

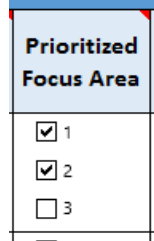
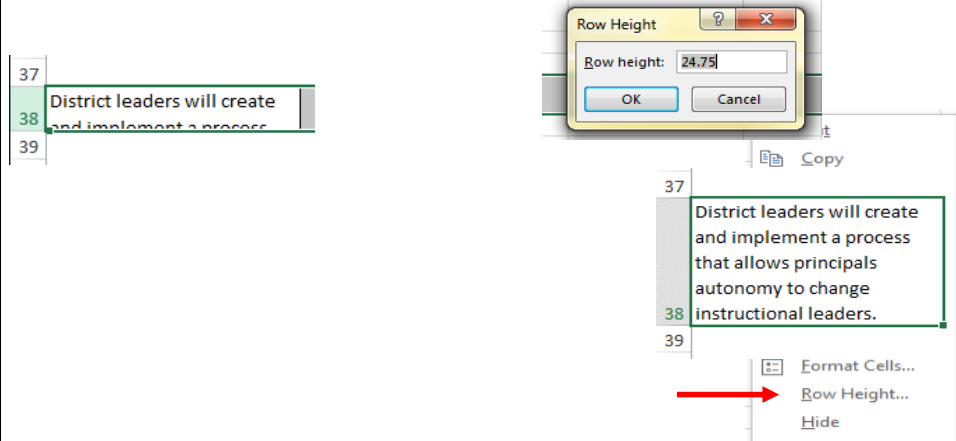
Campus Targeted Improvement Plan

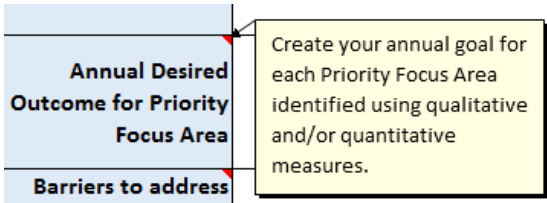
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

Please complete all sections of the Cycles 1, 2, and 3 tab except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

<p>Viewing cell tips</p>	<p>Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>



Campus Information							
District Name	SAISD	Campus Name	TCA HIGHLANDS H.S.	Superintendent	Pedro Martinez	Principal	MARIO HERNANDEZ JR.
District Number	015907	Campus Number	15907030	District Coordinator of School Improvement (DCSI)	Adrien Ashley	ESC Support	Jamie Goodwin

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.
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.
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.
Board Approval Date	2019-11-11

Needs Assessment	
Data Analysis Questions	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.	3
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.	4
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	2

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 have two new Instructional Coaches, and an interventionist. They are growing in capacity of leading and coaching staff with more instructional focus.	Teachers input formal lesson plans on Thursday to be reviewed by Mr. Silva on Friday with the faculty. These plans are also posted outside the teacher's classroom door. Each set of plans is matched to specific TEKS.	We started DDI last year and teachers have embraced it but we need to take it to more intentional academic level this year.
Desired Annual Outcome	The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are well informed of the campus goals.	The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms.	Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.
Barriers to Address During the Year	Lack of extensive training and professional development that prevents effective professional growth and hinders performance.	Trying to provide sufficient preparation time for planning is a challenge, but each teacher has one period per day. We are also implementing professional development every Wednesday and those sessions can be used to coach improved lesson planning.	The access needed for assessment data reviews during the PLC's has been limited with insufficient collaboration strategies from the partnership.

District Commitment Theory of Action:	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 commits to providing test results back to the campus within five days from the assessment, 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	
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	The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are well informed of the campus goals.	The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms.	Teacher use a corrective instructional planning process, individually and in PLC's to analyze data, identify trends, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Desired 90-day Outcome	Regular team and CILT meetings. Improved communication throughout the school, weekly PLC's, monthly PD led by leadership team, regular observation and feedback, weekly lesson plan review w/ feedback as needed.	Teachers will submit lesson plans two days in advance. Administrative reviews will be conducted with feedback allowing time for teachers to make adjustments.	Teachers will receive support and training on Eduphoria by campus instructional coach to analyze previous assessments and identify trends. Teachers will implement bi weekly assessments to gather further data. PLC's and PD's will focus on strategies and planning using data.
Barriers to Address During this Cycle	Consistency in meeting without interruptions and having a detailed agenda weekly.	Mindset of the importance of submitting lesson plans two days earlier in order to provide them with feedback in a timely manner.	Installation of equipment needed to formulate data from assessments. Providing training and access to Eduphoria to teachers and leadership team.
District Actions for this Cycle	Provide opportunities for professional growth through district wide training and Professional development.	Create formative and summative assessments aligned with TEKS and follow the scope and sequence.	Provide opportunities for training in needed systems. Continued support and presence of leadership team in weekly PLC's.
District Commitments Theory of Action	If the Principal Mentor 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
Performance expectations are clear, written, measurable, and match the job responsibilities. Principal improves campus leaders through regularly scheduled job-embedded professional development consistent with best practices for student learning.	1	Continuous	Access to lesson plan software. My course can	Administration	Feedback provided in timely manner	Weekly	Met	Developed organizational chart that identifies each administrator's responsibilities in regards to professional development training and teacher observations.
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.	2	October 10th	Protocols for Staff	Teachers/Administration	Agendas, Minutes	After each Common Assessment	Met	With the assistance of our HR department, a third party contractor was contracted to vet high quality teachers eager to work at our campuses
Campus instructional leaders have clear, written and transparent roles and responsibilities and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).	1	September 30th	Power Points, Modeling, Calendar	School Leadership	Agendas, Sign in Sheets, Minutes	After PD Completion	Met	Weekly meetings are held to discuss week by week planning, observations and development of PD trainings.

Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	1,2	October 15th	Data, Discussion points, Powerpoint	School Leadership	Agendas, Sign in Sheets, Minutes	After Each Meeting	Met	Weekly and monthly meetings are held between Administrators to discuss areas of support for teachers and to discuss areas of concerns. Each Administrator is responsible for 5 observations per week. Instructional Coaches form the leadership team.
Campus instructional leaders review disaggregated data to track and monitor progress of all students, including students with disabilities and ELL students among other student groups, and provide evidence-based feedback to teachers through weekly CILT meeting and Professional Developments	2,3	November 29th	Scanner and Eduphoria access for Check Point assessments	AP-I	Test results, Weekly and Cumulative grade averages	Weekly for grade averages, every 3 weeks for benchmark checkpoints.	Some Progress	Continous delays with technology hinders access to program data needed to make assessments on student progress. Access to Eduphoria, connection to the Eduphoria data base are just some examples.

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	In part, yes, however, delays with accessing programs caused more time loss in gathering pertinent information.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Unable to reflect in this section due to continous barriers with technology and access to programs needed to generate data
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
	Data driven meetings with improvements on technology and access to program data.
	New Milestones

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	We made significant progress in our focus area 2. Our meetings are aligned to the Data Driven information collected from our weekly summative assessments. Using skills checks based on STAAR released questions (prior year), formative assessments and summative assessments using daily exit tickets, bench mark testing, period by period tracking.
--	---

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Yes, We grew in all areas, significantly in Biology and Algebra.
--	--

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
	Continue with our data meetings, PLC meetings and administrative meetings to ensure we are still aligned with our goals.	Continue to coordinate with SAISD to align calendars for PD and access to the building. We are not granted access to the security codes to operate independently.

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

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are well informed of the campus goals.	The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms.	Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.
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?		
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

TIP Components	Notes
Foundations	
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.
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 towards
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 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.
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 towards

Data Sources	EssentialAction	PFA-SA1 PFA-SA2 PFA-SA3
Benchmark District Interim State Interim STAAR Other	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. 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. 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.	PFA-ESF1 PFA-ESF2 PFA-ESF3
Trends		
Consistent Increase Consistent Decrease Little to No Fluctuation Fluctuation		PFA-SA1 PFA-SA2 PFA-SA3 PFA-ESF1 PFA-ESF2 PFA-ESF3
Status		
No Progress Some Progress Significant Progress On Track Met		PFA1 PFA2 PFA3
STAARDataSources		
STAAR Other		

PFA_SelfAssesment

1.1 Develop campus instruction: DAO-SA1
5.1 Objective-driven daily lesson DAO-SA2
5.3 Data-driven instruction. DAO-SA3

AnnualOutcome_SelfAssessment

The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are
The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ide
Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.

PFA_ESFDiagnostic

0 DAO-ESF1 0
0 DAO-ESF2 0
0 DAO-ESF3 0

AnnualOutcome_SelfAssessment

Combined

1.1 Develop campus instruction: DAO-SA1
5.1 Objective-driven daily lesson DAO-SA2
5.3 Data-driven instruction. DAO-SA3

Combined

The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are
The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ide
Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.

DAO-ESF1
DAO-ESF2
DAO-ESF3

Cycle 1 PFAs

1.1 Develop campus instruction: PFA1
5.1 Objective-driven daily lesson PFA2
5.3 Data-driven instruction. PFA3

Cycle 3 Desired Annual Outcomes

The outcome will consist of Instructional Coaches using the DDI platform to provide more Professional Development strategies and to ensure that teachers are
The use of daily lesson plans, submitted on a weekly basis, ensures that all tested TEKS are covered in each academic area. Instructional materials with key ide
Weekly PLC meeting to analyze academic growth of students based on recurring assessment data.

are well informed of the campus goals.

Standards, essential questions, and recommended materials, including content-rich texts, are used across classrooms.

are well informed of the campus goals.

Standards, essential questions, and recommended materials, including content-rich texts, are used across classrooms.

are well informed of the campus goals.

Standards, essential questions, and recommended materials, including content-rich texts, are used across classrooms.