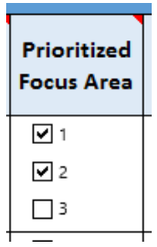
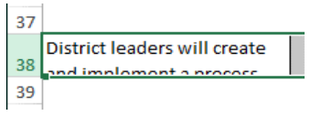
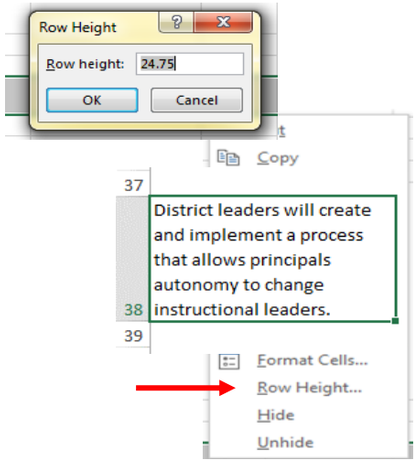
# Campus Targeted Improvement Plan

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. |  <br>  |

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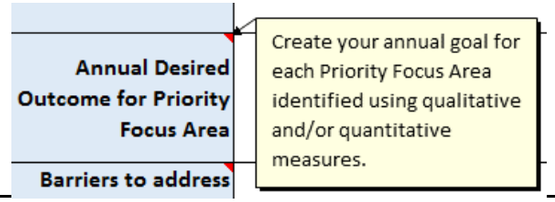
| Viewing cell tips | Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner.<br><br>To view the information in the notes box, hover your mouse over the cell. |  |
| Printing the Template | 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.<br><br>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page. | https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2 |

| 68901046 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District Name** | Ector County ISD | **Campus Name** | Nimitz Middle School | **Superintendent** | Dr. Scott Muri | **Principal** | Teresa Willison |
| **District Number** | 068901 | **Campus Number** | 000000046 | **District Coordinator of School Improvement (DCSI)** | Robert Cedillo | **ESC Support** | |

## Assurances

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| **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. | **Roberto Cedillo, 9/14/19** |
| **Principal Supervisor** *(Only necessary if the DCSI is NOT the Principal supervisor)* | 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. | **Roberto Cedillo, 9/14/19** |
| **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. | **Teresa Willison September 16, 2019** |
| **Board Approval Date** | | |

## Needs Assessment

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|---|---|---|
| **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? | All |
| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | NA |

## 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** |

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| **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. | **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. | 5.3 Data-driven instruction. | 5.1 Objective-driven daily lesson plans with formative assessments. |
| **Rationale** | New campus leadership team | Rated 2, focus on lowest rated Essential Action | Rated 2, focus on lowest rated Essential Action |
| **Desired Annual Outcome** | Campus instructional leaders use consistent written protocols and processes to lead their department. | Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans. | All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotment and daily formative assessments along with exemplar responses. |
| **Barriers to Address During the Year** | Campus instructional leaders have not taken the time to put a process in writing. Calendar does not indicate the date to complete the Know and Show process, or | Calendar does not indicate date to disaggregate and review data or to develop reteach and reassessment plans. PLCs are not meeting or using the time | Calendar does not indicate date to disaggregate and review formative data or to develop reteach and reassessment plans. PLCs are not meeting or using the time allotted effectively. |

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| **District Commitment Theory of Action:** | If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential action. |

## ESF Diagnostic Results

(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

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|---|---|
| **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** | | | |

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|---|---|
| **District Commitment Theory of Action** | |

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| **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 |
| 6 | ELAR Achievement | Other | 44% Meets or above | | Other | 44% Meets or above | | District Interim | 44% Meets or above | | STAAR | 44% Meets or above | |
| 6 | ELAR Growth | Other | 66% | | Other | 66% | | District Interim | 66% | | STAAR | 66% | |
| 6 | Math Achievement | Other | 46% Meets or above | | Other | 46% Meets or above | | District Interim | 46% Meets or above | | STAAR | 46% Meets or above | |
| 6 | Math Growth | Other | 71% | | Other | 71% | | District Interim | 71% | | STAAR | 71% | |
| 7 | ELAR Achievement | Other | 44% Meets or above | | Other | 44% Meets or above | | District Interim | 44% Meets or above | | STAAR | 44% Meets or above | |
| 7 | ELAR Growth | Other | 66% | | Other | 66% | | District Interim | 66% | | STAAR | 66% | |
| 7 | Math Achievement | Other | 46% Meets or above | | Other | 46% Meets or above | | District Interim | 46% Meets or above | | STAAR | 46% Meets or above | |
| 7 | Math Growth | Other | 71% | | Other | 71% | | District Interim | 71% | | STAAR | 71% | |
| 8 | ELAR Achievement | Other | 44% Meets or above | | Other | 44% Meets or above | | District Interim | 44% Meets or above | | STAAR | 44% Meets or above | |
| 8 | ELAR Growth | Other | 66% | | Other | 66% | | District Interim | 66% | | STAAR | 66% | |
| 8 | Math Achievement | Other | 46% Meets or above | | Other | 46% Meets or above | | District Interim | 46% Meets or above | | STAAR | 46% Meets or above | |
| 8 | Math Growth | Other | 71% | | Other | 71% | | District Interim | 71% | | STAAR | 71% | |
| 8 | Science Achievement | Other | 67 / 33 / 13 | | Other | 67 / 33 / 13 | | District Interim | 67 / 33 / 13 | | STAAR | 67 / 33 / 13 | |
| 8 | SS Achievement | Other | 67 / 33 / 13 | | Other | 67 / 33 / 13 | | District Interim | 67 / 33 / 13 | | STAAR | 67 / 33 / 13 | |
| 6 - 8 | TELPAS Progress Rate | Other | 36% | | Other | 36% | | District Interim | 36% | | Other | 36% | |
| 6 - 8 | African American Achievement | Other | 32 / 31 | | Other | 32 / 31 | | District Interim | 32 / 31 | | STAAR | 32 / 31 | |

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| 6 - 8 | Hispanic Achievement | Other | 37 / 40 | | Other | 37 / 40 | | District Interim | 37 / 40 | | STAAR | 37 / 40 | |
| 6 - 8 | White Achievement | Other | 60 / 59 | | Other | 60 / 59 | | District Interim | 60 / 59 | | STAAR | 60 / 59 | |
| 6 - 8 | Eco. Dis. Achievement | Other | 33 / 26 | | Other | 33 / 26 | | District Interim | 33 / 26 | | STAAR | 33 / 26 | |
| 6 - 8 | ELL Achievement | Other | 29 / 40 | | Other | 29 / 40 | | District Interim | 29 / 40 | | STAAR | 29 / 40 | |
| 6 - 8 | SPED Achievement | Other | 19 / 23 | | Other | 19 / 23 | | District Interim | 19 / 23 | | STAAR | 19 / 23 | |
| 6 - 8 | F SPED Achievement | Other | 36 / 44 | | Other | 36 / 44 | | District Interim | 36 / 44 | | STAAR | 36 / 44 | |
| 6 - 8 | Cont. Achievement | Other | 46 / 47 | | Other | 46 / 47 | | District Interim | 46 / 47 | | STAAR | 46 / 47 | |
| 6 - 8 | Non-Cont. Achievement | Other | 42 / 45 | | Other | 42 / 45 | | District Interim | 42 / 45 | | STAAR | 42 / 45 | |
| 6 - 8 | African American Growth | Other | 62 / 67 | | Other | 62 / 67 | | District Interim | 62 / 67 | | STAAR | 62 / 67 | |
| 6 - 8 | Hispanic Growth | Other | 65 / 69 | | Other | 65 / 69 | | District Interim | 65 / 69 | | STAAR | 65 / 69 | |
| 6 - 8 | White Growth | Other | 69 / 74 | | Other | 69 / 74 | | District Interim | 69 / 74 | | STAAR | 69 / 74 | |
| 6 - 8 | Eco. Dis. Growth | Other | 64 / 68 | | Other | 64 / 68 | | District Interim | 64 / 68 | | STAAR | 64 / 68 | |
| 6 - 8 | ELL Growth | Other | 64 / 68 | | Other | 64 / 68 | | District Interim | 64 / 68 | | STAAR | 64 / 68 | |
| 6 - 8 | SPED Growth | Other | 59 / 61 | | Other | 59 / 61 | | District Interim | 59 / 61 | | STAAR | 59 / 61 | |
| 6 - 8 | F SPED Growth | Other | 65 / 70 | | Other | 65 / 70 | | District Interim | 65 / 70 | | STAAR | 65 / 70 | |
| 6 - 8 | Cont. Growth | Other | 66 / 71 | | Other | 66 / 71 | | District Interim | 66 / 71 | | STAAR | 66 / 71 | |
| 6 - 8 | Non-Cont. Growth | Other | 67 / 70 | | Other | 67 / 70 | | District Interim | 67 / 70 | | STAAR | 67 / 70 | |
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## 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. | 5.3 Data-driven instruction. | 5.1 Objective-driven daily lesson plans with formative assessments. |
| **Desired Annual Outcome** | Campus instructional leaders use consistent written protocols and processes to lead their department. | Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans. | All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotment and daily formative assessments along with exemplar responses. |
| **Desired 90-day Outcome** | PLCs are following a written protocol for that includes curriculum, and assessment | All ELAR and Math teacher teams disaggregate and review data in order to build reteach and reassessment plans | All teacher teams are breaking down the standards with the Know and Show process and creating the assessment exemplar. |
| **Barriers to Address During this Cycle** | Campus instructional leaders have not taken the time to meet to put a process in writing. | Calendar does not indicate date to disaggregate and review data or to develop reteach and reassessment plans. PLCs are not meeting or using the time allotted effectively. | Calendar does not indicate date to complete the Know and Show Process or creating the assessment exemplar. PLCs are not meeting or using the time allotted effectively. |
| **District Actions for this Cycle** | The district provides opportunities for ongoing support and coaching of the campus leader. | The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. | The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. |
| **District Commitments Theory of Action** | If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential 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 |
|---|---|---|---|---|---|---|---|---|
| Train, practice and execute to breakdown standards by the Know/Show process and build assessment exemplars to ensure alignment between curriculum and assessments. | 5.1 | August 5 - October 18 | Standards, assessments, examples of the Know/Show standards and example of assessment exemplar | Teachers, teacher leaders and administrators | Calendar showing days teams are breaking down standards/building assessment exemplars, teacher work of the know/shows and assessment exemplars | 9/27/19 | | |
| Implement a consistent process to disaggregate, monitor data, reteach and reassessment plans through ELAR and math professional learning communities | 5.3 | August 5 - October 18 | Data driven instructional process, common assessments, blue prints, data reports, reteach/reassessment strategies | Principal | DDI process, reteach & reassessment plans | 9/27/19 | | |
| Provide protected time for ELAR and math teachers to plan and disaggregate data | 5.1, 5.3 | July 8 - August 19 | Staffing report | Principal | Master schedule shows ELAR and Math teachers with a PLC period | 8/19/19 | | |

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|---|---|---|---|---|---|---|---|---|
| Administer surveys based on teacher teams to assess and measure progress. | 5.1, 5.3 | August 19 - November 22 | Surveys | Principal | Surveys and survey data | 11/22/19 | | |
| Build and implement a process to identify and address students who have significant learning gaps | 5.3 | October | Assessments, reteach, reassessments, data reports, a detailed plan | Teachers, teacher leaders and administrators | A written process and data | 11/22/19 | | |
| Build and implement a process for PLCs to follow | 1.1 | August 19 - November 22 | Curriculum, Instruction, Assessment resources and tier 1 process | Teachers, teacher leaders and administrators | A written process with resources listed, agendas | 11/22/19 | | |
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## 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 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** | 1.1 Develop campus instructional leaders with clear roles and responsibilities. | 5.3 Data-driven instruction. | 5.1 Objective-driven daily lesson plans with formative assessments. |
| **Desired Annual Outcome** | Campus instructional leaders use consistent written protocols and | Teacher teams have protected time built into the master schedule to meet frequently | All teachers create and submit daily lesson plans that include clear objectives, opening |
| **Desired 90-day Outcome** | Written protocol and process is being followed and refined. | All core teachers disaggregate and review data in order to build reteach and reassessment plans | All teachers are breaking down the standards with the Know and Show process and creating the assessment exemplar in order to develop their clear objective and Do-Now. |
| **Barriers to Address During this Cycle** | Calendar does not indicate date to complete the Know and Show Process or creating the assessment exemplar. PLCs are not meeting or using the | The science and social studies teachers have not been trained on how to disaggregate data, reteach and reassessment plans. Campus administration not verifying the | Teachers are not completing the Know and Show process or creating the assessment exemplar. |
| **District Actions for this Cycle** | The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers). | The district provides a data assessment platform to capture assessment data by item and student level. | The district provides a data assessment platform to capture assessment data by item and student level. |
| **District Commitments Theory of Action** | If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential 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 |
|---|---|---|---|---|---|---|---|---|
| Administer the district interim assessment for 7th grade writing, 8th grade ELAR & math to identify student and teacher needs. | 5.3 | 2/5, 2/6 | Assessments | Teachers | Data reports, and student work | 2/7 | | |
| Administer surveys based on teacher teams to assess and measure progress. | 5.3 | December - February | Surveys | Principal | Surveys and survey data | 1/27/20 | | |
| Implement a consistent process to disaggregate, monitor data, reteach and reassessment plans through science and social studies teacher teams. | 5.3 | December 1 | Data driven instructional process, common assessments, blue prints, data reports, reteach/reassessment strategies | Principal | DDI process, reteach & reassessment plans | 1/27/20 | | |
| Identify gaps in the process in order to refine. | 1.1 | December 1 | Written protocol, teacher work | Campus Instructional Leaders | Data reports, teacher work | 1/27/19 | | |

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|---|---|---|---|---|---|---|---|---|
| Train, practice and execute developing clear objective and Do-Now that's aligned to standards and assessment. | 5.1 | December - February | Standards, assessments, examples of the Know/Show standards and example of assessment exemplar | Teachers, teacher leaders and administrators | Calendar showing days teams are breaking down standards/building assessment exemplars, teacher work of the know/shows and assessment exemplars | 1/27/19 | | |
| From district interim assessments identify teacher and students needs to develop a plan to close the performance gap in targeted subgroups. | 5.3 | 2/11 | Assessments, student work and data reports | Lead teachers, campus administration | Plan of action | 2/15 | | |
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## 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 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. | 5.3 Data-driven instruction. | 5.1 Objective-driven daily lesson plans with formative assessments. |
| **Desired Annual Outcome** | Campus instructional leaders use consistent written protocols and processes to lead their department. | Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans. | All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotment and daily formative assessments along with exemplar responses. |
| **Desired 90-day Outcome** | Departments have the ability to run the written protocol and process without a instructional leader being present. | All core teachers disaggregate and review data in order to build reteach and reassessment plans | All teachers are thorough and have refined the Know and Show process and with creating the assessment exemplar in order to develop their clear objective and Do-Now.. |
| **Barriers to Address During this Cycle** | Campus instructional leaders are verifying parts of the protocol are being completed. | Campus administration not verifying the calendar for reteach/reassessment days or if core teachers are completing the reteach/reassessment plans based on data. | Campus administration not verifying lesson plans (objectives, Do-Now), the calendar or if teachers are completing the Know and Show process or the assessment exemplars. |
| **District Actions for this Cycle** | The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices). | District policies support the effective use of standards-aligned GVC and assessments. | District policies support the effective use of standards-aligned GVC and assessments. |
| **District Commitments Theory of Action** | If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential 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 |
|---|---|---|---|---|---|---|---|---|
| Administer the district interim assessment for 6th grade math & ELAR, 7th grade math & ELAR and 8th grade science & social studies to identify student and teacher needs. | 5.3 | 3/31, 4/1 | Assessments | Teachers | Data reports, and student work | 4/2 | | |
| From district interim assessments identify teacher and students needs to develop a plan to close the performance gap in targeted subgroups. | 5.3 | 4/10 | Assessments, student work and data reports | Lead teachers, campus administration | Plan of action | 4/10 | | |
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## 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 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** | Campus instructional leaders use consistent written protocols and processes to lead their department. | Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans. | All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotment and daily formative assessments along with exemplar responses. |
| **Did the campus achieve the desired outcome? Why or why not?** | | | |

## Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
|---|---|---|---|
| **Essential Action** | PLCs are following a written protocol for that includes curriculum, and assessment | All ELAR and Math teacher teams disaggregate and review data in order to build reteach and reassessment plans | All teacher teams are breaking down the standards with the Know and Show process and creating the assessment exemplar. |
| **Rationale** | | | |
| **How will you communicate these priorities to your stakeholders? How will you invest them?** | | | |
| **Desired 90-Day Outcome** | | | |
| **Who will help the campus build capacity in this area?** | | | |
| **Barriers to Address** | | | |
| **District Actions for this Cycle** | | | |
| **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 |
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## 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.<br>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. |