

# Woodlawn Hills Elementary Targeted Improvement Plan 2019-2020



TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
<b>Cycle 4</b>	

Not to filled out until summative process has been completed

Campus Information						
District Name	San Antonio ISD	Woodlawn Hills Elementary School	Superintendent	Pedro Martinez	Principal	Martha Leticia Martinez Silva
District Number	015907	000000176	District Coordinator of School Improvement (DCSI)	Dr. Courtney Gober	ESC Support	Shannon Allen
						Jamie Goodwin

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.	Courtney Gober, 9/26/19
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.	Margaret Davis, 9/26/19 (1882 Partner: Texas Council for International Studies, TCIS)
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.	Martha Leticia Martinez Silva, 9/26/19
Board Approval Date	2019-11-11	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Student Achievement Domain: 63. School Progress Domain: 70. Closing the Gap Domain: 73.
	What changes in student group and subject performance are included in these goals?	All student groups were given ambitious achievement goals at the "meets" level. The goals are delineated in the student data section and have a graduated timeline. The campus has set the goal of having an overall rating of "C" at the end of the school year.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

<b>Self-Assessment Results</b> (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		1	
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.		2	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		1	
5.3 Data-driven instruction.		1	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Rationale</b>	In the 2018-19 school year we did not have a clearly stated and consistently implemented list of responsibilities and roles. We also lacked systems for observation and feedback cycles and weekly instructional foci for PLC. Focus on this area will allow the leadership team to establish systems to avoid overlap of energies and focus on student performance and teacher development and growth.	Teachers turned in lesson plans but not to the depth outlined in this essential action. No feedback was given to teachers on their lesson plans and implementation of lesson plans was not monitored for alignment and rigor. Focusing on this area allows us to establish expectations around rigorous lesson planning and structures for instructional leaders to provide precise feedback to teachers.	Last year, PLC time was not a true Professional Learning Community. Instead, this grade level time was devoted to a cycle professional development including instructional practices, MTSS, and disaggregation of student and campus data. By creating structures to support teacher led PLC conversations around data and instruction, teachers will have greater ownership and understanding of their own data and adjust instruction in response. In addition, providing appropriate training in data disaggregation and response will create greater fidelity in this area.
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
<b>Barriers to Address During the Year</b>	Leadership was inconsistent with expectations and presence in the classroom. Teachers were not held accountable for lessons plans. Lesson plans that were developed did not always demonstrate a "check for understanding" piece and didn't always align to the rigor of the standard. Data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction. Action plans were not required. Not all grade level teams collaborate on the test after assessments were given.	Lesson plans were done for compliance. No feedback was provided on lesson plans and teachers become complacent with lesson plans. Hard to find time to meet as grade level teams to plan for the lessons. Data was reviewed but purposeful planning with data was weak.	Data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction. PLCs to review data and address instruction was not in place. Grade level teams did not collaborate on planning for instruction, checking for understanding, or assessment.
<b>District Commitment Theory of Action:</b>		If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.	

<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<b>Date of ESF Diagnostic</b>			
	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
<b>District Commitment Theory of Action</b>			
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Other	26	19	State Interim	35		Other	40		STAAR	40	
3rd	Math	Other	28	19	State Interim	30		Other	35		STAAR	35	
4th	Reading	Other	26	15	State Interim	50		Other	55		STAAR	55	
4th	Math	Other	28	25	State Interim	42		Other	50		STAAR	50	
4th	Writing	Other	10		State Interim	30		Other	35		STAAR	35	
5th	Reading	Other	20	15	State Interim	26		Other	31		STAAR	31	
5th	Math	Other	22	23	State Interim	28		Other	33		STAAR	33	
5th	Science	Other	21		State Interim	24		Other	x		STAAR	30	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
<b>Desired 90-day Outcome</b>	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Develop lesson plan template and train all teachers on how to use template and the expectations for submitting lesson plans each week. 80% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis.
<b>Barriers to Address During this Cycle</b>	Logistical concerns for scheduling and calendars. Team leaders implementing the agendas and meeting minutes with fidelity.	Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.	Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.
<b>District Actions for this Cycle</b>	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of September.	Mandate expectations for the principal to establish a system to collect, provide timely and effective feedback for lesson plans each week. Monitor the campus principal's effectiveness with this expectation by doing bi-weekly spot checks.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of September. Spot check PLC minutes with the principal on a bi-weekly basis.
<b>District Commitments Theory of Action</b>	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.		

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
Establish clear, written, transparent roles and responsibilities for the leadership team and have weekly meetings scheduled on the calendar.	1.1	August 30, 2019	Sample roles and responsibilities	Principal Martha Martinez-Silva	Schedules; Roles and Responsibilities; and calendars	September 30, 2019		
Establish performance expectations and goals that match job responsibilities for AP, counselor, and Instructional Coaches.	1.1	October 18, 2019	Job descriptions	Principal Martha Martinez-Silva	Evaluations and BOY meeting notes	October 31, 2019		
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data.	1.1	October 18, 2019	Sample written protocols	Principal Martha Martinez-Silva	Written protocols and processes and schedules.	October 31, 2019		

Provide campus leaders with job-embedded PD and create a PD calendar	1.1	October 31, 2019	PD Opportunities	Principal Martha Martinez-Silva	Instructional Snapshot Calibration; Modeling of PLCs; Monthly meetings with district leaders, PD calendar	October 31, 2019		
Teachers turn in weekly lesson plans by Thursday at 12 noon that include; TEKS, procedures that are aligned to the TEK, and an assessment to check for understanding.	5.1	September 30,2019	Exemplar Lesson Plans Collaborative Planning Time	All teachers	Campus Leadership will review lessons and provide feedback within 24 hours.	October 31,2019		
Campus team leaders will review and provide feedback in 24 hours.	5.1	September 30, 2019	Feedback process and way to collect data from lesson plans	Principal Martha Martinez-Silva; Amanda Valdez, AP; Sharon Franco, IB IC; Catherine Horn IC	Completed rubric of expectations from lesson plans.	October 31, 2019		
Campus will follow the district assessment calendar, establish a PLC/Conference room with a data wall, and teachers will keep an ongoing and frequently updated data binder. In addition, each student will keep track of and set goals around their own data (such as MAP, formative assessments, reading level, etc.)	5.3	October 18, 2019	Blank wall in conference/PLC room, student data cards, binders for teacher data and student data;	Principal, AP, Instructional Coaches, Team Leaders/ACTs	PLC/Conference Room, DDI Calendar, and established Data Wall	October 31, 2019		
Teachers are trained and begin development of a Corrective Instruction Action Plan. Master schedule is developed with built in time for weekly PLC and Level Time for each grade level team.	5.3	November 15, 2019	Action Plan Template, Master schedule and enrollment data	Principal, AP, Counselor, Instructional Coaches, and Team Leaders/ACTs	Master Schedule; Corrective Instruction Action Plan	November 29, 2019		
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		



Cycle 2 90-Day Outcomes (December-February)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.		Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.			Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.		
<b>Desired 90-day Outcome</b>	Monitor and adjust rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers, as needed.		Monitor the submission of lesson plans each week. 90% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon at 90% completion rate.			Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 70% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 80%.		
<b>Barriers to Address During this Cycle</b>	Other events may come up that interfere with our calendars and schedules. Instructional leaders may not fulfill their responsibilities.		Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.			Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.		
<b>District Actions for this Cycle</b>	Monthly review of effectiveness of rosters, assignments, roles, responsibilities, calendars and schedules.		Monthly review with principal of lesson planning and feedback.			DCSI will sit in and observe all PLCs.		
<b>District Commitments Theory of Action</b>	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.							
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
85% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	1.1	January 31, 2020	Team protocols and student data	Team Leaders/ACTs	PLC Meeting Minutes	February 28, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	February 14, 2020	PD Calendar	Principal Martha Martinez-Silva	PD Calendar, PD Transcripts	February 28, 2020		
80% of the rubric was completed by teachers when creating their weekly lesson plan.	5.1	January 31, 2020	Google Docs, Google Classroom, Established Lesson Plan Rubric	All Teachers	Completed rubric by the assigned administrator.	February 28, 2020		
90% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.	5.1	January 31, 2020	Established Lesson Plan Rubric, Google Classroom, Evaluation Comments	Martha Martinez-Silva, Principal; Amanda Valdez, AP; Sharon Franco, IB IC; Catherine Horn, IC	Completed rubric by the administration team and comments left for coordinating teachers.	February 28, 2020		

6 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	February 26, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders/ACTs	Completed CIAPs, Instructional Snapshots, completed rubric	February 28, 2020		
75% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	January 31, 2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders/ACTs	Corrective Instruction Action Plan	February 21, 2020		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
<b>Desired 90-day Outcome</b>	Evaluate the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Teachers and administrators will have well established routines for turning in lesson plans and providing feedback.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 95% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 95%.
<b>Barriers to Address During this Cycle</b>	Instructional leadership team may not agree on the effectiveness on each of these components.	Teachers not understanding how to complete lesson plans. Teacher resistance to completing lesson plans. Administrators not giving timely and effective feedback. Gaining familiarity with Google Classroom.	Teachers not responding well to adjustments to schedule and norms. Teachers not filling in agendas and minutes appropriately. Grade levels struggling to facilitate their own PLCs. Quality feedback by administrators not being given to grade levels on PLC implementation.
<b>District Actions for this Cycle</b>	Conference with principal on the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities.	Review Google Classroom template on the submission of lesson plans with feedback for the entire year.	Review effectiveness of PLCs with principal using the Google Classroom template.
<b>District Commitments Theory of Action</b>	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.		

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
95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly. Re-evaluate protocols for teams/PLCs.	1.1	April 30, 2020	Written Team Protocols	Team Leaders/ACTs	PLC Meeting Minutes and updated written protocol.	May 29, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	April 30, 2020		Principal Martha Martinez-Silva	PD Calendar, PD Transcripts	May 29, 2020		
95% of the rubric was completed by teachers when creating their weekly lesson plan. Teachers and administration will reevaluate the rubric to check for effectiveness and make adjustments.	5.1	March 1, 2020	Lesson Plan Rubric; Previous lesson plans	Principal: Martha Martinez-Silva , AP: Amanda Valdez, IB: Sharon Franco , IC: Catherine Horn; All teachers	Administration team will evaluate the weekly lesson plans with the current rubric. Administration team will bring comments to teachers for feedback and make adjustments for the following years rubric.	April 1, 2020		

95% of lesson plans were evaluated by the Administration team by Friday	5.1	March 1, 2020	Lesson Plan Rubric, Google Classroom, Evaluation Comments, updated lesson plans with improvements and teacher comments. Create a survey for teacher feedback on lesson comments.	Principal: Martha Martinez-Silva , AP: Amanda Valdez, IB: Sharon Franco , IC: Catherine Horn; All teachers	Completed rubric by the administration team, comments left for coordinating teachers, updated lesson plans with improvements and teacher comments. Teacher survey completed.	April 1, 2020		
10 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	May 8, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	May 29, 2020		
90% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	April 24, 2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	May 15, 2020		

**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?	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>Carryover Milestones</b></td> <td style="width: 50%; text-align: center;"><b>New Milestones</b></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	<b>Carryover Milestones</b>	<b>New Milestones</b>		
<b>Carryover Milestones</b>	<b>New Milestones</b>				

**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction
<b>Desired Annual Outcome</b>	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**Cycle 4 90-Day Action Plan (June-August)**

The purpose of this 90-Day action plan is to prepare for the upcoming school year.  
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Develop lesson plan template and train all teachers on how to use template and the expectations for submitting lesson plans each week. 80% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps


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

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>