

Campus Information							
District Name	Cedar Hill ISD	Campus Name	Highlands Elementary	Superintendent	Dr. Gerald Hudson	Principal	Damian Patton
District Number	057904	Campus Number	057904105	District Coordinator of School Improvement (DCSI)	Dr. Darryl Henson	ESC Support	

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.	Dr. Darryl Henson
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. Darryl Henson
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.	Damian Patton
Board Approval Date	2019-11-18	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	All student group for meets and above: Reading = 31% ; Math = 41%
	What changes in student group and subject performance are included in these goals?	Our current Meets and Masters are below expectation. Within our goals we expect a 30 percent increase in performance level.
	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)
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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.	3
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.	2
5.3 Data-driven instruction.	1

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.	5.3 Data-driven instruction.
Rationale	We just begun formally documenting campus leadership team activities, meetings, and collaboration. Currently our ILT leads all PLC meetings with a more sit and get process for teachers. Data was provided to the teachers instead of them leading the work.	Prior to this year, no consistent feedback was provided to teachers on their lesson plans. In order to strengthen instruction, we must provide consistant feedback on lesson plans to include DOLs.	Have had PLCs, but they didn't focus on the teachers doing the data analysis. Instead the data was given to them and along with an action plan to address the weaknesses. Must give teachers more time to analyze assessments for the purposes of effective reteach.
Desired Annual Outcome	Instructional Leadership Team will develop, implement, and monitor protocols and processes to address data-driven analysis that will lead to objective-driven lesson planning centered around student achievement.	Teachers develop and create lesson plans with clear objectives, multiple paths of instruction geared toward meeting the specificity of the TEKS, and aligned formative assessments.	Student data-driven Professional Learning Communities (PLC) focused on strategies for multi-tiered support and teacher collaboration to ensure improved instruction, aligned assessments, and deliberate progress monitoring.
Barriers to Address During the Year	Meetings that keep ILT from being on campus and/ or meeting with teachers. Testing coordinator duties/ activites. Reluctancy from teachers to reach outside their comfort zone.	Lack of time. Not fully understanding how to pick activities that fully align with the TEK/SE and making sure to teach multiple representation. Being knowledgable of the stimulus.	Teacher not knowing their students and not knowing how to break down data and target students based on data.

District Commitment Theory of Action:

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		

Cycle 1 90-day Outcomes (September - November)			
	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	5.3 Data-driven Instruction
Desired Annual Outcome	Instructional Leadership Team will develop, implement, and monitor protocols and processes to address data-driven analysis that will lead to objective-driven lesson planning centered around student achievement.	Teachers develop and create lesson plans with clear objectives, multiple paths of instruction geared toward meeting the specificity of the TEKS, and aligned formative assessments.	Student data-driven Professional Learning Communities (PLC) focused on strategies for multi-tiered support and teacher collaboration to ensure improved instruction, aligned assessments, and deliberate progress monitoring.
Desired 90-day Outcome	Instructional Leadership Team establishes weekly meetings focusing on the data protocols, lesson plan design, and teacher professional development plan.	PLCs centered on teachers understanding the specificity of the TEKS and selecting learning activities to match. Using Know/Show chart process during PLC planning meetings.	Provide professional development on data analysis protocols including pre-work expectations and in-depth understanding of the standards during PLC.
Barriers to Address During this Cycle	Lack of teacher preparedness and willingness to be proactive. Not having all our materials stated in the curriculum	Not understanding the SE because teacher don't know how deep to go to unpack and address the specificity in the SE and /or TEK. Teachers not being prepared.	Need to allot time for teacher collaboration and planning time. Using time wisely and staying focused on topic.
District Actions for this Cycle	Principal supervisor coaching visits focus on implementation of the plan, ensures that we have all curriculum items, and protects ILT's time to focus on instructional leadership.	Finish the common assessment protocol training led by the assessment department. Ensure that campus is accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.	Assist with paying for subs so that our teachers can have a full day for planning and collaborating on data, aligned lessons/ daily work/ quizzes/ assessments/ activities/ centers / small groups. Allow for campus based PD instead of district
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching the campus leader.		

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 weekly Instructional Leadership meeting.	1.1	3-Sep-19	ILT Agenda	Patton	ILT Agenda	On-going	Met	
Identify a progress monitoring tool to collect the data for each student, teacher, subject, and student group.	1.1	18-Oct-19	PLC agenda; data tracker document	ILT	PLC agenda; data tracker	On-going	Met	
Established protocols for planning and unpacking essential standards, demonstrations of learning, and rigorous and engaging questions.	5.1	1-Oct-19	PLC agenda; know/show charts; Lead4ward resources	ILT	PLC agenda; know/show charts	On-going	On Track	Continue working on in the next cycle
Administrators will conduct Observations each week and provide effective feedback. Teachers will demonstrate Tier 1 instruction and growth on areas in which feedback was obtained.	5.1	11-Oct-19	Observation rubric	ILT	Observation data	On-going	On Track	Continue working on in the next cycle

Completed teacher professional development on the planning process of understanding the specificity of the TEKS and select learning activities to match.	5.1	24-Sep-19	PLC agenda; Know/show charts; Lead4ward resources	ILT	PLC agenda; PLC video	On-going	Met	
Finalization of student work sample protocol for PLC meetings.	5.1	18-Oct-19	PLC agenda; student work protocol	ILT	PLC agenda; student work protocol	On-going	On Track	Continue working on in the next cycle
Teachers and ILT use data tracker for all unit test and benchmark assessments.	5.3	8-Oct-19	PLC agenda; data tracker	ILT	PLC agenda; data tracker	On-going	Met	
Teachers have identified the frequency of assessments and how the results will be analyzed and critical student expectations retaught and reassessed.	5.3	18-Oct-19	PLC agenda; essential standard document; curriculum	ILT; teachers	Intervention plan; PLC agenda; essential standard document	On-going	On Track	Continue working on in the next cycle

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	No. Some Milestones we are still work towards but we are on track to complete them within the 90 day cycle.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	In some areas we achieved our student performance goals. In the areas that we did not meet our goals is due to teachers needing additional training in those areas.
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

Cycle 2 90-Day Outcomes (December-February)			
	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	5.3 Data-driven Instruction
Desired Annual Outcome	Instructional Leadership Team will develop, implement, and monitor protocols and processes to address data-driven analysis that will lead to objective-driven lesson planning centered around student achievement.	Teachers develop and create lesson plans with clear objectives, multiple paths of instruction geared toward meeting the specificity of the TEKS, and aligned formative assessments.	Student data-driven Professional Learning Communities (PLC) focused on strategies for multi-tiered support and teacher collaboration to ensure improved instruction, aligned assessments, and deliberate progress monitoring.
Desired 90-day Outcome	ILT Observations to measure teachers' growth in implementing instructional strategies and provide feedback.	Teachers plan for teaching of essential standards using the know/show charts bank on a recurring basis as observed by ILT in PLCs	Continue PLC protocols and use of progress monitoring tools used to measure student growth.
Barriers to Address During this Cycle	Giving wiggle room to the observation schedule. Unexpected meetings and/or absences.	Lack of time. Not fully understanding how to pick activities that fully align with the TEK/SE and making sure to teach multiple representation. Being knowledgeable of the stimulus.	Not being willing to openly share or be vulnerable. Time to train teachers on using the appropriate tools to measure growth.
District Actions for this Cycle	Not pulling ILTs off campus for unexpected meetings.	Follow up PD for instructional leaders/teachers. Allow for campus based PD instead of district PD.	Allow for campus based PD instead of district PD.
District Commitments Theory of Action			

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
Through student work samples. Teachers will develop inter-rater reliability in assessing student work therefore raising the level of expectation to match the specificity of the TEKS	5.1	13-Dec-19	Student work analysis	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions and student work protocol.	On-going		
Teachers creating effective lesson plans that are aligned with the curriculum each week.	5.1	17-Jan-19	Lesson plan, curriculum, scope and sequence	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions and lesson plans.	On-going		
Teachers analyzing data-driven decisions using exemplary data practices during PLC meetings each week	5.3	17-Jan-19	Data analysis	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions and data analysis protocol.	On-going		
Teachers will create action plans based on mastery of SE's identified by Quintiles at the end of each unit assessment.	5.3	17-Jan-19	Lead4ward report, unit assessment, and curriculum	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions and teacher generated action plans.	On-going		

Review student data from DOL's, unit assessments and benchmark assessments to analyze learning gaps and create reteach lessons.	5.3	17-Jan-19	Student work analysis, DOLs, assessments	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions and lesson plans.	On-going		
Utilize assessment data and progress monitoring tools to provide additional tiered support for individuals/student groups and determine intervention effectiveness, future interventions, and tutoring groups	5.3	14-Feb-19	Assessment, data binder, lesson plans, and curriculum	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions intervention plans, and tutoring log.	On-going		

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

Cycle 3 90-Day Outcomes (March-May)								
	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			5.3 Data-driven Instruction		
Desired Annual Outcome	Instructional Leadership Team will develop, implement, and monitor protocols and processes to address data-driven analysis that will lead to objective-driven lesson planning centered around student achievement.		Teachers develop and create lesson plans with clear objectives, multiple paths of instruction geared toward meeting the specificity of the TEKS, and aligned formative assessments.			Student data-driven Professional Learning Communities (PLC) focused on strategies for multi-tiered support and teacher collaboration to ensure improved instruction, aligned assessments, and deliberate progress monitoring.		
Desired 90-day Outcome	ILTs prioritize their time on teachers whose data shows significant gaps in student mastery of essential standards		Teachers make adjustments to lesson plans based on recurring analysis of exit tickets (observed by ILT in PLCs)			Observation of the data analysis sessions and review of the student outcomes will demonstrate that students are progressing as a result of the implementation of essential components of the data driven instructional model.		
Barriers to Address During this Cycle	Meetings that keep ILT from being on campus and/ or meeting with teachers. Testing coordinator duties/ activities. Reluctancy from teachers to reach outside their comfort zone.		Not preparing for exit tickets or not managing time wisely.			Teacher not knowing their students and not knowing how to break down data and target students based on data.		
District Actions for this Cycle	Limit meetings that are not currently on calendar.		Provide exemplars of lesson plans/activities and exit tickets that meet district level expectations.			Allow for campus based PD instead of district PD.		
District Commitments Theory of Action								
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
Continue monitoring student work for alignment to the specificity of the TEK standards taught	5.1	27-Mar-19	Student work analysis, DOLs, assessments	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions intervention plans, and tutoring log.	On-going		
Utilize assessment data and progress monitoring tools to provide additional tiered support for individuals/student groups and determine intervention effectiveness, future interventions, and tutoring groups	5.3	27-Mar-19	Assessment, data binder, lesson plans, and curriculum	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions intervention plans, and tutoring log.	On-going		
Multiple data sources will be utilized to analyze teacher effectiveness and student achievement progress.	5.3	2-Mar-19	Assessment, data binder, lesson plans, and curriculum	ILT	PLC agendas, Meeting Minutes from PLC/PD sessions intervention plans, and tutoring log.	On-going		

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

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
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Essential Action			
Desired Annual Outcome	Instructional Leadership Team will develop, implement, and monitor protocols and processes to address data-driven analysis that will lead to objective-driven lesson planning centered around student	Teachers develop and create lesson plans with clear objectives, multiple paths of instruction geared toward meeting the specificity of the TEKS, and aligned formative assessments.	Student data-driven Professional Learning Communities (PLC) focused on strategies for multi-tiered support and teacher collaboration to ensure improved instruction, aligned assessments, and deliberate progress monitoring.
Did the campus achieve the desired outcome? Why or why not?			

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?

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Carryover Milestones

New Milestones

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
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the ' <i>Self-Assessment</i> ' section. Continue to the next section titled, ' <i>ESF Diagnostic Results</i> '
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.
Cycles 1, 2, and 3 90-day Action Plan	
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
Cycle 4 90-day Action Plan	
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

Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
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
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	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