

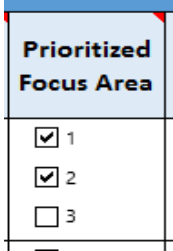
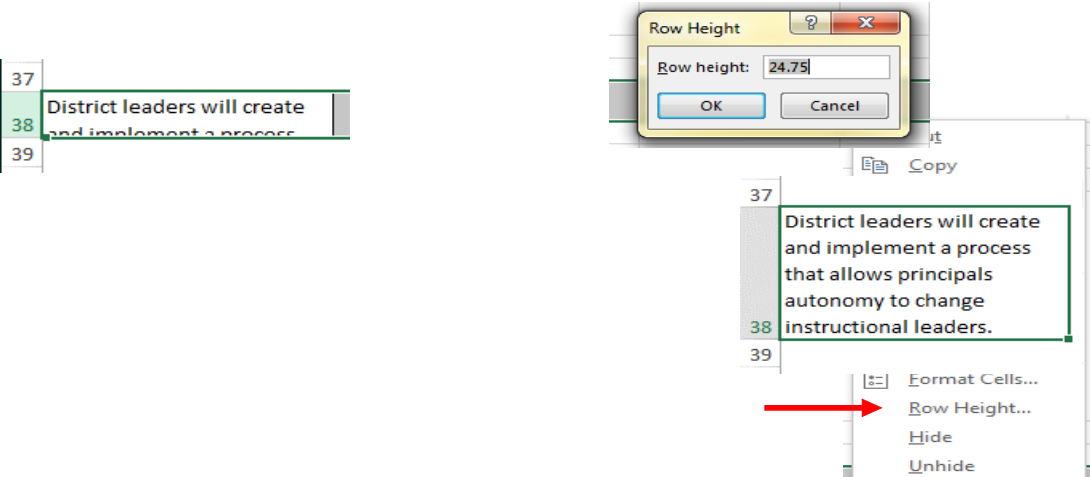
Campus Targeted Improvement Plan

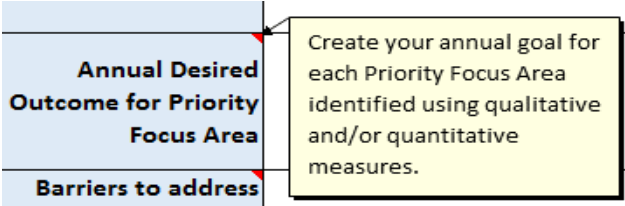
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

Please complete all sections of the Cycles 1, 2, and 3 tabs 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.	

Viewing cell tips	<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>	
Printing the Template	<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	Hillsboro ISD	Campus Name	Hillsboro High School	Superintendent	Vicki Adams	Principal	Keith Hannah
District Number	109-904	Campus Number	109904001	District Coordinator of School Improvement (DCSI)	Angela Boyd	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. <p style="text-align: right;">Angela Boyd, September 16, 2019</p>
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. <p style="text-align: right;">Vicki Adams, September 16, 2019</p>
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. <p style="text-align: right;">Keith Hannah, October 21, 2019</p>
Board Approval Date	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I- 87; Domain II-85; Domain III- 81
	What changes in student group and subject performance are included in these goals?	These goals include all student groups and all subject areas. We will increase students who meet approaches, meets, and masters as well as the growth measure.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	We will maintain our high graduation rate- 98% or more thorough CAI courses, Eagle Academy closely monitoring those students who are in danger of not graduating while focusing on IGC for some and EOC support for others. CCCMR will see an increase due to the increase in the number of CTE certifications available to students, increased enrollment of dual credit courses and a focus on improving SAT and ACT scores.

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	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.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	3

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	A deeper understanding of the lesson planning process and it's importance is necessary. A template is now in place, however teachers need continued support and structure to plan effectively within their departments or with their co-teacher to enure lessons are aligned to the standards and at the level of rigor needed for students to be successful and make growth.	A focus on using data more to inform instruction is a priortiry and the campus will utilize data across all content areas to more effectively inform instruction.	
Desired Annual Outcome	Teachers analyze and use data to plan effectively to ensure lessons and assessemnts are aligned to the standards and at the level of rigor needed for students to be successful and make growth.	Teachers analyze multi-pieces of data to inform instruction and effectively meet the needs of each student so they may show growth.	
Barriers to Address During the Year	Time is a major barrier. Checklists and submission times are in place, however time to give teachers qulaity feedback must be a priority this year.	Not all teachers understood the importance of regularly using multiple pieces of data to inform instruction. Teachers will be given scheduled time to disaggregate data and use data in planning.	

District Commitment Theory of Action: If campus leadership will provide time for planning that utilizes data and processes for effective feedback in regards to planning and rigorous instruction and the District ensures that the campus is provided with TEKS aligned curriculum with access to high quality assessments for all subjects and will provide DMAC and NWEA to capture data in order to help identify struggling students so support may be provided while assuring that processes are in place to support effective planning and TEKS aligned instruction at high levels of rigor then the campus will be able to continue to move forward with effective lesson planning and feedback, strong data driven instructional practices and high quality assessment practices both aligned to the standards.

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

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
	ALG I	Other	40%	32%	District Interim	45%		Benchmark	45%		STAAR	50%	
	ENGLISH I	Other	46%	62%	District Interim	50%		Benchmark	53%		STAAR	56%	
	ENGLISH II	Other	39%	62%	District Interim	45%		Benchmark	48%		STAAR	50%	
	US HISTORY	Other	63%	36%	District Interim	65%		Benchmark	65%		STAAR	65%	
	BIOLOGY	Other	53%	60%	District Interim	60%		Benchmark	63%		STAAR	65%	
	Cycle 1 scores are at the meets level of last years data.												

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers analyze and use data to plan effectively to ensure lessons and assesemnts are aligned to the standards and at the level of rigor needed for students to be sucessful and make growth.	Teachers analyze multi-pieces of data to inform instruction and effectively meet the needs of each student so they may show growth.	
Desired 90-day Outcome	Lesson plans are aligned to the scope and sequence. Daily objective is aligned to the standard and written as a measurable student learning output. Assessment and all learning activiteis are aligned to the standards.	Students are tracked for performance level and intervening when not on grade level expectation and above. Teachers analyze and reflect upon data to create aligned lessons and assessments to meet student needs. Time.	
Barriers to Address During this Cycle	Common language and understanding for staff. Time.	Consistent understanding of the importance of using data to inform instruction.	
District Actions for this Cycle	The district provides a viable aligned curriculum and scope and sequence through TEKS Resource System, TExGuides, and TEA approved adopted curriuclum. The district also provides aligned assessments through curriuclum resoures and vetting of teacher made assessments.	The district provides PD and access to DMAC so that teachers can capture assessment data by SE, student demographics, and leadership looks at teacher comparison data.	
District Commitments Theory of Action	If campus leadership will provide time for planning that utilizes data and processes for effective feedback in regards to planning and rigorous instruction and the District ensures that the campus is provided with TEKS aligned curriculum with access to high quality assessments for all subjects and will provide DMAC and NWEA to capture data in order to help identify struggling students so support may be provided while assuring that processes are in place to support effective planning and TEKS aligned instruction at high levels of rigor then the campus will be able to continue to move forward with effective lesson planning and feedback, strong data driven instructional practices and high quality assessment practices both aligned to the standards.		

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
ELAR teachers work with district support staff to unpack ELAR TEKS.	5.1	9/25/2019, December	TEKS, agenda	Bowman, Rindone, Hayes	Agenda, picture of success, sign in sheets	9/25/2019, December		
Math teachers work with district support staff to unpack math TEKS	5.1	December	TEKS, agenda	Bowman, Rindone, Hayes	Agenda, picture of success, sign in sheets	December		
Weekly lesson plans are turned in prior to instruction and reviewed by admin and feedback given to teachers.	5.1	September to May	lesson plan, scheduled time for feedback	Hannah, Gummelt, Meadors	lesson plans,	Ongoing		
CBA analysis and data conferences with campus leadership and instructional teams are conducted to ensure data is used to inform instruction.	5.3	After each CBA	agendas, CBA data	Hannah, Hayes, Boyd	lesson plans, walkthrough feedback	After each CBA administration		

Scheduled courses instruction that will focus on assessed individual needs; Ag math and Practical Writing. HU is available for extended school hours help.	5.3	September to May	scheduled time for interventions, assessment data,	Remediation teachers, Hannah	intervention schedules and rosters, lesson plans, assessment data	daily Septmember -May		
CBA data conferences will include teacher action plans to address student's misconceptions.	5.3	September 27, November 5, After each CBA	agenda, student data/error reporting form, assessment data	Hannah, Team leads, Hayes, Teachers	Student error reporting forms, assessment data	After each CBA administration		
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 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers analyze and use data to plan effectively to ensure lessons and assessments are aligned to the standards and at the level of rigor needed for students to be successful and make growth.	Teachers analyze multi-pieces of data to inform instruction and effectively meet the needs of each student so they may show growth.	
Desired 90-day Outcome	Review and adjust scope and sequence based on student data and needs, continue with ensuring daily objective is aligned to the standard and written as a measurable student learning output and aligned assessments.	Review student performance and make adjustments based on current data, regroup intervention classes based on data, teachers will continue to analyze and reflect on data to create aligned lessons and assessments to meet student needs.	
Barriers to Address During this Cycle	Time to reflect and adjust scope and sequence, time for planning the second semester. Teachers understanding they must reflect and adjust in order to meet students' needs.	Consistently implementing data informed instruction. Paperwork impedes time with teachers and students.	
District Actions for this Cycle	Curriculum Director and Secondary Instructional Facilitator will continue to support the campus during PLC time, data conferences, planning meetings.	District will continue to provide access and support in the usage of DMAC and will continue to work with teachers on the analysis of data.	
District Commitments Theory of Action	If campus leadership will provide time for planning that utilizes data and processes for effective feedback in regards to planning and rigorous instruction and the District ensures that the campus is provided with TEKS aligned curriculum with access to high quality assessments for all subjects and will provide DMAC and NWEA to capture data in order to help identify struggling students so support may be provided while assuring that processes are in place to support effective planning and TEKS aligned instruction at high levels of rigor then the campus will be able to continue to move forward with effective lesson planning and feedback, strong data driven instructional practices and high quality assessment practices both aligned to the standards.		

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
Provide time for department planning.	5.1	September to May	agenda	Hannah, department chairs	Agenda, lesson plans, sign in sheets	End of each six weeks		
Conduct classroom observations and walkthroughs to ensure objectives are measurable and aligned to the SE in a way that is understood by the student.	5.1	September to May	DMAC, Walkthrough templates	Hannah, Meadors, Gummelt	Walkthroughs	Weekly walkthroughs		
Students will identify error types and track progress.	5.3	December - May	student track report	Teachers	Student tracking reports	After semester exams and CBAs		
Weekly lesson plans are turned in prior to instruction and reviewed by admin and feedback given to teachers.	5.1	September to May	lesson plan, scheduled time for feedback	Hannah, Meadors, Gummelt	Lesson plans	Ongoing		
Scheduled courses instruction that will focus on assessed individual needs; Ag math and Practical Writing. HU is available for extended school hours help.	5.3	September to May	scheduled time for interventions, assessment data,	teachers, Hannah	Intervention schedules and rosters, lesson plans, assessment data	daily Septmember -May		

CBA data conferences will include teacher action plans to address student's misconceptions.	5.3	September to May	agenda, student data/error reporting form, assessment data	Hannah, Team leads, Hayes	Student error reporting forms, assessment data	After each CBA administration		
Ancillary teachers work to provide opportunities by incorporating EOC TEKS in lessons based on data.	5.3	September to May	lesson plans,	Teachers, Hannah	lesson plans, data	Weekly lesson plans and walkthroughs		

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers analyze and use data to plan effectively to ensure lessons and assessments are aligned to the standards and at the level of rigor needed for students to be successful and make growth.	Teachers analyze multi-pieces of data to inform instruction and effectively meet the needs of each student so they may show growth.	
Desired 90-day Outcome	Teachers now have a good understanding of analyzing and using data to plan effective lessons and assessments that are aligned to the standards and at the level of rigor needed for students to be successful and make growth. Teachers have sequenced lessons to include time for review of low performing standards. Student growth is evident based on data from local assessments and benchmark.	Teachers analyze multi-pieces of data to inform instruction and effectively meet the needs of each student so they may show growth. Data collected shows student growth.	
Barriers to Address During this Cycle	Time and stamina of both teachers and students.	Time to prioritize student expectations with state assessments approaching.	
District Actions for this Cycle	Curriculum Director and Secondary Instructional Facilitator will continue to support the campus during data conferences, planning meetings.	District will continue to provide access and support in the usage of DMAC and will continue to work with teachers on the analysis of data.	
District Commitments Theory of Action	If campus leadership will provide time for planning that utilizes data and processes for effective feedback in regards to planning and rigorous instruction and the District ensures that the campus is provided with TEKS aligned curriculum with access to high quality assessments for all subjects and will provide DMAC and NWEA to capture data in order to help identify struggling students so support may be provided while assuring that processes are in place to support effective planning and TEKS aligned instruction at high levels of rigor then the campus will be able to continue to move forward with effective lesson planning and feedback, strong data driven instructional practices and high quality assessment practices both aligned to the standards.		

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
Scheduled courses instruction that will focus on assessed individual needs; Ag math and Practical Writing. HU is available for extended school hours help.	5.3	September to May	scheduled time for interventions, assessment data,	Teachers, Hannah	intervention schedules and rosters, lesson plans, assessment data	daily September -May		
Weekly lesson plans are turned in prior to instruction and reviewed by admin and feedback given to teachers.	5.1	September to May	lesson plan, scheduled time for feedback	Hannah, Meadors, Gummelt	lesson plans	Ongoing		
Conduct classroom observations and walkthroughs to ensure objectives are measurable and aligned to the SE in a way that is understood by the student.	5.1	September to May	DMAC, Walkthrough templates	Hannah, Meadors, Gummelt	Walkthroughs	Weekly walkthroughs		
Student's will identify error types and track progress.	5.3	December - May	Student track report	Teachers	Student tracking reports	After semester exams and CBAs		

CBA data conferences will include teacher action plans to address student's misconceptions	5.3	September to May	agenda, student data/error reporting form, assessment data	Hannah, Team leads, Hayes	Student error reporting forms, assessment data	After each CBA administration		

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	Teachers analyze and use data to plan effectively to ensure lessons and assesemnts are aligned to the standards and at the level of rigor needed for students to be successful and make growth.	Teachers analyze multi-pieces of data to inform instruction and effectively meet the needs of each student so they may show growth.	
Did the campus achieve the desired outcome? Why or why not?			

Reflection and Planning for Next 90-Day Cycle
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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?	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	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.
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 achieving this action.
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. 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.