

Campus Information

District Name	San Angelo ISD	Campus Name	Austin	Superintendent	Carl Dethloff	Principal	Brooke Kalnbach
District Number	226903	Campus Number	226903-102	District Coordinator of School Improvement (DCSI)	Shelly Huddleston	ESC Support	Lela Taubert

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.	Shelly Huddleston - September 12, 2019
Principal Supervisor <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.	Shelly Huddleston - September 12, 2019
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Brooke Kalnbach - September 5, 2019
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	To achieve a scaled score in the following Domains: Domain 1: 67 Domain 2: 67 Domain 3: 43
	What changes in student group and subject performance are included in these goals?	We are low in all areas so we believe that we must focus on all subjects and student groups.
	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.	3

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.	3
5.3 Data-driven instruction.	3

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.	
Rationale	We need to ensure that instruction is objective based and aligned with standards. Giving feedback to teachers will help to build solid plans/instruction.	With our admin team being aware of data, we can better work with teacher teams to guide instruction. We need to focus on making sure that we have formative assessments built in to our schedule. Students must track their progress towards accomplishing goals to build a stronger sense of self.	
Desired Annual Outcome	100% of teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans.	Teachers take time before each 9 weeks to look at upcoming high priority learning standards and develop common assessments. 100% of teachers will track student data. 100% of students tracking their own data.	
Barriers to Address During the Year	Teacher comfort level in getting used to collaborative planning. Rather than just showing up and trading plans, they need to have conversations around objectives. Teachers feeling that this will take too much time.	Developing an organizational system to track data. Building time into the schedule (Sub availability) for teachers to have 1/2 day planning before each 9 weeks.	

District Commitment Theory of Action: SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set

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

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.	
Desired Annual Outcome	100% of teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans.	Teachers take time before each 9 weeks to look at upcoming high priority learning standards and develop common assessments. 100% of teachers will track student data. 100% of students tracking their own data.	
Desired 90-day Outcome	60% of teachers will meet weekly in planning sessions. The week of Oct. 7th teachers will have a half day for planning for the 2nd 9 weeks. They will develop a common assessment for Math/Reading.	Teachers will meet weekly in planning sessions. The week of Oct. 7th teachers will have a half day for planning for the 2nd 9 weeks. 60% of teachers will develop a common assessment for Math/Reading. 75% of Data tracking systems will be	
Barriers to Address During this Cycle	Setting the expectation of what planning should look like.	sub availability, developing a good process for recording plan/assessments	
District Actions for this Cycle	Ensure that curriculum for 2nd 9 weeks is posted and available	Ensure that curriculum for 2nd 9 weeks is posted and available. Provide access to NSGRA and MAP assessments and provide a half-day PL day on 10/23 to analyze data.	
District Commitments Theory of Action	SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set goals for each student's learning.		

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
Make a schedule for when each grade level is planning and make plans for admin team member to join the planning session.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Sep-19	none	principal	PLC agenda	4-Sep-19		
Schedule subs to cover for half day planning for teachers in October to work in PLC groups to plan well-aligned lessons	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Sep-19	budget for subs	principal	Frontline reports & lesson plan templates	18-Oct-19		
Alignment in lesson plans between teachers in each grade level.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Oct-19	calendared time for classroom visits, google data form	principal, assistant principal, instructional coach	Google form	weekly		
Common assessments developed in Math & Reading for 2nd 9 weeks	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	15-Oct-19	subs, Aware access for teachers	principal, assistant principal, instructional coach	common assessment & data in Aware	15-Dec-19		
Teachers have data tracking system in place.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	11/1/2019	data tracking tools, Aware, MAP, NSGRA	teachers, instructional coach	data trackers	11/25/2019		
Teachers work with Scholastic literacy coaches to plan high quality guided reading lessons.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	16-Sep-19	leveled books, GR lesson plan template	principal, instructional coach	GR lesson plans	23-Sept-19, 13-Oct-19, 4-Nov-19		

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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 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.	
Desired Annual Outcome	100% of teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans.	Teachers take time before each 9 weeks to look at upcoming high priority learning standards and develop common assessments. 100% of teachers will track student data. 100% of students tracking their own data.	
Desired 90-day Outcome	80% of teachers will meet weekly in planning sessions. The week of Dec 9th teachers will have a half day for planning for the 3rd 9 weeks. They will develop a common assessment for Math/Reading.	80% of teachers will meet weekly in planning sessions. The week of Dec 9th teachers will have a half day for planning for the 3rd 9 weeks. They will develop a common assessment for Math/Reading. 95% of teacher/student data tracking will be in place.	
Barriers to Address During this Cycle	Setting the expectation of what planning should look like.	sub availability, developing a good process for recording plan/assessments	
District Actions for this Cycle	Ensure that curriculum for 3rd 9 weeks is posted and available	Ensure that curriculum for 3rd 9 weeks is posted and available. Provide access to MOY MAP testing and time on PL day of 1/20/20 to review evidence.	
District Commitments Theory of Action	SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set goals for each student's learning.		

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
Alignment in lesson plans between teachers in each grade level.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Jan-19	calendared time for classroom visits, google data form	principal, assistant principal, instructional coach	Google form	weekly		
Common assessments developed in Math & Reading for 3rd 9 weeks	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	15-Dec-19	subs, Aware access for teachers	principal, assistant principal, instructional coach	common assessment & data in Aware	15-Dec-19		
Teachers have data tracking system in place.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec-19	data trackers	teachers, instructional coach	data trackers	1-Dec-19		
Students will be able to have data conversation about their tracking of goals.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Dec-19	student goal sheets	teachers	student data trackers	15-Dec-19		
Teachers work with Scholastic literacy coaches to plan high quality guided reading lessons.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	2-Dec-19	leveled books, GR lesson plan template	teachers, instructional coach	GR lesson plans	10-Dec-19, 10-Feb-20		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	100% of teachers will collaboratively plan lessons that are aligned to the TEKS and include formative assessment. Administrative team will provide weekly feedback on lesson plans.	Teachers take time before each 9 weeks to look at upcoming high priority learning standards and develop common assessments. 100% of teachers will track student data. 100% of students tracking their own data.	
Desired 90-day Outcome	100% of teachers will meet weekly in planning sessions. The week of March 2nd teachers will have a half day for planning for the 4th 9 weeks. They will develop a common assessment for Math/Reading.	100% of teachers will meet weekly in planning sessions. The week of March 2nd teachers will have a half day for planning for the 4th 9 weeks. They will develop a common assessment for Math/Reading. 100% of teacher/student data tracking will	
Barriers to Address During this Cycle	Consistency in planning. Making sure we aren't returning to old habit of swapping plans.	sub availability, developing a good process for recording plan/assessments	
District Actions for this Cycle	Ensure that curriculum for 4th 9 weeks is posted and available	Ensure that curriculum for 4th 9 weeks is posted and available	
District Commitments Theory of Action	SAISD will provide access to a high-quality aligned district curriculum focusing on high priority learning standards. District will support the structure for PLCs in order to create assessments, analyze data and plan for reteaching to mastery. SAISD will also provide access to high quality assessments such as NWEA MAP testing, Next Steps in Guided Reading Assessments and IStation in order to track student growth and set goals for each student's learning.		

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
Alignment in lesson plans between teachers in each grade level.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	1-Mar-19	calendared time for classroom visits, google data form	principal, assistant principal, instructional coach	Google form	weekly		
Common assessments developed in Math & Reading for 4th 9 weeks	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	6-Mar-19	subs, Aware access for teachers	principal, assistant principal, instructional coach	common assessment & data in Aware	15-May-19		
Teachers continue tracking data and progress.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-May-19	data trackers	teachers, instructional coach	data trackers	May 1, 1019		
Students will be able to have data conversation about their tracking of goals.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	15-Mar-19	student goal sheets	teachers	student data trackers	15-May-19		
celebrations of student progress	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Mar-19	various incentive items	teachers	student data trackers	1-May-19		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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			
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 teachers will meet weekly in planning sessions. The week of Oct. 7th teachers will have a half day for planning for the 2nd 9 weeks. They will develop a common assessment for Math/Reading.	Teachers will meet weekly in planning sessions. The week of Oct. 7th teachers will have a half day for planning for the 2nd 9 weeks. 60% of teachers will develop a common assessment for Math/Reading. 75% of Data tracking systems will be	
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
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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