Bonham Academy
Targeted Improvement Plan
2019-2020

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 achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information

District Name	San Antonio ISD	Campus Name	Bonham Academy	Superintendent	Pedro Martinez	Principal	David Nungaray
District Number	015907	Campus Number	000000107	District Coordinator of School Improvement (DCSI)	Dr. Olivia Hernandez	ESC Support	Jamie Goodwin
							Shannon Allen

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.	**Dr. Olivia Hernandez - October 29, 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.	**n/a**
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.	**David Nungaray - October 29, 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: 72, Domain 2: 70, Domain 3: 71
	What changes in student group and subject performance are included in these goals?	One of the subject performance areas that we will see gains in will be math. Math is currently outpaced by reading by up to 30 points difference. A focus on math will also support us achieving more in growth, and subsequently in closing the achievement gap for subpopulations. We anticipate our overall approaches to be at 80%, our meets at 50%, and our masters at 30%. We specifically want to see students continue to go from meets to masters as we see some gains there last year. We also want to see more of our students who regressed to make the gains to the proficiency level they had before.
	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.	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.	2
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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Rationale	There has been no clear systems for creating daily lesson plans or expectations for them to include formative assessments. We have systems to collect them, however, there is also no feedback related to their quality and the depth and complexity related to the TEKS.	While we spent time last year on familiarizing ourselves with data, we did not always have a plan for how to utilize it to drive instruction.	Our PLC time last year often dealt with logistics and systems. We would discuss some strategies and look at some student work, but there wasn't a consistent focus on units of study. We did not deeply review TEKS with teachers.
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC work will focus on Data-driven instruction.	By the end of the year, 100% of PLC planning work will have a focus on creating Units of Study that are aligned to TEKS.
Barriers to Address During the Year	New TEKS in ELAR and SLAR were rolled out this year and teachers are still not proficient in deconstructing the new standards. The lack of teacher knowledge on the creation of formative assessments.	ILT lacks the knowledge and time to strategically plan and use data to drive instruction.	Teachers struggle teaching on grade-level, while also addressing student academic gaps.
District Commitment Theory of Action:	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students in their future educational endeavors.		

ESF Diagnostic Results		
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)		
Date of ESF Diagnostic		
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action		
Desired Annual Outcome		
Barriers to Address During the Year		
District Commitment Theory of Action		
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	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
Grade 3	Reading	District Interim	35	29	District Interim	40		Benchmark	50		STAAR	50	
Grade 3	Math	District Interim	30	52	District Interim	35		Benchmark	40		STAAR	40	
Grade 4	Reading	District Interim	40	51	District Interim	45		Benchmark	50		STAAR	50	
Grade 4	Math	District Interim	35	16	District Interim	40		Benchmark	45		STAAR	45	
Grade 4	Writing	District Interim	30		District Interim	35		Benchmark	40		STAAR	40	
Grade 5	Reading	District Interim	30	16	District Interim	35		Benchmark	40		STAAR	40	
Grade 5	Math	District Interim	25	31	District Interim	30		Benchmark	35		STAAR	35	
Grade 5	Science	District Interim	25		District Interim	30		Benchmark	35		STAAR	35	
Grade 6	Reading	District Interim	50		District Interim	55		Benchmark	60		STAAR	60	
Grade 6	Math	District Interim	25		District Interim	30		Benchmark	37		STAAR	37	
Grade 7	Reading	District Interim	30		District Interim	35		Benchmark	40		STAAR	40	
Grade 7	Math	District Interim	20		District Interim	25		Benchmark	30		STAAR	30	
Grade 7	Writing	District Interim	30		District Interim	35		Benchmark	40		STAAR	40	
Grade 8	Reading	District Interim	40		District Interim	45		Benchmark	50		STAAR	50	
Grade 8	Math	District Interim	25		District Interim	30		Benchmark	35		STAAR	35	
Grade 8	Science	District Interim	40		District Interim	45		Benchmark	50		STAAR	50	
Grade 8	Social Studies	District Interim	30		District Interim	35		Benchmark	40		STAAR	40	
English 1	English 1	District Interim	80		District Interim	90		Benchmark	100		STAAR	100	
Algebra 1	Algebra 1	District Interim	65		District Interim	70		Benchmark	75		STAAR	75	

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC work regarding lesson planning will have a focus area on data-driven instruction demonstrated by student work and CBA/unit data.	By the end of the year, 100% of PLC work on planning Units of Study for math and reading will have a focus on creating units that are aligned to TEKS.
Desired 90-day Outcome	60% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	60% of PLC work regarding lesson planning will have a focus area on data-driven instruction.	60% of PLC work on planning Units of Study for math and reading will have a focus on creating units that are aligned to TEKS.
Barriers to Address During this Cycle	Misalignment of resources used in the classrooms. Teachers struggling to create lesson plan templates that are at the correct level of depth and complexity.	Teachers still learning how to analyze data to create targeted lesson plans.	Lack of PLC protocols that include grade-level chair involvement to analyze alignment of lesson plans with TEKS, YAGs and areas of need.
District Actions for this Cycle	DCSI will conference with the principal to monitor campus lesson plans for alignment to the depth and complexity of the TEKS and provide feedback. Supports will be provided as deemed appropriate.	Research and Evaluation and our instructional coaches will continue to support the campus with all data necessary to make sound descions about instruction. They will also train and guide teachers on how to analyze the data to improve instruction.	DCSI will continue to support the school with feedback on the PLC work in the Units of Study through frequent walk throughs and coaching conversations.
District Commitments Theory of Action	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students in their future educational endeavors.		

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
PLCs, using grade-level chair feedback, will have completed differentiated Units of Study for math that are aligned to TEKS and contain unit assessments, daily objectives, and formative checks.	4.1 5.1	November 22nd	Planning Time Lead4Ward documents Planning Template	Grade levels, coaches, and admin	Completed units of study and lesson plans	At the end of every unit.		
100% of teachers will be trained on anchor charts, journaling, talk moves, and formative assessments.	4.1 5.1	September 20th	Consultant and training materials	Leadership Team + Professional Learning Design Team	Classroom observation and feedback on level of integration	Weekly classroom observation		
100% of teachers will be trained on depth and complexity and how it applies to daily instruction.	4.1 5.1 5.3	October 14th	Consultant and training materials	Leadership Team + Professional Learning Design Team	Classroom observation and feedback on level of integration	Weekly classroom observation		
100% of 3rd-5th grade students will be trained on how to utilize their own data tracking systems.	5.3	November 22nd	Binders for data	3rd-5th grade teachers Admin	Data trackers (binders)	End of 9-weeks cycle		
The ILT will create some sample high quality lesson planning templates for teachers to explore from a shared space, such as Google Drive.	5.1	November 22nd	Google Drive	All staff	Shared drive	November 22nd		

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?		
	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?		

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	By the end of the year, 100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC planning work regarding lesson planning will have a focus area on data-driven instruction.	By the end of the year, 100% of PLC work on planning Units of Study for math and reading will have a focus on creating units that are aligned to TEKS.
Desired 90-day Outcome	75% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	75% of PLC planning work regarding lesson planning will have a focus area on data-driven instruction.	75% of PLC work on planning Units of Study for math and reading will have a focus on creating units that are aligned to TEKS.
Barriers to Address During this Cycle	Teacher lack of proficiency in planning for appropriate depth and complexity.	Lack of systems to provide feedback that all lesson plans and activities are based on formative and summative evidence.	Assumption that resources are aligned. Varied understanding of state standards and the rigor required.
District Actions for this Cycle	DCSI will conference with the principal to monitor the campus lesson plans for alignment to the depth and complexity to the TEKS and provide feedback. Supports will be provided as deemed appropriate.	Research and Evaluation will continue to support the campus with all data necessary to make sound descions about instruction. They will also guide teachers on how to analyze the data to improve instruction and plan appropaite interventions based on data.	DCSI will continue to support the school with feedback on the PLC work in the Units of Study.
District Commitments Theory of Action	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students in their future educational endeavors.		

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
PLCs, using grade-level chair feedback, will have completed differentiated Units of Study for math and reading that are aligned to TEKS and contain unit assessment, daily objectives, and formative checks.	4.1 5.1	First week of February	Planning Time Lead4Ward documents Planning Template	Grade levels, coaches, and admin	Completed units of study and lesson plans	At the end of the unit/on going.		
PLCs will consistently conduct data talks related to formative and summative data.	5.3	Mid January	Eduphoria/Unify Data Teacher Data Trackers Student Data Trackers	All staff	PLC Minutes PLC Feedback	End of year		
100% of 3rd-5th grade students will utilize their own data tracking systems.	5.3	Third week of January	Binders	3rd-5th grade teachers Admin	Data trackers (binders)	End of year		
Teachers will finalize high quality lesson plan templates that focus on Math and Reading from the Google shared drive.	5.1	December through February lessons will continue to be uploaded	Google Drive	All staff	Shared drive	End of year		
Teachers will have follow up training related to depth and complexity and TEKS alignment.	5.1	January	Consultant	All staff	Classroom observation and feedback on level of integration	End of February		
Teachers will begin to share their own high quality lesson plans and templates, and receive feedback from each other related to formative assessment, depth and complexity, and alignment.	5.3	January	Feedback protocols Teacher leaders	ILT + grade level chairs	Completed lesson plans	End of February		

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?	

	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?		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC work regarding lesson planning will have a focus area on data-driven instruction.	By the end of the year, 100% of PLC work on planning Units of Study for math and reading will have a focus on creating units that are aligned to TEKS.
Desired 90-day Outcome	100% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	By the end of the year, 100% of PLC work regarding lesson planning will have a focus area on data-driven instruction.	By the end of the year, 100% of PLC work on planning Units of Study for math and reading will have a focus on creating units that are aligned to TEKS.
Barriers to Address During this Cycle	Poor time management and complacency leading to misalignment of resources used in the classrooms.	Inconsistent implementation of feedback cycles for lesson plans and activities that are based on formative and summative evidence.	Lack of expertise and the inability to scaffold instruction to support the level of the TEKs resulting in unaligned Units of Study.
District Actions for this Cycle	DCSI will conference with the principal to monitor the campus lesson plans for alignment to the depth and complexity to the TEKS and provide feedback. Supports will be provided as deemed appropriate.	Research and Evaluation will continue to track evaluative data, and will provide support for teachers to make sense of the data.	DCSI will continue to support the school with feedback on the PLC work in the Units of Study.
District Commitments Theory of Action	If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection; and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading; and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students in their future educational endeavors.		

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**
Teachers will lead converstaions in PLCs over completed differentiated Units of Study that are aligned to TEKS and contain unit assessment, daily objectives, and formative checks.	4.1 5.1	First week of March through end of cycle	Planning Time Lead4Ward documents Planning Template	Grade levels, coaches, and admin	Completed units of study and lesson plans	At the end of the unit/on going.		
Teachers will lead converstaions in PLCs centered on formative and summative data.	5.3	First week of March through end of cycle	Eduphoria/Unify Data Teacher Data Trackers Student Data Trackers	All staff	PLC Minutes PLC Feedback	May		
100% of 3rd-5th grade students will utilize their own data tracking systems to share progress with their parents during student led conferences..	5.3	March	Binders	3rd-5th grade teachers Admin	Data trackers (binders)	End of March		
Teachers will continuously provide each other feedback on their lesson plans and submit them on Google Drive.	5.1	First week of March through end of cycle	Google Drive	All staff	Shared drive	Weekly through end of year		

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			
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	60% of lesson planning and instruction will be aligned to the depth and complexity of the TEKS.	60% of PLC work regarding lesson planning will have a focus area on data-driven instruction.	60% of PLC work on planning Units of Study for math and reading will have a focus on creating units that are aligned to TEKS.
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			

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?	Carryover Milestones / New Milestones