

Campus Information							
<b>District Name</b>	Cedar Hill ISD	<b>Campus Name</b>	W.S. Permenter Middle School	<b>Superintendent</b>	Dr. Gerald Hudson	<b>Principal</b>	John Ensley
<b>District Number</b>	057904	<b>Campus Number</b>	057904041	<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>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>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>Board Approval Date</b>	2019-11-22

Needs Assessment	
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

**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.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.
<b>Rationale</b>	No formal campus leadership team activities, meetings, and collaboration . We started the Guiding Coalition because we know our instructional leaders (including teacher leaders) need to lead campus initiatives more effectively and formally.	Emphasis has been placed on hiring the best candidates available. All teachers have sessions mandated to attend in order to grow and stay abreast of best practices.	The expectations for lesson planning and preparedness was low. We have implemented a model for all to follow and ensure instruction is aligned, engaging, and correctly paced.
<b>Desired Annual Outcome</b>	Campus leadership will include teacher leaders. This will develop ownership throughout the campus and create committees to ensure campus initiatives operate successfully.	We will train and retain quality educators that allow for resources to be geared toward higher levels of academic success.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and TGC leading meetings give feedback in meetings to help improve lesson plans
<b>Barriers to Address During the Year</b>	Two - 1) culturally getting teachers comfortable with a more active role, and 2) the staff's comfort and skill in being more active in planning, assessment, and data analysis	The understanding that growth is the result of hard work and that all institutions need to grow regardless of the current level of excellence.	TGC's skill and confidence in giving feedback on lesson plans; TGC's ability to get into content-specific discussions; teacher receptivity to planning (and feedback)
<b>District Commitment Theory of Action:</b>		The principal supervisor provides regular coaching to the principal on the implementation of the plan 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 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)

Date of ESF Diagnostic		Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>				
<b>Desired Annual Outcome</b>				
<b>Barriers to Address During the Year</b>				

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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.
<b>Desired Annual Outcome</b>	Campus leadership will include teacher leaders. This will develop ownership throughout the campus and create committees to ensure campus initiatives operate successfully.	We will train and retain quality educators that allow for resources to be geared toward higher levels of academic success.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and TGC leading meetings give feedback in meetings to help improve lesson plans
<b>Desired 90-day Outcome</b>	The Guiding Coalition (TGC) establishes recurring bi-weekly meetings; first 6 weeks focuses on design and delivery and of needed procedures	Grow the capacity of teachers in the area of classroom management and self reflection through the use of Swivl.	PLCs prioritize planning (creating K&S charts for prioritized standards and creating exit ticket banks) every meeting, w/ feedback on rigor and alignment to standards from PLC lead.
<b>Barriers to Address During this Cycle</b>	The Guiding Coalition's comfort with content and taking a more active role in leading.	Time management at the beginning of the year and the teachers willingness to be introspective and	PLC leads' content knowledge for K&S creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?)
<b>District Actions for this Cycle</b>	Principal supervisor attends training with The Guiding Coalition and begins coaching of principal, with coaching focus on implementation plan, pd plan for plan roll out, and systems that protect The Guiding Coalitions time	Provide technical support and PD time to address issues with teachers.	Principal supervisor supports TGC in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.
<b>District Commitments Theory of Action</b>	The principal supervisor provides regular coaching to the principal on the implementation of the plan 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 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
Establishment of recurring bi-weekly TGC meeting		1 Sept. 6th	TGC calendar; agenda template	Principal Ensley	TGC calendar; meeting agenda template	Ongoing		
Create a comprehensive list of responsibilities, including teachers assigned for supervision		Sept. 17-18	None (we bring our implementation plan with us)	TGC, DCSI	implementation plan; attendance sign in?	Sept. 18th		
Completed teacher training (through PLCs) on component parts of DDI meeting		Oct. 4th	PD materials (facilitator notes, slides, tools, examples/videos)	TGC	Teacher work products from each training	After each PLC through Oct. 4th		
Completed teacher training (through PLCs) on exit ticket creation and analysis		Oct. 25th	PD materials (facilitator notes, slides, tools, examples)	TGC	Teacher work products from training	After each PLC through Oct. 25th		
Finalization of data tracking tool for PLC leads and teachers		Oct. 30th	Data tracking tool	Tuck (AP)	Existence of data tracking tool	Oct. 30th		

PLC's focused on planning with real-time guidance from PLC lead		Nov. 1st	Feedback cheat sheet for PLC leads	TGC	Principal obs of PLC meetings	Nov. 1st		
Administrators meetings analyze CFA results and arrange observation calendar to prioritize feedback to teachers with lower student mastery		Nov. 6th	Data tracker, obs calendars	Principal Jones	Obs calendars	Nov. 6th		
Common focus assessments include retest of retaught standards		Nov. 20	PLC leads need data trackers, prioritized standards, sample assessment questions	TGC	Copies of common assessments w/ retested standards	Ongoing		
Teachers and PLC leads use data tracker for all common assessments and unit tests		Nov. 29	Data tracker	TGC	Data tracker	Ongoing		
Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and		Sept. 5	Calendar	Principal Ensley	Calendar	Ongoing		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
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>		




**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>




**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>

**END OF YEAR REFLECTION**

	<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>	Campus leadership will include teacher leaders. This will develop ownership throughout the campus and create committees to ensure campus initiatives operate successfully.	We will train and retain quality educators that allow for resources to be geared toward higher levels of academic success.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (at least know & show charts, objectives, and exit tickets) and TGC leading meetings give feedback in meetings to help improve lesson plans
<b>Did the campus achieve the desired outcome? Why or why not?</b>			




<b>Reflection and Planning for Next 90-Day Cycle</b>
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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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
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 for Priority Focus Area	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.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
<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.
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.