

Campus Information							
District Name	Brownwood ISD	Campus Name	Woodland Heights	Superintendent	Joe Young	Principal	Jeanette Lancaster
District Number	025902	Campus Number	000000107	District Coordinator of School Improvement (DCSI)	Liesa Land	ESC Support	David Bedford
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.					<Enter Name and Date>	
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	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.					<Enter Name and Date>	
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.					Jeanette Lancaster	
Board Approval Date							
Needs Assessment							
Data Analysis Questions			What accountability goals for each Domain has your campus set for the year?	To use our data to drive our Tier I instruction and to help provide students with appropriate interventions to close achievement gaps.			
			What changes in student group and subject performance are included in these goals?	Students are grouped according to their results on formative assessment instruments, such as DIBELS, for appropriate RTI during Pride Time. They are grouped according to G benchmarks for classroom reading instruction.			
			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.				3			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				5			
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.				5			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				4			
5.1 Objective-driven daily lesson plans with formative assessments.				4			
5.3 Data-driven instruction.				4			
Prioritized Focus Area #1			Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.3 Data Driven Instruction		5.4 RTI for students with learning gaps				

<b>Rationale</b>	Our scores have fluctuated over the last three years, so we want to monitor our data more closely in order to address needs more appropriately	We have a variety of learning needs that we would like to address more appropriately in small group intervention time	
<b>Desired Annual Outcome</b>	Grade level meetings are conducted by principal/assistant principal after unit CBAs and major benchmarks, such as DIBELS BOY, MOY and EOY, Guided Reading BOY, MOY, and EOY, and STAAR benchmark.	To create effective intervention groups that are addressing the needs of the learners most appropriately using targeted interventions	
<b>Barriers to Address During the Year</b>	Making sure all tests are administered appropriately and that benchmarks are administered by the same people to ensure fidelity and accuracy of results.	Making sure that we have enough groupings and materials to meet the needs of the students	
<b>District Commitment Theory of Action:</b>			
<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<b>Date of ESF Diagnostic</b>			
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
<b>District Commitment Theory of Action</b>			
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>		