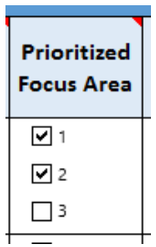
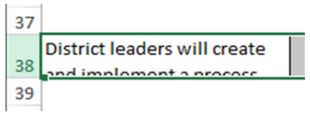
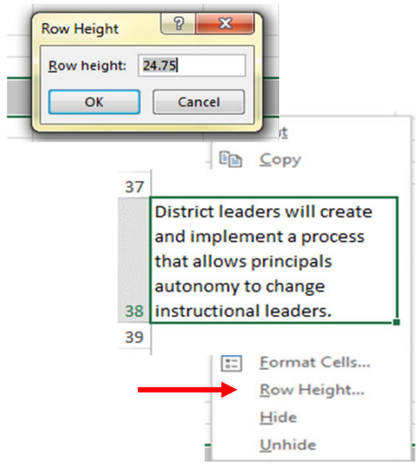
Campus Targeted Improvement Plan

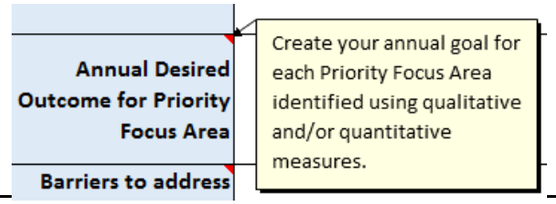
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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

- 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 cycle prior 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.	
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	IDEA Public Schools	**Campus Name**	Rundberg Academy	**Superintendent**	Joann Gama	**Principal**	Aubry Triptow
District Number	# 108807	**Campus Number**	IS108807036	**District Coordinator of School Improvement (DCSI)**	Elizabet Garza	**ESC Support**	Kendra Monk
							M. Marquez

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.	**Elizabet Garza**
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.	**Nathan Lowry**
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.	**Aubry Triptow**
Board Approval Date	2019-12-06	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	D1- D2 (90) 95/50/25 D3 (92) TELPAS 11/12 Academic Achievement
	What changes in student group and subject performance are included in these goals?	4th Grade Writing 80/45/25 TELPAS 42 will move up or move to advanced high, SpEd 25
	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.	**3**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**2**

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.	**4**
5.1 Objective-driven daily lesson plans with formative assessments.	**4**
5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Rationale	We have non-instructional staff managing instructional staff- roles have not been clearly defined	Keeping data at the forefront of everything we do on campus is vital to our success, I see consistency with gathering data, analyzing data, and using data correctly as a challenge with an entire new lead team.	This school has had a high turn over rate for years- we are trying to break that cycle, but have also grown and need additional highly-qualified staff and have not been given a pool of quality candidates
Desired Annual Outcome	Leaders have clearly defined roles and responsibilities so they know where to focus their time and energy. (Data analysis, ongoing content trainings, quality LP feedback, reteach plans, running effective meetings) At the end of the year this focus drives them to meeting their driving goals and achieving an A campus.	That the data will drive better instruction and teachers and leaders being able to catch gaps/misconceptions soon in order to form a better plan and reteach those skills. Students meet and master STAAR test.	Work closely with the district recruiters/regional director of staffing and go to trainings on hiring quality candidates.
Barriers to Address During the Year	Content trainings, conflicting priorities from HQ vs Campus needs and deadlines	Many teachers and leaders are new to their content or new to data analysis. They may not know what to look for and even if they do, they may not know what to do with the data to impact student learning.	Pool of teachers and co-teachers is usually not very strong in the middle of the school year.
District Commitment Theory of Action:	With a strong principal in place and weekly coaching from VP of Schools, Rundberg will use data to drive instruction and earn an A for the 2019-2020 school year.		

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
3	Math	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	
3	Reading	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	
4	Math	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	
4	Reading	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	
4	Writing	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	
5	Math	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	
5	Reading	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	
5	Science	AE Benchmark 1	60/30		December IA	60/30		Spring IA	60/30		STAAR	60/30	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	Leaders have clearly defined roles and responsibilities so they know where to focus their time and energy. (Data analysis, ongoing content trainings, quality LP feedback, reteach plans, running effective meetings)	That the data will drive better instruction and teachers and leaders being able to catch gaps/misconceptions soon in order to form a better plan and reteach those skills. Students meet and master STAAR test.	Work closely with the district recruiters/regional director of staffing and go to trainings on hiring quality candidates.
Desired 90-day Outcome	ILT establishes recurring weekly meetings; first 10 weeks focuses on design and delivery of teacher observations and coaching	Knowledge of quality feedback and how to reteach.	Data and student culture improves.
Barriers to Address During this Cycle	Content trainings, conflicting priorities from HQ vs Campus needs and deadlines	Many teachers and leaders are new to their content or new to data analysis. They may not know what to look for and even if they do, they may not know what to do with the data to impact student learning.	Pool of teachers and co-teachers is usually not very strong in the middle of the school year.
District Actions for this Cycle	Weekly check-ins with principal, coaching of Lead Team through observations and feedback cycle, business partnerships with regional partners	Weekly data review and Progress Toward Goals meetings, provide feedback on daily exit ticket huddles and reteach plans	Join interviews for staff--especially for teachers, hold weekly meetings with Human Assets team
District Commitments Theory of Action	With a strong principal in place and weekly coaching from VP of Schools, Rundberg will use data to drive instruction and earn an A for the 2019-2020 school year.		

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
(Note: milestones should have a direct relationship with the evidence tab)								
Coaching Academy	1	Bi-weekly	Materials provided	District	100% New Leader Attendance	on-going	On Track	Leaders will continue to attend
Time and Task - Ensuring leaders calendars reflect priorities	1	Weekly since BOY	Outlook, Sharepoint folder	Principal	Calendar audits, self meetings	weekly at check-in	On Track	Principal will continue to audit calendars at every weekly check in with leaders
Side by side data analysis	1 2	Bi-weekly	Illuminate and HUB data pull	Principal	SWAM observations and rating on SLL 1D	after every district exam	Significant Progress	principal will rate leaders on 1D
Content and whole-staff data analysis training	2	October 28th	PD handouts, PPT	Lead Team	Observations of goal-setting conversations with students	on-going	On Track	Follow up when data is not moving to redo plan

Conduct bi-weekly SWAMs	2	Bi-weekly	Illuminate and Locus data pull (SWAM template)	Lead Team/ Instructional coaches	Data tracking tool	on-going	Significant Progress	Principal will observe leaders in check-ins with high leverage teachers
Exit Ticket Huddles	2	Monday, Weds, Fridays every week	Exit tickets, daily tracker	Lead Team/ Instructional coaches	Data tracking tool	on-going	On Track	continue weekly until EOY
Lead Team attends "Hiring Management Training"	3	11/21/2019 and 10/29	Materials provided, campus hiring tool	Lead Team/ Instructional coaches	95% staffed by 11/20	Hiring Season (spring)	On Track	Use tools during interview
Made staffing decisions	3	Sept	Observations, data from Teachboost	Principal and Principal Supervisor	95% staffed by 11/20	20-Dec	On Track	onboard and develop new teachers/staff
1:1 Listening tour with staff on school vision	3	18-Nov	School Vision and notes, Feedback form	Principal	Survey growth	21-Nov	Met	Complete- survey will be completed in December and Principal will compare data

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Yes. We are on track or met 7/9 milestones.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We have met 4/8 goals. 2/4 are very close to the 60/30 goal. We will have a better grasp of where we stand in progress to our goal after December Semester Exams	
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**
	Coaching academy, biweekly SWAMS, ET huddles, time and task leader development.	Student groups based on need after SE data analysis.

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	Leaders have clearly defined roles and responsibilities so they know where to focus their time and energy. (Data analysis, ongoing content trainings, quality LP feedback, reteach plans, running effective meetings)	That the data will drive better instruction and teachers and leaders being able to catch gaps/misconceptions soon in order to form a better plan and reteach those skills. Students meet and master STAAR test.	Work closely with the district recruiters/regional director of staffing and go to trainings on hiring quality candidates.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	With a strong principal in place and weekly coaching from VP of Schools, Rundberg will use data to drive instruction and earn an A for the 2019-2020 school year.		

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 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**

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired Annual Outcome	Leaders have clearly defined roles and responsibilities so they know where to focus their time and energy. (Data analysis, ongoing content trainings, quality LP feedback, reteach plans, running effective meetings)	That the data will drive better instruction and teachers and leaders being able to catch gaps/misconceptions soon in order to form a better plan and reteach those skills. Students meet and master STAAR test.	Work closely with the district recruiters/regional director of staffing and go to trainings on hiring quality candidates.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action	With a strong principal in place and weekly coaching from VP of Schools, Rundberg will use data to drive instruction and earn an A for the 2019-2020 school year.		

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 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	Leaders have clearly defined roles and responsibilities so they know where to focus their time and energy. (Data analysis, ongoing content trainings, quality LP feedback, reteach plans, running effective meetings)	That the data will drive better instruction and teachers and leaders being able to catch gaps/misconceptions soon in order to form a better plan and reteach those skills. Students meet and master STAAR test.	Work closely with the district recruiters/regional director of staffing and go to trainings on hiring quality candidates.
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	ILT establishes recurring weekly meetings; first 10 weeks focuses on design and delivery of teacher observations and coaching	Knowledge of quality feedback and how to reteach.	Data and student culture improves.
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**