

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

Woodlawn Hills Elementary School

District Coordinator of School Improvement (DCSI) Name, Role:

D'Les Gonzales Herron, San Antonio Director of Schools - TCIS

Campus Number:

000000176

Superintendent Name:

Pedro Martinez

Date:

Tuesday, October 13, 2020



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Antonio ISD	Campus Name	Woodlawn Hills Elementary	Superintendent	Pedro Martinez	Principal	Martha Martinez Silva
District Number	015907	Campus Number	000000176	District Coordinator of School Improvement (DCSI)	D'Les Gonzales Herron	ESC Number	20
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Michael Torres

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

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.	D'Les Gonzales Herron 10/21/2020, Director of Schools, TCIS
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 10/21/2020, TCIS CEO
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 Martinez Silva 10/21/2020
Board Approval Date	14-12-2020	

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Student Achievement 67% Approaches, 40% Meets, and 11% Masters Raw Score of 39, Scale Score of 60 for a D rating, Final Score of 70 or C Rationale: Looking at prior year STAAR, MAP data and teacher feedback we determined that goals for each proficiency band trying to increase student proficiency in Approaches, Meets and Masters, but focusing on Meets and Masters. The goals set show an increase from a 56 (F) to a65 (D) and in conjunctions with the other domains will earn us an overall rating of 70 (C). These goals are realistic in light of the COVID-19 and adjustments in instructional delivery, while still moving our campus to a C or higher level.</p> <p>Domain 2B: Rel. Performance Raw Score of 35, Scale Score of 69 for a D rating Rationale: Intentional focus on identifying students who are struggling and the campus will intervene with AIP. Since the Eco. Dis.% maintained, we need to focus on this sub-pop to ensure student success.</p> <p>Domain 3: Closing the Gap Raw Score of 41, Scale Score of 67 for a D rating Rationale: Intentional focus on identifying students who are struggling and the campus will intervene with CAIPs. By identifying</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: Increasing students who scored previously from 59% Approaches, 35% Meets and 8% Masters to 67% Approaches, 40% Meets and 11% Masters for 2021. Increase the rigor level of instructional delivery and ensure assessment alignment.</p> <p>Domain 2B: Focusing in on specific sub-pops, especially Eco. Dis. and Hispanic will improve the score.</p> <p>Domain 3: By identifying the students who can earn the greatest gain and providing target intervention and superior Tier 1 instructions students will make appropriate gains.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	In the 2019-20 school year, we did have a clearly stated and consistently implemented list of responsibilities and roles. We established systems for observations, feedback cycles and weekly instructional foci for PLCs. Continued focus on this area will allow the leadership team to reinforce systems to avoid overlap of energies and focus on student performance, teacher development and growth as well as campus leadership growth.	Teachers turned in lesson plans last year and some feedback was given with regards to adjustments that needed to be made for student success. Those adjustments were made and teachers were held accountable. Due to COVID, teachers are needing a reminder of best practices for lesson planning and campus requirements for the lesson plans. Inconsistent feedback was given to teachers on their lesson plans and implementation of lesson plans was monitored for alignment and rigor. There was either too much feedback or not enough. Now there is a weekly focus for lesson plan feedback.	PLC time is now a true Professional Learning Collaboration. 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. A Google document has been created for each grade level to complete at PLCs that is helping with campus alignment of the PLC process.
How will the campus build capacity in this area? Who will you partner with?	The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs. In addition, the campus will work with district Academic team to review formative assessment data and feedback.	Teachers are able to utilize district virtual lessons as needed and adjust to incorporate IB appropriately. Instructional Coaches also meet with EdTech or the Office of 21st Century Learning weekly how to use the different apps and how to connect them to the student learning management system (Canvas).	The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs. In addition, the campus will work with district Academic team to review formative assessment data and feedback.

<p>Barriers to Address throughout this year</p>	<p>Because of COVID, the leadership team has had to focus their priorities on safety and balancing virtual and in-person learning. BOY MAP testing also has had challenges due to the requirements of the district. Teachers are learning the balance between virtual and in person teaching as well as leaders providing feedback for both settings. Last year, data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction.</p>	<p>Due to COVID teachers and students have had to learn a new management system (Canvas) which has taken a lot time away from instruction as well as trying to balance virtual and in person learning. Lesson plans were completed last year with adjustments made to requirements because instructional round feedback and data. This year teachers were not following those expectations so the leadership team is readdressing those issues and creating a system for lesson planning along with feedback. Time for planning is also a barrier.</p>	<p>Data was not used to develop a Corrective Instruction Action Plan (CIAP)for whole group, small group, and individualized instruction. The campus will get training on CIAPs, but has not been a focus with priorities of COVID. PLCs reviewed data and addressed instruction concerns. Grade level teams are collaborating for planning for instruction, checking for understanding, or assessment, however a main barrier seen is getting remote students to join small group instruction consistently. Time for data driven instruction is also a barrier.</p>
<p>How will you communicate these priorities to your stakeholders? How will create buy-in?</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>
<p>Desired Annual Outcome</p>	<p>Using weekly leadership schedules the campus leadership team will continue with clear, written, and transparent roles and responsibilities by documenting on their calendars. All leaders will use weekly calendars to show observations, feedback and leadership meetings. The principal will communicate performance expectations for all staff with matching job responsibilities. All grade level leaders and campus leaders use consistent protocols and processes for PLCs documenting on agendas. Campus leadership teams meet weekly to focus on student progress and formative data. The principal and leadership team provide professional development and coaching feedback to all teachers weekly through walkthroughs, instructional snapshots and observations. 95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.</p>	<p>Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated with 98% success rate. The lesson plans will include the DOK questions highlighted for every lesson, time dedicated to GRR (especially in a virtual environment) and independent practice, formative assessments and exemplars. 98% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.</p>	<p>Campus leadership disaggregates data for students throughout the year by monitoring student progress by looking at weekly exit tickets and meeting with teachers during PLC to review data. Leadership will provide weekly evidence-based feedback to teachers. Create an action plan and CIAP for PLCs, data analysis, and processes for improving student performance. 80% of PLCs will be lead by teacher leaders and can manage and facilitate their own PLCs.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Woodlawn Hills will be able to focus more on creating effective systems to grow internal leaders.</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Hills will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.</p>	<p>If the district policies and practices support effective instruction in schools, then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

-For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

-For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goals as well.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal		
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result	Summative Goal
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	61		MAP BOY	62	37	MAP MDY	64	38	STAAR	66	23	67	
		All	All	Reading	Meets	STAAR	24		MAP BOY	29	15	MAP MDY	34	17	STAAR	39	5	44	
		All	All	Reading	Masters	STAAR	6		MAP BOY	8	4	MAP MDY	10	2	STAAR	12	6	13	
		All	All	Mathematics	Approaches	STAAR	66		MAP BOY	67	32	MAP MDY	69	34	STAAR	70	12	71	
		All	All	Mathematics	Meets	STAAR	32		MAP BOY	36	4	MAP MDY	40	7	STAAR	44	4	47	
		All	All	Mathematics	Masters	STAAR	13		MAP BOY	13	1	MAP MDY	13	2	STAAR	13	3	13	
		All	All	Science	Approaches	STAAR	53		9 Week Assessment	45	13	9 Week Assessment	45	16	STAAR	45	10	45	
		All	All	Science	Meets	STAAR	11		9 Week Assessment	12	0	9 Week Assessment	14	2	STAAR	16	0	18	
		All	All	Science	Masters	STAAR	3		9 Week Assessment	3	0	9 Week Assessment	3	0	STAAR	3	0	3	
		All	All	Social Studies	Approaches	STAAR	na		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Meets	STAAR	na		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Social Studies	Masters	STAAR	na		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		All	All	Writing	Approaches	STAAR	45		9 Week Assessment	54	17	9 Week Assessment	63	54	Released STAAR	71	13	79	
		All	All	Writing	Meets	STAAR	11		9 Week Assessment	19	8	9 Week Assessment	27	27	Released STAAR	36	7	44	
All	All	Writing	Masters	STAAR	8		9 Week Assessment	9	2	9 Week Assessment	10	2	Released STAAR	11	2	11			
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Eco Dis	Reading	Meets	STAAR	23		MAP BOY	28	13	MAP MDY	33	8	STAAR	38	6	44	
		All	Eco Dis	Mathematics	Meets	STAAR	31		MAP BOY	35	4	MAP MDY	39	6	STAAR	43	2	47	
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Eco Dis	All	All	STAAR	29		MAP BOY	31	14	MAP MDY	34	13	STAAR	37	20	39	

	Achievement or Student Success Indicators)	All	SPED	All	All	STAAR	19		MAP BOY	24	7	MAP MDY	29	11	STAAR	34	0	39
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TLPAS	All	TLPAS	43		9 Week Assessment	43	18	MAP MDY	43	13	STAAR	43		43

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Using weekly leadership schedules the campus leadership team will continue with clear, written, and transparent roles and responsibilities by documenting on their calendars. All leaders will use weekly calendars to show observations, feedback and leadership meetings. The principal will communicate performance expectations for all staff with matching job responsibilities. All grade level leaders and campus leaders use consistent protocols and processes for PLCs documenting on agendas. Campus leadership teams meet weekly to focus on student progress and formative data. The principal and leadership team provide professional development and coaching feedback to all teachers weekly through walkthroughs, instructional snapshots and observations. 95% of the campus team leaders	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated with 98% success rate. The lesson plans will include the DOK questions highlighted for every lesson, time dedicated to GRR (especially in a virtual environment) and independent practice, formative assessments and exemplars. 98% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.	Campus leadership disaggregates data for students throughout the year by monitoring student progress by looking at weekly exit tickets and meeting with teachers during PLC to review data. Leadership will provide weekly evidence-based feedback to teachers. Create an action plan and CIAP for PLCs, data analysis, and processes for improving student performance. 80% of PLCs will be lead by teacher leaders and can manage and facilitate their own PLCs.
Desired 90-day Outcome	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Develop lesson plan template/requirements and train all teachers on how to use template and the expectations for submitting lesson plans each week. 90% of teachers completing and submitting weekly lesson plans via Google Classroom. 90% of Admin. team providing feedback weekly to each lesson plan within 24 hours.	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.

<p>Barriers to Address During this Cycle</p>	<p>Because of COVID, the leadership team has had to focus their priorities on safety and balancing virtual and in-person learning. Teachers are learning the balance between virtual and in person teaching as well as leaders providing feedback for both settings. Last year, data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction.</p>	<p>Due to COVID teachers and students have had to learn a new management system (Canvas) which has taken a lot time away from instruction as well as trying to balance virtual and in person learning. Lesson plans were completed last year with adjustments made to requirements because instructional round feedback and data. This year teachers were not following those expectations so the leadership team is readdressing those issues and creating a system for lesson planning along with feedback. Time for planning is also a barrier.</p>	<p>Data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction. The campus will get training on CIAPs, but has not been a focus with priorities of COVID. PLCs to review data and address instruction was in place. Grade level teams are collaborating for planning for instruction, checking for understanding, or assessment, however a main barrier seen is getting remote students to join small group instruction consistently. Time for data driven instruction is also a barrier.</p>
<p>District Actions for this Cycle</p>	<p>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 November.</p>	<p>Mandate expectations for the principal to establish a system to 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.</p>	<p>Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of November. Spot check PLC minutes with the principal on a bi-weekly basis.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Woodlawn Hills will be able to focus more on creating effective systems to grow internal leaders.</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Hills will have a more effective means of crating differentiated instructional supports for student sin order to close the achievement gaps of our students.</p>	<p>If the district policies and practices support effective instruction in schools, then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.</p>

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data.	1.1	9/1/2020 to 11/30/2020	Sample written protocols	Principal Martha Martinez-Silva	Written protocols and processes and schedules.	November 30, 2020	Met	Refine PLC protocols and ensure that all grade levels bring data to review and all assessments mirror the TEKS.
Provide campus leaders with job-embedded PD and create a PD calendar.	1.1	9/1/2020 to 11/30/2020	PD Opportunities	Principal Martha Martinez-Silva	Instructional Snapshot Calibration; Modeling of PLCs; Monthly meetings with district leaders, PD calendar	November 30, 2020	Significant Progress	Complete PD Calendar for the rest of the year.
Provide training opportunities and support for teachers how to balance in-person learning and virtual learning.	1.1	9/1/2020 to 11/30/2020	PD Opportunities	Principal, AP, Instructional Coaches, Team Leaders/ACTs	Campus Calendar, feedback from teachers, instructional snapshot and walkthrough data	November 30, 2020	Significant Progress	Continue providing support for teachers since students returning to in person continues to change it impacts the learning environment.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We met 2 Focus Areas, 5 of them have significant progress and only one has some progress. We were successful for meeting PLC time and protocols because this was a big focus for the Admin. Team. There was also a focus on the areas that have significant progress. We still need to work on tying the TEKS to the formative assessment and completing digital data pieces for teachers and students. Time and complexity of the tasks has been an issue to complete these actions.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not meet any of our performance goals due to lack of instruction during the 2019-20 school year and the challenges of instruction during COVID have impacted student performance and achievement dramatically.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>We will carryover all action steps except for training teachers on the balance of in person and virtual learners.</p>	<p>1. Principal and ILT will calibrate at least once a month on walkthroughs and debrief on the findings during leadership team meetings. 2. 80% of formative assessments are aligned with standards and students are successful with at least 80% accuracy on the assessment. 3. Principals meet with teachers individually to discuss individual student needs and develop a plan/process to reach out to families to get students to join virtual small groups and daily lessons.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Using weekly leadership schedules the campus leadership team will continue with clear, written, and transparent roles and responsibilities by documenting on their calendars. All leaders will use weekly calendars to show observations, feedback and leadership meetings. The principal will communicate performance expectations for all staff with matching job responsibilities. All grade level leaders and campus leaders use consistent protocols and processes for PLCs documenting on agendas. Campus leadership teams meet weekly to focus on student progress and formative data. The principal and leadership team provide professional development and coaching feedback to all teachers weekly through walkthroughs, instructional	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated with 98% success rate. The lesson plans will include the DOK questions highlighted for every lesson, time dedicated to GRR (especially in a virtual environment) and independent practice, formative assessments and exemplars. 98% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.	Campus leadership disaggregates data for students throughout the year by monitoring student progress by looking at weekly exit tickets and meeting with teachers during PLC to review data. Leadership will provide weekly evidence-based feedback to teachers. Create an action plan and CIAP for PLCs, data analysis, and processes for improving student performance. 80% of PLCs will be lead by teacher leaders and can manage and facilitate their own PLCs.
Desired 90-day Outcome	Monitor and adjust rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers, as needed. 85% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	Monitor the submission of lesson plans each week. 94% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon at 94% completion rate. 80% of formative assessments are aligned with standards and students are successful with at least 80% accuracy on the assessment.	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.

<p>Barriers to Address During this Cycle</p>	<p>Because of COVID, the leadership team has had to focus their priorities on safety and balancing virtual and in-person learning. Teachers are learning the balance between virtual and in person teaching as well as leaders providing feedback for both settings. Last year, data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction.</p>	<p>There are misalignments between lesson planning, instruction in-person and virtually, and formative daily assessments. Lesson plans will continue to be completed weekly with non-negotiables. Time for planning is also a barrier.</p>	<p>Inaccurate data is a concern as most of our students are being assessed virtually. By the 2nd cycle, the campus staff will get training on CIAPs. The development of CIAPs will be overlooked and reviewed with the staff. Teachers continue to provide small group instruction, however a main barrier seen is getting remote students to join small group instruction consistently. Time for data driven instruction is also a barrier.</p>
<p>District Actions for this Cycle</p>	<p>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 February.</p>	<p>Mandate expectations for the principal to establish a system to 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.</p>	<p>Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of February. Spot check PLC minutes with the principal on a bi-weekly basis.</p>
<p>District Commitment Theory of Action</p>	<p>If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Woodlawn Hills will be able to focus more on creating effective systems to grow internal leaders.</p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Hills will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.</p>	<p>If the district policies and practices support effective instruction in schools, then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.</p>

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
85% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	1.1	12/1/2020 to 2/28/2020	Team protocols and student data	Team Leaders/ACTs	PLC Meeting Minutes	February 28, 2021	Met	Maintain Consistency
Campus leaders were provided at least 6 job-embedded PD opportunities.	1.1	12/1/2020 to 2/28/2020	PD Calendar	Principal Martha Martinez-Silva	PD Calendar, PD Transcripts	February 28, 2021	Met	Maintain Consistency
Administrators will calibrate at least once a month on walkthroughs and debrief on the findings during leadership team meetings.	1.1	12/1/2020 to 2/28/2020	Master schedule, observation schedule	Principal & ILT	Observation notes and feedback	February 28, 2021	Met	Maintain Consistency
Provide weekly dedicated PLC/Level time for teachers to develop lesson plans collaboratively that meet the lesson plan criteria and review data.	5.1 and 5.3	12/1/2020 to 2/28/2020	Master Schedule	Principal Martha Martinez-Silva	PLC/Level time agendas	February 28, 2021	Met	Maintain Consistency
94% of teachers turn in weekly lesson plans by Thursday at 12 noon that include; TEKS, procedures that are aligned to the TEKS, and an assessment to check for understanding.	5.1	12/1/2020 to 2/28/2020	Google Docs, Google Classroom	All Teachers	Completed rubric by the assigned administrator.	February 28, 2021	Met	Maintain Consistency

94% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.	5.1	12/1/2020 to 2/28/2020	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, 2021	Met	Maintain Consistency
80% of formative assessments are aligned with standards and students are successful with at least 80% accuracy on the assessment.	5.1	12/1/2020 to 2/28/2020	Lesson Plans, Formative Assessments, and Student data on assessments	Martha Martinez-Silva, Principal; Amanda Valdez, AP; Sharon Franco, IB IC; Catherine Horn, IC	Formative assessment documentation for campus	February 28, 2021	Significant Progress	The formative assessments are aligned to the TEK, however students success is inconsistent.
6 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	12/1/2020 to 2/28/2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders/ACTs	Completed CIAPs, Instructional Snapshots, completed rubric	February 28, 2021	Met	Maintain Consistency
70% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	12/1/2020 to 2/28/2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders/ACTs	Corrective Instruction Action Plan	February 28, 2021	Met	Maintain Consistency
Principals meet with teachers individually to discuss individual student needs and develop a plan/process to reach out to families to get students to join virtual small groups and daily lessons.	5.3	12/1/2020 to 2/28/2020	Student Success Plan	Principal Martha Martinez-Silva	Student Success Plan Documentation	February 28, 2021	Met	Maintain Consistency

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We met 9 out of 10 action steps. The ILT is tightening up processes and systems and the staff is responding positively. Need to work on improving student success on the formative assessments.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We did not meet any of our goals. However we were able to maintain or grow from the BOY scores in all areas except one TELPAS all. The reason we did not meet our goals is the continuation of the struggle of closing the learning gap and remote learning inconsistencies due to COVID-19.	
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps
	Continue all Steps	All teachers will check for formative understanding through daily formative assessments which will guide the teacher to continue or reteach based on student results.

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this 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 outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Using weekly leadership schedules the campus leadership team will continue with clear, written, and transparent roles and responsibilities by documenting on their calendars. All leaders will use weekly calendars to show observations, feedback and leadership meetings. The principal will communicate performance expectations for all staff with matching job responsibilities. All grade level leaders and campus leaders use consistent protocols and processes for PLCs documenting on agendas. Campus leadership teams meet weekly to focus on student progress and formative data. The principal and leadership team provide professional development and coaching feedback to all teachers weekly through walkthroughs, instructional snapshots and observations. 95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated with 98% success rate. The lesson plans will include the DOK questions highlighted for every lesson, time dedicated to GRR (especially in a virtual environment) and independent practice, formative assessments and exemplars. 98% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.	Campus leadership disaggregates data for students throughout the year by monitoring student progress by looking at weekly exit tickets and meeting with teachers during PLC to review data. Leadership will provide weekly evidence-based feedback to teachers. Create an action plan and CIAP for PLCs, data analysis, and processes for improving student performance. 80% of PLCs will be lead by teacher leaders and can manage and facilitate their own PLCs.
Desired 90-day Outcome	Monitor and adjust rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers, as needed. 95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	Monitor the submission of lesson plans each week. 98% of teachers completing and submitting weekly lesson plans via Google Classroom. Admin team providing feedback weekly to each lesson plan by Saturday noon at 98% completion rate. 90% of formative assessments are aligned with standards and students are successful with at least 80% accuracy on the assessment.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 80% of PLCs can manage and facilitate their own PLCs.

Barriers to Address During this Cycle	Because of COVID, the leadership team has had to focus their priorities on safety and balancing virtual and in-person learning. Leaders will continue to provide feedback for both settings. Assessment data will be used to guide instruction.	In March, we will have 10 instructional days so reteaching after Spring Break and intersession will have to take place. Teachers will be in a time crunch to disaggregate data to guide and adjust their instruction while completing the curriculum. Time for planning is also a barrier.	Collecting data to disaggregate will be difficult due to 10 instructional days in March and the logistics of testing remote students are a concern (extra staff to monitor, parents unable to bring students to test, parents assisting students during test). Time for data driven instruction is also a barrier.
District Actions for this Cycle	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 May.	Mandate expectations for the principal to establish a system to 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 May. Spot check PLC minutes with the principal on a bi-weekly basis.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Woodlawn Hills will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Hills will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If the district policies and practices support effective instruction in schools, then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	1.1	3/1/2021 to 5/31/2020	Written Team Protocols	Team Leaders/ACTs	PLC Meeting Minutes and updated written protocol.	May 31, 2021	Met	Maintain and continue consistency
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	3/1/2021 to 5/31/2020	PD Calendar	Principal Martha Martinez-Silva	PD Calendar, PD Transcripts	May 31, 2021	Met	Maintain and continue consistency
Principal and ILT will calibrate at least once a month on walkthroughs and debrief on the findings during leadership team meetings.	1.1	3/1/2021 to 5/31/2020	Master schedule, observation schedule	Principal & ILT	Observation notes and feedback	May 31, 2021	Met	Maintain and continue consistency
Provide weekly dedicated PLC/Level time for teachers to develop lesson plans collaboratively that meet the lesson plan criteria and review data.	5.1 and 5.3	3/1/2021 to 5/31/2020	Master Schedule	Principal Martha Martinez-Silva	PLC/Level time agendas	May 31, 2021	Met	Maintain and continue consistency

98% of 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	3/1/2021 to 5/31/2020	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.	May 31, 2021	Met	Maintain and continue consistency
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98% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.	5.1	3/1/2021 to 5/31/2020	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.	May 31, 2021	Met	Maintain and continue consistency
90% of formative assessments are aligned with standards and students are successful with at least 80% accuracy on the assessment.	5.1	3/1/2021 to 5/31/2020	Lesson Plans, Formative Assessments, and Student data on assessments	Martha Martinez-Silva, Principal; Amanda Valdez, AP; Sharon Franco, IB IC; Catherine Horn, IC	Formative assessment documentation for campus	May 31, 2021	Significant Progress	90% of formatives are aligned, however students success rate is not consistently at 80%
All teachers will check for formative understanding through daily formative assessments which will guide the teacher to continue or reteach based on student results.	5.1	3/1/2021 to 5/31/2020	Lesson Plans, Formative Assessments, and Student data on assessments	Martha Martinez-Silva, Principal; Amanda Valdez, AP; Sharon Franco, IB IC; Catherine Horn, IC	Formative assessment documentation for campus	May 31, 2021	Met	Maintain and continue consistency
9 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	3/1/2021 to 5/31/2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal, Instructional Coaches, and Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	May 31, 2021	Met	Maintain and continue consistency
80% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	3/1/2021 to 5/31/2020	Action Plan Template, Master schedule	Principal, Counselor, Instructional Coaches, and Team Leaders	Corrective Instruction Action Plan	May 31, 2021	Met	Maintain and continue consistency
Principals meet with teachers individually to discuss individual student needs and develop a plan/process to reach out to families to get students to join virtual small groups and daily lessons.	5.3	3/1/2021 to 5/31/2020	Student Success Plan	Principal Martha Martinez-Silva	Student Success Plan Documentation and Call Logs	May 31, 2021	Met	Maintain and continue consistency

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We met all focus areas except for one. This area consists of student achievement in formative assessments. Students were not consistently 80% accuracy. Due to gaps in students learning over the past year due to virtual learning, students and teachers have struggled at time to maintain an avg above 80% on formative assessments. It varies from grade level to grade level and TEKS to TEKS.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>The campus did not meet the performance goals set for year. Due to COVID, the lack of in person learning versus remote instruction really impacted student achievement. Getting students to attend in person learning was extremely challenging.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Continue all of the same steps.</p>	<p>Breakdown this action step into two action steps: 1. 90% of formative assessments are aligned with standards 2. Students are successful with at least 80% accuracy on the formative assessments. Add 3. Students are successful with at least 80% accuracy on the summative assessment.</p>

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Desired Annual Outcome	Using weekly leadership schedules the campus leadership team will continue with clear, written, and transparent roles and responsibilities by documenting on their calendars. All leaders will use weekly calendars to show observations, feedback and leadership meetings. The principal will communicate performance expectations for all staff with matching job responsibilities. All grade level leaders and campus leaders use consistent protocols and processes for PLCs documenting on agendas. Campus leadership teams meet weekly to focus on student progress and formative data. The principal and leadership team provide professional development and coaching feedback to all teachers weekly through walkthroughs, instructional snapshots and observations. 95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated with 98% success rate. The lesson plans will include the DOK questions highlighted for every lesson, time dedicated to GRR (especially in a virtual environment) and independent practice, formative assessments and exemplars. 98% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.	Campus leadership disaggregates data for students throughout the year by monitoring student progress by looking at weekly exit tickets and meeting with teachers during PLC to review data. Leadership will provide weekly evidence-based feedback to teachers. Create an action plan and CIAP for PLCs, data analysis, and processes for improving student performance. 80% of PLCs will be lead by teacher leaders and can manage and facilitate their own PLCs.
Did the campus achieve the desired outcome? Why or why not?	Yes this annual outcome was met because all grade levels are able to meet during PLCs weekly and are managing their own PLCs with support from the principal. The roles and responsibilities have all been clarified and consistent this year for the ILT.	Yes this annual outcome has been met because the campus is completing all aspects required for lesson planning and feedback on lesson plans.	Yes this annual outcome has been met because the PLCs are lead by teacher leaders, and they review student data and determine how to improve teaching to increase student performance. Teachers are sharing teaching and learning strategies in PLCs which has made collaboration more effective.

CYCLE 4 90-DAY OUTCOMES (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. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	5.3
Rationale	In the 2020-21 school year, we updated and consistently maintained the list of responsibilities and roles for the leadership team. We established systems for observations, feedback cycles and weekly instructional foci for PLCs. Continued focus on this area will allow the leadership team to reinforce systems to avoid overlap of energies and focus on student performance, teacher development and growth as well as campus leadership growth.	Teachers turned in lesson plans this year consistently following the guidelines and consistent feedback was given regularly to teachers to increase student success. Continue to ensure that these systems are maintained and continue to be a campus priority.	PLC time is now a true Professional Learning Community. By creating structures to support teacher led PLC conversations around data and instruction, teachers have greater ownership and understanding of their own data and adjust instruction in response to student outcomes. CIAPs are embedded in the PLC process and done weekly on student learning.

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>	<p>Transparent conversations with all stakeholders to share the need for success for all students. The principal will ask for feedback from the stakeholders to make improvements or clarification.</p>
<p>Desired Annual Outcome</p>	<p>Using weekly leadership schedules the campus leadership team will continue with clear, written, and transparent roles and responsibilities by documenting on their calendars. All leaders will use weekly calendars to show observations, feedback and leadership meetings. The principal will communicate performance expectations for all staff with matching job responsibilities. All grade level leaders and campus leaders use consistent protocols and processes for PLCs documenting on agendas. Campus leadership teams meet weekly to focus on student progress and formative data. The principal and leadership team provide professional development and coaching feedback to all teachers weekly through walkthroughs, instructional snapshots and observations. 95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.</p>	<p>Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated with 98% success rate. The lesson plans will include the DOK questions highlighted for every lesson, time dedicated to GRR (especially in a virtual environment) and independent practice, formative assessments and exemplars. 98% of lesson plans will be reviewed and feedback will be provided by administrative team within 24 hours.</p>	<p>Campus leadership disaggregates data for students throughout the year by monitoring student progress by looking at weekly exit tickets and meeting with teachers during PLC to review data. Leadership will provide weekly evidence-based feedback to teachers. Create an action plan and CIAP for PLCs, data analysis, and processes for improving student performance. 80% of PLCs will be lead by teacher leaders and can manage and facilitate their own PLCs.</p>
<p>Desired 90-Day Outcome</p>	<p>Review and adjust campus leadership roles for the 2021-22 school year.</p>	<p>Review grade level lesson plan format and celebrate the good portions and provide opportunities for areas of growth.</p>	<p>Establish a process to collect student data and determine the data analysis system that will be implemented next year. Develop the plan to include teacher and leadership conferencing regarding student data that focuses on increasing student achievement.</p>
<p>How will the campus build capacity in this area? Who will you partner with?</p>	<p>The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs. In addition, the campus will work with district Academic team to review formative assessment data and feedback.</p>	<p>Teachers are able to utilize district virtual lessons as needed and adjust to incorporate IB appropriately. Instructional Coaches also meet with EdTech or the Office of 21st Century Learning weekly how to use the different apps and how to connect them to the student learning management system (Canvas).</p>	<p>The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs. In addition, the campus will work with district Academic team to review formative assessment data and feedback.</p>
<p>Barriers to Address throughout the year</p>	<p>Because of COVID, the leadership team has had to focus their priorities on safety and balancing virtual and in-person learning. BOY MAP testing also has had challenges due to the requirements of the district. Teachers are learning the balance between virtual and in person teaching as well as leaders providing feedback for both settings. Last year, data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction.</p>	<p>Due to COVID teachers and students have had to learn a new management system (Canvas) which has taken a lot time away from instruction as well as trying to balance virtual and in person learning. Lesson plans were completed last year with adjustments made to requirements because instructional round feedback and data. This year teachers were not following those expectations so the leadership team is readdressing those issues and creating a system for lesson planning along with feedback. Time for planning is also a barrier.</p>	<p>Data was not used to develop a Corrective Instruction Action Plan (CIAP) for whole group, small group, and individualized instruction. The campus will get training on CIAPs, but has not been a focus with priorities of COVID. PLCs reviewed data and addressed instruction concerns. Grade level teams are collaborating for planning for instruction, checking for understanding, or assessment, however a main barrier seen is getting remote students to join small group instruction consistently. Time for data driven instruction is also a barrier.</p>

District Actions for this Cycle	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 August.	Mandate the campus develops a system to review lesson plan formats.	Mandate that the campus develops a system to collect and analyze student data as well as assist leaders with developing the process to conference with teachers regarding student achievement.
District Commitment Theory of Action	If the district supports principals by protecting their time dedicated for school instructional leadership, then the leadership at Woodlawn Hills will be able to focus more on creating effective systems to grow internal leaders.	If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Hills will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If the district policies and practices support effective instruction in schools, then teachers and administrators will be able to more effectively gather, analyze, and act upon student data in order to create interventions for students who need extra support.

ACTION PLAN

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