

Campus Information

District Name	Hondo ISD	Campus Name	Woolls Intermediate	Superintendent	Dr. A'Lann Truelock	Principal	Steve Ayers
District Number	163904	Campus Number	00000105	District Coordinator of School Improvement (DCSI)	Rose Mary Mares	ESC Support	Cheryl Stewart

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Rose Mary Mares
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.	Dr. A'Lann Truelock
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.	Steve Ayers
Board Approval Date	2019-10-21	

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 74; Domain 2: 75; Domain 3: 63
	What changes in student group and subject performance are included in these goals?	Priority goal is Domain 3; all student groups. We have set a goal of +4% for all tested areas.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	3

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.

Rationale	Upon reflection it was determined we can improve practices by assuring agendas are in place that keep us mindful of our SMART goals and targeted improvement plan.	Our implementation of learning targets and success criteria were delayed.	
Desired Annual Outcome	Our shared mission and vision would be evident in our daily practice; resulting in our ability to stay focused on improved student achievement. The leadership team will have established structure to the PLC/Weekly Meetings, a data analysis protocol that influences instructional practices (reteach/assessment), and the observation of teachers to verify implementation.	Maintain consistency across grades/departments in the identification and inclusion of meaningful lessons; with a focus on checking for understanding every 8-10 minutes. Resulting in embedded intervention.	
Barriers to Address During the Year	Fixed mindsets.	Teacher content knowledge (TEKS understanding) is absent/weak. Planning teams that under prepare or do not deliver instruction with fidelity.	
District Commitment Theory of Action:	If the principal and instructional leaders on campus ensure that teachers have access to exemplary lessons, resources, and appropriate professional development driven by data and funded by the district, then the campus will be able to establish strong instructional practices and improve student achievement. District personnel will provide on-going support for campus initiatives.		
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Reflection and Planning for Next 90-Day Cycle

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

Reflection and Planning for Next 90-Day Cycle

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

Reflection and Planning for Next 90-Day Cycle								
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Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			Carryover Milestones			New Milestones		
END OF YEAR REFLECTION								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action								
Desired Annual Outcome	Our shared mission and vision would be evident in our daily practice; resulting in our ability to stay focused on improved student achievement. The leadership team will have established structure to the							
Did the campus achieve the desired outcome? Why or why not?								

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