

### Campus Information

<b>District Name</b>	Cedar Hill ISD	<b>Campus Name</b>	Plummer Elementary	<b>Superintendent</b>	Dr. Gerald Hudson	<b>Principal</b>	John Edmun
<b>District Number</b>	057904	<b>Campus Number</b>	57904-102	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Darryl Henson	<b>ESC Support</b>	Michael Gipson

### Assurances

<b>DCSI</b>	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.	<b>Dr. Darryl Henson September 27, 2019</b>
<b>Principal Supervisor</b> <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.	<b>&lt;Enter Name and Date&gt;</b>
<b>Principal</b>	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.	<b>John Edmun September 27, 2019</b>
<b>Board Approval Date</b>		

### Needs Assessment

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1: 80, Domain 2: 93, Domain 3: 85
	What changes in student group and subject performance are included in these goals?	We have to focus on gains for sub populations, in particular meeting the English Lanugage Proficiency goal for 100%, increase for AA in student acheivement and Special Education in student achievement. Domains 1 and 3 need at least a 10 point increase. Domain 2 needs
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

### Self-Assessment Results

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

Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		4	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		4	
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
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Rationale</b>	The district controls the curriculum, but the campus is unsure of assessing the scholars. Campus need to create calendar and focus on the needs of the scholars by creating aligned assesments.	Lessons are shared amongst the team. Teachers did not critique or receive feedback on lesson plans. There was always a template and expectation of completion. Plans have not always been focused based on PLC input and guidance.	New curriculum presented to teachers as the school year begin. Teachers are not aware of all the content, materials and expctations of the curriculum. PLCs were often used to share information instead of break down TEKS and critique lesson plans.
<b>Desired Annual Outcome</b>	Teachers and academic leadership team (Instructional Coaches, AP and principal) work togther during PLCs and after school meetings to present a process for assesemnts based on each unit in the curriculum. Teachers are training on how to access test bank and create tests.	Leadership team will provide feedback of plans and state expectations of plans in PLC and weekly updates in email. Someone from the leadership team is expected to be all PLCs. Exit tickets and assessments will be focus with intent of how the learning is taught.	Using PLCs to provide PD to learn how to unpack TEKS and create relavant and rigorous assessments.
<b>Barriers to Address During the Year</b>	Availibility now that school has started, the teacher's confidence and ability to select/create questions that are aligned and rigorous.	Meeting the expectation to meet all PLCs, teachers reception to the feedback, and leadership knoweldge of the varius content.	Leadership team's knowledge and resources to process how to unpack a TEK or SE.
<b>District Commitment Theory of Action:</b>		If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	
ESF Diagnostic Results			
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
<b>Date of ESF Diagnostic</b>			
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		







Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Teachers and academic leadership team (Instructional Coaches, AP and principal) work together during PLCs and after school meetings to present a process for assesemnts based on each unit in the curriculum. Teachers are training on how to access test bank and create tests.	Leadership team will provide feedback of plans and state expectations of plans in PLC and weekly updates in email. Someone from the leadership team is expected to be all PLCs. Exit tickets and assessments will be focus with intent of how the learning is taught.	Using PLCs to provide PD to learn how to unpack TEKS and create relavant and rigorous assessments.
<b>Desired 90-day Outcome</b>	The leadership team produces a template with the testing dates up to Unit 3.	Assesments during the second quarter that reflect curriculum, pacing of scope and sequence, and evaluate our scholars rigorously.	Plans during the second quarter meet the expectation of the rubric.
<b>Barriers to Address During this Cycle</b>	Consistency with understanding of the TEKS.	Making sure the feedback is relevant and helps teachers grow.	The skillset of ILT to convey the knowledge of unpacking without doing the process for the teachers.
<b>District Actions for this Cycle</b>	DCSI provides expectations of assessments, training and when dates when they are due to be ready for scholars.	DCSI meets with principal and other team leaders to share feedback and research for creating assessments with appropriate plan of action.	DCSI meets with principal, observe PLCs, and critique the process of unpacking.
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establish weekly PLCs meetings.	1,2,3	9.3.19	Calendar, weekly agendas	John Edmun (Principal)	Calendar, weekly agendas	ongoing	Met	
Establish weekly leadership team meetings.	1,2,3	9.5.19	Calendar, weekly agendas	John Edmun (Principal)	Calendar, weekly agendas	ongoing	Met	
Provide exemplar of lesson plans.	2	9.5.19	Exemplar, rubric	John Edmun (Principal)	Lesson Plans, rubric	9.5.19	Met	
Create/present rubric for the lesson plans.	2	9.5.19	Exemplar, rubric	John Edmun (Principal)	Lesson Plans, rubric	9.19.19	Met	

Teacher training of expectations of exit tickets, followup, questioning.	2,3	9.18.19	Calendar, weekly agendas	John Edmun (Principal); LaMentre Williams (IC); LaShonda Henderson (IC)	Teacher products, walk throughs	After PLC's - next cycle (november)	Met	
Schedule created based on unit 2.	1	9.18.19	Calendar, weekly agendas	John Edmun (Principal); LaMentre Williams (IC); LaShonda Henderson (IC)	Calendar, weekly agendas	9.18.19	Met	
Test data bank training.	2	9.20.19	District ppt	John Edmun (Principal)	assesments created	9.20.19	Met	
PLCs are focused on the test a week before.	1,2,3	9.24.19	Weekly agendas, follow up agendas	John Edmun (Principal); LaMentre Williams (IC); LaShonda Henderson (IC)	weekly agendas, follow up agendas	ongoing	Met	
One-on-one meetings with IC, minimum of twice a month.	1,2,3	9.30-10.4	Agenda and follow up	John Edmun (Principal)	agendas and follow up	ongoing	Met	

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?	Yes, I achieved my desired outcome. I have significant progress for meeting with IC's. I have met with each IC weekly, which exceeds the goal. However documentation is lacking from the number of occurances met. I had both planned and unplanned.	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, I did not meet all goals or student performance due to 1st grade math and reading, 3rd grade reading, 4th grade writing, and 5th grade reading scores. We are making progress with unit tests and interventions. The reading benchmark had questions that were not aligned.	
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?	<b>Carryover Milestones</b>	<b>New Milestones</b>
	Although I am on target with all of the goals, I will continue with IC meetings and lesson plans checks as the teachers prepare a lesson or scholars.	I am introducing video evaluations to help teachers to identify needs in the classroom beyond pedagogy.

Cycle 2 90-Day Outcomes (December-February)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
<b>Desired Annual Outcome</b>	Teachers and academic leadership team (Instructional Coaches, AP and principal) work together during PLCs and after school meetings to present a process for assesemnts based on each unit in the curriculum. Teachers are training on how to access test bank and create tests.		Leadership team will provide feedback of plans and state expectations of plans in PLC and weekly updates in email. Someone from the leadership team is expected to be all PLCs. Exit tickets and assessments will be focus with intent of how the learning is taught.			Using PLCs to provide PD to learn how to unpack TEKS and create relavant and rigorous assessments.		
<b>Desired 90-day Outcome</b>	Calendar with all content up to unit 5.		Assesments during the third quarter that reflect curriculum, pacing of scope and sequence, and evaluate our scholars rigorously.			PLCs conduct data meetings with fidelity for common weekly assessments as well as unit tests.		
<b>Barriers to Address During this Cycle</b>	Gaining access to the curriculum in timely manner/teachers making time to look ahead and plan		Ensuring that teachers are equiped with the materials needed to create assessments/teacher buy in.			Teacher has clear understanding of Blooms and STAAR like questioning/relevant to lessons.		
<b>District Actions for this Cycle</b>	Principal supervisor supports ILT in accessing calendars and YO based on district curriculum.		Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.			Principal supervisor ensures that unit tests are being produced on time and ready for scholars.		
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.							
Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Introduce Swivl.	3	12.17.19	iPad/iPhone, Swivl	LaMentre Williams (IC) LaShonda Henderson (IC) John Edmun (Principal)	Swivl media	4.21.20		
ILT meetings analyze benchmark 2 and observe the highs and lows of the test.	2	12.17.19	Data tracker, observe calendars	John Edmun (Principal)	Observe calendars	12.17.19		
ILT meetings analyze benchmark test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery.	1,3	1.14.20	Data tracker, observe calendars	John Edmun (Principal)	Observe calendars	1.14.20		
Vertical alignment checks.	1,2,3	1.15.20	Agenda, observe calendars	John Edmun (Principal)	Lesson plans	5.12.20		

Weekly one-on-one meetings with Principal and ILT	1,2,3	Ongoing (routine established in Cycle 1 as every other week)	Meeting agendas, calendars, data trackers	John Edmun (Principal)	Calendar, agenda	Ongoing		
Establish weekly PLCs meetings.	1,2,3	Ongoing (routine established in Cycle 1)	Calendar, weekly agendas	John Edmun (Principal)	Calendar, weekly agendas	ongoing		

**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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
<b>Essential Action</b>	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
<b>Desired Annual Outcome</b>	Teachers and academic leadership team (Instructional Coaches, AP and principal) work together during PLCs and after school meetings to present a process for assesemnts based on each unit in the curriculum. Teachers are training on how to access test bank and create tests		Leadership team will provide feedback of plans and state expectations of plans in PLC and weekly updates in email. Someone from the leadership team is expected to be all PLCs. Exit tickets and assessments will be focus with intent of how the learning is taught.			Using PLCs to provide PD to learn how to unpack TEKS and create relavant and rigorous assessments.		
<b>Desired 90-day Outcome</b>	Full calendar with all units (6) and full currulum dates with assessments. Dates of testing, completion of assessments and when the assessments are presented.		Assesments during the forth quarter that reflect curriculum, pacing of scope and sequence, and evaluate our scholars rigorously with exit tickets that are examples of STAAR like questions.			Teachers are using the process to unpack TEKS before meeting in PLCs. End of quarter academic goals met.		
<b>Barriers to Address During this Cycle</b>	Teacher burn out/ continuing the process with fidelity.		Teacher time availability, expectations.			Teacher buy in/continue with high energy and focus.		
<b>District Actions for this Cycle</b>	Principal supervisor supports ILT in with deadlines and calendars for district exepecations.		Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.			Principal supervisor supports ILT by observing PLC's and providing expecations.		
<b>District Commitments Theory of Action</b>	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.							
Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
All students track their data on mastery and update regularly to show progress.	1,3	3.3.20	Student data trackers (hard copy for student binders/folders)	LaMentre Williams (IC) LaShonda Henderson (IC) Teachers	Copies of student trackers	All year documentation, end May		
Weekly one-on-one meetings with Principal and ILT	1,2,3	Ongoing	Meeting agendas, calendars, data trackers	John Edmun (Principal)	Calendar, agenda	Ongoing		
PLCs to analyze past 3 quarters test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery.	1,3	3.24.20	Meeting agendas, calendars, data trackers	John Edmun (Principal)	Calendar, agenda, data trackers	3.24.20		
Establish weekly PLCs meetings.	1,2,3	Ongoing (routine established in Cycle 1)	Calendar, weekly agendas	John Edmun (Principal)	Calendar, weekly agendas	ongoing		


**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	Teachers and academic leadership team (Instructional Coaches, AP and principal) work together during PLCs and after school meetings to present a process for assesemnts based on each unit in the	Leadership team will provide feedback of plans and state expectations of plans in PLC and weekly updates in email. Someone from the leadership team is expected to be all PLCs. Exit tickets and assessments will be focus with intent of how the	Using PLCs to provide PD to learn how to unpack TEKs and create relavant and rigorous assessments.

<p><b>Did the campus achieve the desired outcome? Why or why not?</b></p>			
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**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?

<b>Carryover Milestones</b>	<b>New Milestones</b>
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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?

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TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	<b>If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'</b>
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
<b>Cycle 4 90-day Action Plan</b>	
Rationale	Explain the reasons this Essential Action was selected.

Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.