

## 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

<b>Campus Name:</b>	<b>District Coordinator of School Improvement (DCSI) Name, Role:</b>
Woodlawn Academy	D'Les Gonzales Herron, San Antonio Director of Schools, TCIS
<b>Campus Number:</b>	<b>Superintendent Name:</b>
000000175	Pedro Martinez
<b>Date:</b>	
Friday, October 16, 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 Academy	Superintendent	Pedro Martinez	Principal	Karen Rose
District Number	015907	Campus Number	000000175	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 10/23/2020, 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 10/23/2020, 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.	Karen Rose 10/23/2020
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://rptswr1.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 Domain) Approaches: 70; Meets 35; Masters 16 OVERALL D Rationale: The goals are attainable during the COVID-19 pandemic. We have lost instruction with our students over the past 6 months. 25% of our students are receiving face to face instruction on campus while 75% of our students are learning remotely.</p> <p>Domain 2B: (School Progress Domain- Relative Performance) Student Achievement Raw Score: 40; Percent Eco Dis 86%; Scale Score: 74 OVERALL C Rationale: Identifying students who qualify under Eco Dis will be a focus during COVID-19. We are predicting this percentage will go up resulting in a higher Eco Dis percentage.</p> <p>Domain 3: (Closing the Gap Domain) 77 C Rationale: Goals were set to increase performance of the sub pops for Woodlawn Academy. We set goals based on STAAR and TELPAS results from 2019.</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1: (Student Achievement Domain) Students are grouped with face to face and remote groups. Teachers use break out rooms on Zoom to meet with small groups of students.</p> <p>Domain 2B: (School Progress Domain) Students are grouped according to Tier 1, Tier 2, Tier 3 levels from MAP Testing. Students receive interventions through iStation (Reading) and Imagine Math (Math) according to their tier status.</p> <p>Domain 3: (Closing the Gap Domain) Data analysis is broken down by sub pops. Intervention groups are designated using sub pop information.</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Domain Goals are set to address students as being College Ready.

**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)
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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.	5 - Full 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.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	4 - Partial 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://texasef.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://texasef.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	In reflecting on 2019-2020, teachers complete daily lessons however they are not turned for focused feedback. Teachers do lesson plans with many organization styles. During snapshots or walkthroughs lesson plans were looked at, but were inconsistently reviewed or weren't given weekly feedback. There is a need for focused feedback based on classroom visits and snapshot data. There may be some gaps regarding lesson plans from teacher to teacher within the grade level/s that could be improved with focused feedback.	In reflecting upon last year, 90 minute PLCs were embedded in the master schedule and week was focused on student data. An assessment calendar was established but conversations remained focus on the disaggregation of student data without structures to support a corrective instruction action plan. The leadership team and instructional coaches focused on establishing a DDI calendar, structured PLC protocols with an emphasis on a corrective instruction action plan, and individualized tracking of student and teacher data, however we would like to transition the responsibility of PLCs to the teacher leaders of each grade level.	
<b>How will the campus build capacity in this area? Who will you partner with?</b>	The campus will need to review district policy, have the campus reflect on lesson planning needs, and utilizing trainings and develop systems for lesson planning. 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. Leaders and teachers are using Lead4ward resources such as the decision tree to guide teachers in lesson planning for in-person and virtual learning.	The leadership team and Instructional coaches will partner up with grade level leaders to guide and support during this transition and provide opportunities for the Gradual Release of Responsibility to each grade level leader. Including master teachers and intervention lead teachers as part of the grade level leaders will hold all leadership stakeholders responsible for change in student success. Develop a rubric for how teacher leaders are progressing through this PLC process. The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs.	
<b>Barriers to Address throughout this year</b>	There is not an established system for this process. There maybe some teacher push back and concerns with time for teachers to develop lesson plans. The blended learning experience and learning how to plan effectively for hybrid learning is also a barrier.	Time for training and providing feedback of the PLC process. Building teacher leader capacity and growing leaders during COVID period of time when levels of stress and responsibility are already high.	
<b>How will you communicate these priorities to your stakeholders? How will create buy-in?</b>	Start conversations as a whole faculty then break down into PLCs. May need to have smaller conversations with new teachers, etc. Look at time for planning and how will we get input from the teachers. Create a timeline for the process so that it can be clear and prioritize the plan.	Hold monthly collaboration meetings/trainings for all teacher leaders with the leadership team and instructional coaches.	

<p><b>Desired Annual Outcome</b></p>	<p>Teachers to create agency and see the need for effective lesson planning with a focus on objectives, student learning engagements/activities, and appropriate assessments. Transitioning from the thought of not needing to turn in lesson plans to valuing the need for lesson planning and focused feedback. 85% of teachers will turn in Math lesson plans with the required attributes following a rubric of clear objectives, appropriate learning engagements, and formative assessments. Reading lessons will occur next year.</p>	<p>Teacher leaders disaggregates data for students throughout the year by monitoring student progress. Teacher leaders will provide evidence-based feedback to teachers. They will also create an action plan for PLCs, data analysis, and processes for improving student performance. Students will show at least 10% growth on EOY MAP data for reading and math due to the implementation of the above strategies.</p>	
<p><b>District Commitment Theory of Action</b></p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Academy 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 district policies and practices continue to support the Master Teacher Initiative 2.0 for ensuring the allocations for exemplary teachers the students will be able to receive the interventions they need from the most effective teachers.</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 Goal 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
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	66		MAP BOY	60	62	MAP MOY	65	56	STAAR Interim	68	46	70
		All	All	Reading	Meets	STAAR	34		MAP BOY	30	29	MAP MOY	32	28	STAAR Interim	34	26	35
		All	All	Reading	Masters	STAAR	16		MAP BOY	10	9	MAP MOY	12	11	STAAR Interim	14	12	16
		All	All	Mathematics	Approaches	STAAR	67		MAP BOY	60	51	MAP MOY	65	52	STAAR Interim	68	26	70
		All	All	Mathematics	Meets	STAAR	36		MAP BOY	30	9	MAP MOY	32	14	STAAR Interim	34	6	35
		All	All	Mathematics	Masters	STAAR	16		MAP BOY	10	2	MAP MOY	12	4	STAAR Interim	14	3	16
		All	All	Science	Approaches	STAAR	59		9 Week Assessment	60	58	9 Week Assessment	65	60	STAAR Interim	68	25	70
		All	All	Science	Meets	STAAR	30		9 Week Assessment	30	23	9 Week Assessment	32	24	STAAR Interim	34	5	35
		All	All	Science	Masters	STAAR	6		9 Week Assessment	10	8	9 Week Assessment	12	11	STAAR Interim	14	1	16
		All	All	Social Studies	Approaches	STAAR	48		9 Week Assessment	60	42	9 Week Assessment	65	52	EOC	68	60	70
		All	All	Social Studies	Meets	STAAR	5		9 Week Assessment	30	12	9 Week Assessment	32	15	EOC	34	33	35
		All	All	Social Studies	Masters	STAAR	2		9 Week Assessment	10	0	9 Week Assessment	12	10	EOC	14	7	16
		All	All	Writing	Approaches	STAAR	60		9 Week Assessment	60	54	9 Week Assessment	65	62	STAAR Interim	68	31	70
All	All	Writing	Meets	STAAR	33		9 Week Assessment	30	23	9 Week Assessment	32	27	STAAR Interim	34	13	35		
All	All	Writing	Masters	STAAR	11		9 Week Assessment	10	8	9 Week Assessment	12	15	STAAR Interim	14	1	16		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Hispanic	Reading	Meets	STAAR	34		MAP BOY	37	28	MAP MOY	37	28	STAAR Interim	37		37
		All	Hispanic	Mathematics	Meets	STAAR	36		MAP BOY	37	9	MAP MOY	37	14	STAAR Interim	37		37
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	Eco Dis	Reading	All	STAAR	31		MAP BOY	35	25	MAP MOY	35	25	STAAR Interim	35		35
		All	Sped	All	All	STAAR	18		MAP BOY	35	11	MAP MOY	35	10	STAAR Interim	35		35
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	47		MAP BOY	40	27	MAP MOY	40		STAAR Interim	40		40

## 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
<b>Essential Action</b>	5.1	5.3	
<b>Desired Annual Outcome</b>	Teachers to create agency and see the need for effective lesson planning with a focus on objectives, student learning engagements/activities, and appropriate assessments. Transitioning from the thought from not need to turn in lesson plans to valuing the need for lesson planning and focused feedback.	Teacher leaders disaggregates data for students throughout the year by monitoring student progress. Teacher leaders will provide evidence-based feedback to teachers. They will also create an action plan for PLCs, data analysis, and processes for improving student performance. Students will show at least 10% growth on EOY MAP data for reading and math due to the implementation of the above strategies.	
<b>Desired 90-day Outcome</b>	Engage teachers in the need to turn in lesson plans in an collaborative way. Develop the systems and timeline for teachers to turn in lesson plans and determine how the leadership team and instructional coaches will provided focused feedback. 100% of teachers engaged in conversations during lesson plans during PLCs.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training teacher leaders and staff to manage and facilitate their own PLCs. Administration will be in attendance to provide feedback to PLCs on a weekly basis. 100% of teachers engaged in conversations with BOY MAP data and 1st nine weeks CBAs.	
<b>Barriers to Address During this Cycle</b>	There is not an established system for this process. There maybe some teacher push back and concerns with time for teachers to develop. The blended learning experience and learning how to plan effectively for hybrid learning.	Time for training and providing feedback of the PLC process. Building teacher leader capacity and growing leaders during COVID period of time when levels of stress and responsibility are already high.	
<b>District Actions for this Cycle</b>	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 November. Spot check PLC minutes with the principal on a bi-weekly basis.	
<b>District Commitment Theory of Action</b>	If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Academy will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices continue to support the Master Teacher Initiative 2.0 for ensuring the allocations for exemplary teachers the students will be able to receive the interventions they need from the most effective teachers.	

## 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
Engage teachers in conversations around the need for lesson plans being turned in weekly and the importance of focused feedback to move the instruction forward on the campus.	5.1	9/1/2020 to 11/30/2020	Time with teachers for discussions	Principal (Rose), Instructional Coaches (Uriegas, Femath, Salazar)	Documentation of teacher responses	November 30, 2020	Significant Progress	Need to finish conversations with all staff.
Develop the systems and timeline for teachers to turn in lesson plans and determine how the leadership team and instructional coaches will provided focused feedback.	5.1	9/1/2020 to 11/30/2020	Timeline and process	Principal (Rose), Instructional Coaches (Uriegas, Femath, Salazar)	Documentation of plan of action for system and timeline.	November 30, 2020	Some Progress	Only discussed as admin team. Need to finalize the timeline.
Create a DDI calendar and establish a digital Data Platform. The platform will include Campus Data, Grade Level Data and Student Data Folders.	5.3	9/1/2020 to 11/30/2020	Campus Leadership and ILT will provide PD on November 3	Principal (Rose), Instructional Coaches (Uriegas, Femath, Salazar), Grade Level Team Leaders	DDI Calendar, and established Data Electronic Platform	November 30, 2020	Met	Next step is to determine how do students and teacher utilize data in PLCs and student work.
Develop a calendar schedule for time to train teacher leaders (ACTs) on Corrective Instruction Action Plan.	5.3	9/1/2020 to 11/30/2020	Action Plan Template, Lead4ward Learning Reports	Principal (Rose), Counselor (Gandaria), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	Master Schedule; Corrective Instruction Action Agenda	November 30, 2020	Significant Progress	Need to complete the calendar and continue to meet with ACTs to establish the plan. Continue to train teacher on the Lead4ward teacher learning report and student learning report.
Teachers leaders are trained and begin development of a Corrective Instruction Action Plan. Master schedule is developed with built in time for weekly 90 minute PLCs for Elementary and 45 minute PLCs weekly for Middle School.	5.3	9/1/2020 to 11/30/2020	Action Plan Template, Master schedule and enrollment data	Principal (Rose), Counselor (Gandaria), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	Master Schedule; Corrective Instruction Action Plan	November 30, 2020	Significant Progress	Training for teacher leaders is scheduled for Dec. 9th and will be implemented with all teachers Dec. 14-18.

## 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 one outcome and have made significant progress for three outcomes. Planning that was put in place and calendarizing the events have assisted us to met or have made significant progress with the goals. Timing for the roll out of lesson plans is particularly important due to teacher buy in and understanding the importance and need to develop strong instructional lesson plans.



<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Students were able to maintain reading scores (almost meeting goals) and the math, science, writing and social studies scores struggled due to lack of instruction with COVID during the 2019-2020 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><b>Carryover Action Steps</b></p>	<p><b>New Action Steps</b></p>
	<p>These actions steps are being adjusted to allow for the next step in the process and make them measurable to allow for teachers and admin to apply the steps.</p>	<p>1. 80% of teachers will turn in Math lesson plans with the required attributes following a rubric of clear objectives, appropriate learning engagements, and formative assessments. 2. Leadership team and instructional coaches will provide focused feedback on all math lesson plans submitted weekly via a Google form. 3. Provide time within the PLCs to use Lead4ward resources specifically for Math lessons developed 50% to meet the required attributes, reflect on the process of lesson plans. 4. 6 CIAPs for Math and Reading will be developed and implemented by all teachers. 5. 50% of grade levels leaders will facilitate the development of quality CIAPs on their own with input from the Instructional Leadership Team (ILT) when needed.</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
<b>Essential Action</b>	5.1	5.3	
<b>Desired Annual Outcome</b>	Teachers to create agency and see the need for effective lesson planning with a focus on objectives, student learning engagements/activities, and appropriate assessments. Transitioning from the thought from not need to turn in lesson plans to valuing the need for lesson planning and focused feedback.	Teacher leaders disaggregates data for students throughout the year by monitoring student progress. Teacher leaders will provide evidence-based feedback to teachers. They will also create an action plan for PLCs, data analysis, and processes for improving student performance. Students will show at least 10% growth on EDY MAP data for reading and math due to the implementation of the above strategies.	
<b>Desired 90-day Outcome</b>	80% of teachers will turn in lesson plans with the required attributes of clear objectives, appropriate learning engagements, and formative assessments with focused feedback on all lesson plans submitted weekly.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 50% of PLCs can be managed by teacher leaders and they can facilitate their own PLCs.	
<b>Barriers to Address During this Cycle</b>	Time needed for teachers to complete lessons to the level required since in-person and virtual learning is still occurring. Some teachers may resist due to prior experiences with lesson planning. In addition there may be some teacher push back to lesson planning and stress barriers that impact this action.	Teacher leaders may try to rely on instructional coaches to lead the PLCs due to the stress level.	
<b>District Actions for this Cycle</b>	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 October. Spot check PLC minutes with the principal on a bi-weekly basis.	
<b>District Commitment Theory of Action</b>	If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Academy will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices continue to support the Master Teacher Initiative 2.0 for ensuring the allocations for exemplary teachers the students will be able to receive the interventions they need from the most effective teachers.	

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 1 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 (to be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
80% of teachers will turn in Math lesson plans with the required attributes following a rubric of clear objectives, appropriate learning engagements, and formative assessments.	5.1	3/1/2021 to 5/31/2020	Guidance on requirements of lesson plans and rubric of lesson plan requirements	Principal (Karen Rose), Instructional Coaches (Uriegas, Salazar, Femath)	Lesson Plans	February 28, 2021	Met	Focus on the other teachers who are not consistent with turning in lesson plans.
Leadership team and instructional coaches will provide focused feedback on all math lesson plans submitted weekly via a Google form.	5.1	3/1/2021 to 5/31/2020	Lesson plan access and focused area for lesson plan, Google form for feedback	Principal- Karen Rose	Lesson Plan Feedback	February 28, 2021	Met	Maintain Consistency
Provide time within the PLCs to use Lead4ward resources specifically for Math lessons developed 50% to meet the required attributes, reflect on the process of lesson planning, and how lesson planning will impact student learning.	5.1 and 5.3	3/1/2021 to 5/31/2020	Lead4ward teacher learning report and student learning report, PLC Agenda	Principal (Karen Rose), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	PLC Agenda and Notes	February 28, 2021	Some Progress	Time is a constraint and teachers need to continue to train on the attributes required in the lesson plans.
3 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 (Karen Rose), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	February 28, 2021	Significant Progress	Needed to adjust amounts of CIAPs due to amount of time needed to create online assessments and preparing for virtual learners.
50% of grade levels leaders will facilitate the development of quality CIAPs on their own with input from the Instructional Leadership Team (ILT) when needed.	5.3	12/1/2020 to 2/28/2020	Action Plan Template, Master schedule	Principal (Rose), Counselor (Gandaria), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	Corrective Instruction Action Plan	February 28, 2021	Significant Progress	Above 50%, almost all grade level leaders are developing the process. 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?			Two focus areas were met, two were at significant progress and one was at some progress. We met the these areas due it being a focus for the ILT and it was deliberately scheduled. The focus in PLCs and time that it takes this year due to online teaching and learning has not allowed us to meet the action steps around CIAPs. The some progress action step is due lack of district lesson planning policies that include specific elements for teachers to follow. This creates some push back with some teachers.					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			We met in only one area Masters Writing. However we were very close 7 goals with less than 5 point window. We maintained or made growth in all areas from MOY. The reason for our maintaining is the focus on planning instruction during PLCs.					
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		
			All action steps will carryover.			Provide additional training on the attributes for lesson planning with the lead teachers.		

## 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
<b>Essential Action</b>	5.1	5.3	
<b>Desired Annual Outcome</b>	Teachers to create agency and see the need for effective lesson planning with a focus on objectives, student learning engagements/activities, and appropriate assessments. Transitioning from the thought from not need to turn in lesson plans to valuing the need for lesson planning and focused feedback.	Teacher leaders disaggregates data for students throughout the year by monitoring student progress. Teacher leaders will provide evidence-based feedback to teachers. They will also create an action plan for PLCs, data analysis, and processes for improving student performance. Students will show at least 10% growth on EOY MAP data for reading and math due to the implementation of the above strategies.	
<b>Desired 90-day Outcome</b>	85% of teachers will turn in Math and Reading lesson plans with the required attributes following a rubric of clear objectives, appropriate learning engagements, and formative assessments with focused feedback on all lesson plans submitted weekly.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 70% of PLCs can be managed by teacher leaders and they can facilitate their own PLCs.	
<b>Barriers to Address During this Cycle</b>	Time needed for teachers to complete lessons to the level required since in-person and virtual learning is still occurring. Some teachers may resist due to prior experiences with lesson planning.	Teacher leaders may try to rely on instructional coaches to lead the PLCs due to the stress level.	
<b>District Actions for this Cycle</b>	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 October. Spot check PLC minutes with the principal on a bi-weekly basis.	
<b>District Commitment Theory of Action</b>	If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Academy will have a more effective means of creating differentiated instructional supports for students in order to close the achievement gaps of our students.	If district policies and practices continue to support the Master Teacher Initiative 2.0 for ensuring the allocations for exemplary teachers the students will be able to receive the interventions they need from the most effective teachers.	

## 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>(Maybe requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
85% of teachers will turn in Math and Reading lesson plans with the required attributes following a rubric of clear objectives, appropriate learning engagements, and formative assessments.	5.1	3/1/2021 to 5/31/2020	Guidance on requirements of lesson plans	Principal (Karen Rose), Instructional Coaches (Uriegas, Salazar, Femath)	Lesson Plans	May 31, 2021	Some Progress	Due to instructional calendar, intersessions and STAAR, teachers have been prioritizing STAAR formatted lessons while increasing in person learning. For next year, since there will be a new principal, it will be determined with the new principal.
Leadership team and instructional coaches will provide focused feedback on all math and reading lesson plans submitted weekly via a Google form.	5.1	3/1/2021 to 5/31/2020	Lesson plan access and focused area for lesson plan	Principal- Karen Rose	Lesson Plan Feedback	May 31, 2021	No Progress	Due to instructional calendar, intersessions and STAAR, the ILT has been prioritizing giving teachers feedback based on walkthrough data and observations. For next year, since there will be a new principal, it will be determined with the new principal.
Provide time within the PLCs to use Lead4ward resources specifically for Math and Reading lessons developed 50% to meet the required attributes, reflect on the process of lesson planning and how lesson planning will impact student learning.	5.1 and 5.3	3/1/2021 to 5/31/2020	Lead4ward teacher learning report and student learning report, PLC Agenda	Principal (Karen Rose), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	PLC Agenda and Notes	May 31, 2021	Significant Progress	Teacher lesson planning has progressed throughout the year and need to continue to have this as a focus at PLCs.

Provide additional training on the attributes for lesson planning with the lead teachers.	5.1 and 5.3	3/1/2021 to 5/31/2020	Lead4ward teacher learning report and student learning report, PLC Agenda	Principal (Karen Rose), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	Sign in Sheet and Notes	May 31, 2021	Significant Progress	Continue to have this as a focus at PLCs.
6 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 (Rose) , Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	May 31, 2021	Some Progress	The number of CIAPs varies per grade level based on needs of each grade.

70% 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 (Rose), Counselor (Gandaria), Instructional Coaches (Uriegas, Salazar, Femath), and Grade Level Team Leaders	Corrective Instruction Action Plan	May 31, 2021	Some Progress	The percentages of grade levels developing their own of CIAPs varies per grade level.

## 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?	The campus did not meet the desired outcomes due to the impact of COVID having to adjust the instructional calendar, create intersessions and prepare for STAAR test, these areas were challenging to meet due to all of the obstacles that we encountered this year.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	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. The highest in person percent was 68%, but that was only for a short time prior to testing. We were very close to meeting Performance Goals in US History EOC which is promising.	
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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>
	All steps will be carried over.	Due to a new principal, these steps may be revised once the transition occurs.



## 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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	Teachers to create agency and see the need for effective lesson planning with a focus on objectives, student learning engagements/activities, and appropriate assessments. Transitioning from the thought from not need to turn in lesson plans to valuing the need for lesson planning and focused feedback.	Teacher leaders disaggregates data for students throughout the year by monitoring student progress. Teacher leaders will provide evidence-based feedback to teachers. They will also create an action plan for PLCs, data analysis, and processes for improving student performance. Students will show at least 10% growth on EOY MAP data for reading and math due to the implementation of the above strategies.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>	The campus did not meet this goal as a whole. Many teachers are still in the belief that dedicated lesson planning, especially with lessons being created in Canvas this year, may not be necessary. There are some teachers that saw the need and value of lesson planning, but this will need to be addressed with the new principal.	The campus did meet this goal. There was a focus on monitoring students with MAP scores. Teachers created and added to digital data folders regularly. PLCs focused on data analysis. EOY MAP testing is in progress, but we do predict there will be 10% growth.	

## 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
<b>Essential Action</b>	5.1	5.3	
<b>Rationale</b>	In reflecting on 2020-2021 school year, teachers complete daily lessons however they were managed in Canvas. There is a need for focused feedback based on classroom visits and snapshot data. There may be some gaps regarding lesson plans from teacher to teacher within the grade level/s that could be improved with focused feedback.	In reflecting on the 2020-21 school year, not all grade levels were able to succesful of CIAPS. 90 minute PLCs were embedded in the master schedule and week was focused on student data. An assessment calendar was established and conversations started to focus on the CIAPS. The leadership team and instructional coaches focused on establishing a DDI calendar, structured PLC protocols with an emphasis on a corrective instruction action plan, and individualized tracking of student and teacher data. We started the transition of the responsibility of the PLCs to the teacher leaders of each grade level, but the most responsibility was on the IC.	
<b>How will you communicate these priorities to your stakeholders? How will you create buy-in?</b>	Start conversations as a whole faculty then break down into PLCs. May need to have smaller conversations with new teachers, etc. Look at time for planning and how will we get input from the teachers. Create a timeline for the process so that it can be clear and prioritize the plan.	Hold monthly collaboration meetings/trainings for all teacher leaders with the leadership team and instructional coaches.	
<b>Desired Annual Outcome</b>	Teachers to create agency and see the need for effective lesson planning with a focus on objectives, student learning engagements/activities, and appropriate assessments. Transitioning from the thought of not needing to turn in lesson plans to valuing the need for lesson planning and focused feedback. 85% of teachers will turn in Math lesson plans with the required attributes following a rubric of clear objectives, appropriate learning engagements, and formative assessments. Reading lessons will occur next year.	Teacher leaders disaggregates data for students throughout the year by monitoring student progress. Teacher leaders will provide evidence-based feedback to teachers. They will also create an action plan for PLCs, data analysis, and processes for improving student performance. Students will show at least 10% growth on EOY MAP data for reading and math due to the implementation of the above strategies.	
<b>Desired 90-Day Outcome</b>	Review and revise the elements and expectations of the lesson plan with the staff. Review and revise the system of turning in lesson plans.	Review the PLC format and process. Discuss and reflect with ILT on the PLCs strenghts and needs. Review and adjust the PLC schedule.	

<p><b>How will the campus build capacity in this area? Who will you partner with?</b></p>	<p>The campus will need to review district policy, have the campus reflect on lesson planning needs, and utilizing trainings and develop systems for lesson planning. 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. Leaders and teachers are using Lead4ward resources such as the decision tree to guide teachers in lesson planning for in-person and virtual learning.</p>	<p>The leadership team and Instructional coaches will partner up with grade level leaders to guide and support during this transition and provide opportunities for the Gradual Release of Responsibility to each grade level leader. Including master teachers and intervention lead teachers as part of the grade level leaders will hold all leadership stakeholders responsible for change in student success. Develop a rubric for how teacher leaders are progressing through this PLC process. The campus will continue to work with 1882 Partner, TCIS, to maintain systems for leadership and PLCs.</p>	
<p><b>Barriers to Address throughout the year</b></p>	<p>There maybe some teacher push back and concerns with time for teachers to develop lesson plans. Having a new principal may also be a barrier.</p>	<p>Time for training and providing feedback of the PLC process. Building teacher leader capacity and growing leaders during COVID period of time when levels of stress and responsibility are already high.</p>	
<p><b>District Actions for this Cycle</b></p>			
<p><b>District Commitment Theory of Action</b></p>	<p>If the district has effective systems for identifying and supporting struggling learners, then teachers at Woodlawn Academy 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 district policies and practices continue to support the Master Teacher Initiative 2.0 for ensuring the allocations for exemplary teachers the students will be able to receive the interventions they need from the most effective teachers.</p>	

**ACTION PLAN**

