020-2021 school year | | | | | | Select | | | | | |
| Interventions/Strategies | Activities to Implement Intervention (Fall) | Responsible Party | Required Resources | Evidence of Impact (Fall) | Period 1 Progress to Date | Interventions/Strategies | Activities to Implement Intervention (Spring) | Responsible Party | Required Resources | Evidence of Impact (Spring) | Period 2 Progress to Date |

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| Provide job-embedded professional learning | Teachers will be observed a minimum of 1x a week with feedback from their instructional coach. Teachers will participate in professional learning on Tuesdays and Thursdays, working within vertical content teams and in sessions that focus on school academic goals. | Instructional Coaches, Principal, Teachers | Observation tool, professional learning calendar | Select | Continue job-embedded professional learning | Leadership team will identify teachers in need of additional support. Professional learning calendar will be adjusted to reflect the highest priority areas. | Instructional Coaches, Principal, Teachers | Observation tool, professional learning calendar | Select |
| Weekly coaching sessions | Instructional coaches will collaboratively plan for coaching meetings and provide teachers with individualized supports | Instructional Coaches, Principal, Teachers | Coaching agendas | Select | Weekly coaching sessions | Instructional coaches will collaboratively plan for coaching meetings and provide teachers with individualized supports | Instructional Coaches, Principal, Teachers | Coaching agendas | Select |
| Incentivize teacher performance | Teachers are rewarded for performance in two ways. CAMPUS BONUS: if we accomplish our goals, campus, teachers will be eligible for a \$2,500 bonus INDIVIDUAL INCREASES: teachers who perform well on the teacher evaluation system and measures of academic progress, will be eligible for up to a \$2500 bonus | Principal, teachers | Incentive pay rubric | Select | Incentivize teacher performance | Teachers are rewarded for performance in two ways. CAMPUS BONUS: if we accomplish our goals, campus, teachers will be eligible for a \$2,500 bonus INDIVIDUAL INCREASES: teachers who perform well on the teacher evaluation system and measures of academic progress, will be eligible for up to a \$2500 bonus | Principal, teachers | Incentive pay rubric | Select |