

Washington Elementary 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	Booker T. Washington Elementary	Superintendent	Pedro Martinez	Principal	Phyllis Foley-Davis
District Number	015907	Campus Number	000000172	District Coordinator of School Improvement (DCSI)	Joanelda De Leon	ESC Support	Jaime 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.	Joanelda De Leon 10.18.19
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.	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.	Phyllis Foley-Davis
Board Approval Date	11.11.19	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 72 , Domain 2 :85. Domain 3: 79
	What changes in student group and subject performance are included in these goals?	Our student outcomes.. We want to see a 3 point increase in each STAAR tested subject area and grade level
	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.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
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.		4	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Rationale	We want to create a data driven culture throughout the campus that increases student achievement.	If we have a shared mission and vision then all stakeholder can be held accountable for student outcomes.	
Desired Annual Outcome	By the end of the school year 100% of lesson plans will include data driven objectives with formative assessment.	By the end of the school year all stakeholders will demonstrate high expectations and shared ownership for student success.	
Barriers to Address During the Year	The staff may not understand the data driven objective or how to unpack standards. Professional development will be conducted to learn how to unpack TEKS.	Staff may not buy into the mission and goals of the campus. Systems must be established to create a shared mission and vision for all stakeholders.	
District Commitment Theory of Action:		If the district policies and practices align with and promote positive school culture all students and if assessments that are district provided and graded are used with students in 3rd thru 5th grades with the district ensuring that schools receive detailed reports within two instructional days then the students at Washington ES will experience a conducive learning environment where academic achievement is possible and students will demonstrate significant progress in their learning outcomes.	

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	Reading	Benchmark	16%	11%	Simulation	20%		Benchmark	26%		STAAR	32%	
3	Math	Benchmark	15%	16%	Simulation	27%		Benchmark	38%		STAAR	44%	
4	Reading	Benchmark	22%	16%	Simulation	26%		Benchmark	31%		STAAR	37%	
4	Math	Benchmark	18%	10%	Simulation	32%		Benchmark	43%		STAAR	49%	
4	Writing	Benchmark	17%	3%	Simulation	21%		Benchmark	33%		STAAR	42%	
5	Reading	Benchmark	15%	9%	Simulation	20%		Benchmark	26%		STAAR	30%	
5	Math	Benchmark	23%	12%	Simulation	27%		Benchmark	30%		STAAR	32%	
5	Science	Benchmark	5%	8%	Simulation	10%		Benchmark	12%		STAAR	15%	
6	Reading	Benchmark	8%	12%	Simulation	13%		Benchmark	21%		STAAR	29%	
6	Math	Benchmark	26%	35%	Simulation	33%		Benchmark	39%		STAAR	48%	

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.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired Annual Outcome	By the end of the school year 100% of lesson plans will include data driven objectives with formative assessment	By the end of the school year all stakeholders will demonstrate high expectations and shared ownership for student success.	
Desired 90-day Outcome	PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) with feedback on rigor and alignment to standards in PLCs	Revisit the mission, vision and goals and make revisions as necessary.	
Barriers to Address During this Cycle	Teachers content knowledge for K&S creation	Teachers mindset might to embraces campus vision	
District Actions for this Cycle	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Principal supervisor will support the efforts to improve and revisit the mission, vision and goals of the campus by monitoring behaviors and providing feedback on the alignment of the mission, vision, goals and expectations.	
District Commitments Theory of Action	If the district policies and practices align with and promote positive school culture all students and if assessments that are district provided and graded are used with students in 3rd thru 5th grades with the district ensuring that schools receive detailed reports within two instructional days then the students at Washington ES will experience a conducive learning environment where academic achievement is possible and students will demonstrate significant progress in their learning outcomes.		

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 and PLC leads use data tracker for all common assessments and unit tests	1	August 26, 2019 ongoing	Data tracker	ILT, Administration and Teachers	Data Trackers, Common Assessments, Lesson Plans	During PLCs		
Every 3rd PLC focused on planning with real-time guidance from PLC lead	1	September 2019 ongoing	Feedback cheat sheet for PLC leads	ILT, Administration and Teachers	Data Trackers, Common Assessments, Lesson Plans, Plans of Action	During PLCs		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1	October 11, 2019 and every 9 weeks after	Data tracker, obs calendars	ILT, Administration and Teachers	Data Trackers, Plans of Action, Observation Calendar, Performance Matters Documentation, Feedback	Every 9 weeks		
Campus staff and stakeholders will revisit mission goals and vision for the campus to determine if revision is needed.	2	14-Oct-19	Mission statement, Vision statement	Stakeholders (teachers, admin, students and parents)	Mission and Vision Statements	28-Oct-19		
Daily formative assessments by using exit tickets and common formative assessments at 3-6-9 weeks	2	Began September 2019 ongoing	Exit ticket tracker, data trackers, lesson plans, common formative assessments	Teachers, Administrators	Data Trackers, Meeting Agendas, Recorded Minutes	ongoing documented after each meeting as documented in the minutes and after every 3-6-9 week cycles		

Reflection and Planning for Next 90-Day Cycle
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Did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
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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.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired Annual Outcome	By the end of the school year 100% of lesson plans will include data driven objectives with formative assessment.	By the end of the school year all stakeholders will demonstrate high expectations and shared ownership for student success.	
Desired 90-day Outcome	We will check for evidence of differentiation in reading and math lesson plans that are submitted weekly and that the objectives align to the grade level standards.	Teachers can articulate the mission and vision of the campus and develop instruction that exhibits high expectations of all students.	
Barriers to Address During this Cycle	Teachers knowing how to differentiate for all student levels.	Teachers internalizing the mission and vision of the campus.	
District Actions for this Cycle	Principal supervisor will provide professional development geared toward differentiation in the classrooms to support PLC planning and formative assessment data to help drive instruction and academic plans. Additionally, will look for alignment of what is being taught and tested.	Principal supervisor will support the efforts to improve and revisit the mission, vision and goals of the campus. Principal supervisor will look for evidence to capture consistency and fidelity of practices and behaviors supporting the vision, mission, goals and expectations.	
District Commitments Theory of Action	If the district policies and practices align with and promote positive school culture all students and if assessments that are district provided and graded are used with students in 3rd thru 5th grades with the district ensuring that schools receive detailed reports within two instructional days then the students at Washington ES will experience a conducive learning environment where academic achievement is possible and students will demonstrate significant progress in their learning outcomes.		

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 and PLC leads use data tracker for all common assessments and unit tests	1	August 26, 2019 ongoing	Data tracker	ILT, Administration and Teachers	Data Trackers, Common Assessments, Lesson Plans	During PLCs		
Every 3rd PLC focused on planning with real-time guidance from PLC lead	1	September 2019 ongoing	Feedback cheat sheet for PLC leads	ILT, Administration and Teachers	Data Trackers, Common Assessments, Lesson Plans, Plans of Action	During PLCs		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1	October 11, 2019 and every 9 weeks after	Data tracker, obs calendars	ILT, Administration and Teachers	Data Trackers, Plans of Action, Observation Calendar, Performance Matters Documentation, Feedback conferences,	Every 9 weeks		
Weekly PLC meetings are established to focus on lesson planning with emphasis on deconstructing TEKS and learning targets.	1	Began on 8/26/2019 ongoing	Lesson Plans, Student Data, Field Guides, TEKS to be taught	Teachers, Administration	Meeting Agendas, Recorded Minutes	ongoing after each meeting as documented in the minutes		
Evidence of differentiation in lesson plans in math	1	4-Nov-19	Lesson Plan Templates	Teachers, Administrations	Lesson Plans, Walk-through data	ongoing documented in weekly lesson plans		
Evidence of differentiation in lesson plans in reading	1	4-Nov-19	Lesson Plan Templates	Teachers, Administrations	Lesson Plans, Walk-through data	ongoing documented in weekly lesson plans		

Professional Development focusing on differentiation with make and take items	1	6-Jan-19	Presenter, items to create, low tested TEKS per grade level	Teachers, Administrators	Plan of actions, lesson plans	28-Feb-19		
Fine tuning protocol to reflect on the campus vision, mission and goals.	2	6-Jan-19	Vision and mission statement	Teachers, Administration	Teacher reflections	6-Jan-19		
Daily formative assessments by using exit tickets and common formative assessments at 3-6-9 weeks	1	Began September 2019 ongoing	Exit ticket tracker, data trackers, lesson plans, common formative assessments	Teachers, Administrators	Data Trackers, Meeting Agendas, Recorded Minutes	ongoing documented after each meeting as documented in the minutes and after every 3-6-9 week cycles		
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.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
Desired Annual Outcome	By the end of the school year 100% of lesson plans will include data driven objectives with formative assessment.	By the end of the school year all stakeholders will demonstrate high expectations and shared ownership for student success.	
Desired 90-day Outcome	Teachers are making adjustments in lesson plans to create and implement differentiation for students.	Teachers can articulate the mission and vision of the campus and develop instruction that exhibits high expectations of all students.	
Barriers to Address During this Cycle	Teachers not implementing or planning for differentiation of students.	Teacher buy in	
District Actions for this Cycle	Principal supervisor will continue to support the leader and teachers with professional development opportunities geared toward differentiation in the classrooms to support PLC planning.	Principal supervisor will support the efforts to improve and revisit the mission, vision and goals of the campus and reflect on productive practices to plan for the 2020-21 school year.	
District Commitments Theory of Action	If the district policies and practices align with and promote positive school culture all students and if assessments that are district provided and graded are used with students in 3rd thru 5th grades with the district ensuring that schools receive detailed reports within two instructional days then the students at Washington ES will experience a conducive learning environment where academic achievement is possible and students will demonstrate significant progress in their learning outcomes.		

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 and PLC leads use data tracker for all common assessments and unit tests	1	August 26, 2019 ongoing	Data tracker	ILT, Administration and Teachers	Data Trackers, Common Assessments, Lesson Plans	During PLCs		
Every 3rd PLC focused on planning with real-time guidance from PLC lead	1	September 2019 ongoing	Feedback cheat sheet for PLC leads	ILT, Administration and Teachers	Data Trackers, Common Assessments, Lesson Plans, Plans of Action	During PLCs		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1	October 11, 2019 and every 9 weeks after	Data tracker, obs calendars	ILT, Administration and Teachers	Data Trackers, Plans of Action, Observation Calendar, Performance Matters Documentation, Feedback conferences,	Every 9 weeks		
Weekly PLC meetings are established to focus on lesson planning with emphasis on deconstructing TEKS and learning targets.	1	Began on 8/26/2019 ongoing	Lesson Plans, Student Data, Field Guides, TEKS to be taught	Teachers, Administration	Meeting Agendas, Recorded Minutes	ongoing after each meeting as documented in the minutes		
Evidence of differentiation in lesson plans in math	1	4-Nov-19	Lesson Plan Templates	Teachers, Administrations	Lesson Plans, Walk-through data	ongoing documented in weekly lesson plans		
Evidence of differentiation in lesson plans in reading	1	4-Nov-19	Lesson Plan Templates	Teachers, Administrations	Lesson Plans, Walk-through data	ongoing documented in weekly lesson plans		

Daily formative assessments by using exit tickets and common formative assessments at 3-6-9 weeks	1	Began September 2019 ongoing	Exit ticket tracker, data trackers, lesson plans, common formative assessments	Teachers, Administrators	Data Trackers, Meeting Agendas, Recorded Minutes	ongoing documented after each meeting as documented in the minutes and after every 3-6-9 week cycles		
Staff participate in a gallery walk using artifacts to show how they implemented the mission and vision in the classroom and through out the school.	2	18-May-20	Artifacts and examples	Teachers, Administrators	Teacher created artifacts	18-May-20		

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	By the end of the school year 100% of lesson plans will include data driven objectives with formative assessment.	By the end of the school year all stakeholders will demonstrate high expectations and shared ownership for student success.	
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	PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) with feedback on rigor and alignment to standards in PLCs	Revisit the mission, vision and goals and make revisions as necessary.	
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	If the district policies and practices align with and promote positive school culture all students and if assessments that are district provided and graded are used with students in 3rd thru 5th grades with the district ensuring that schools receive detailed reports within two instructional days then the students at Washington ES will experience a conducive learning environment where academic achievement is possible and students will demonstrate significant progress in their learning outcomes.		

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