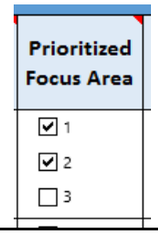
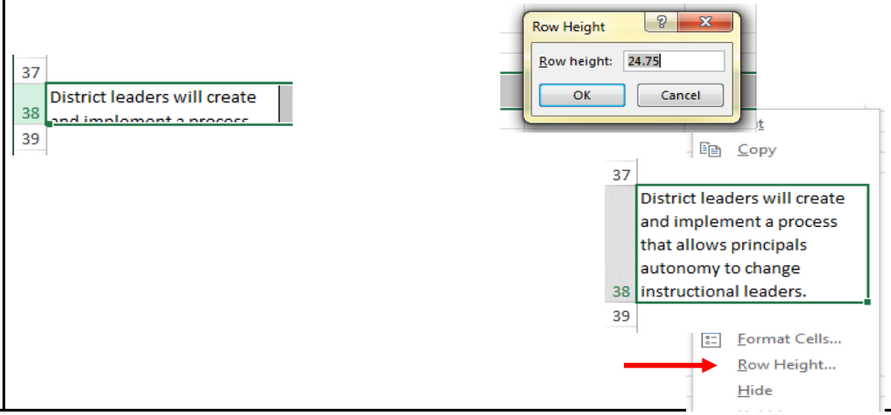
Campus Targeted Improvement Plan

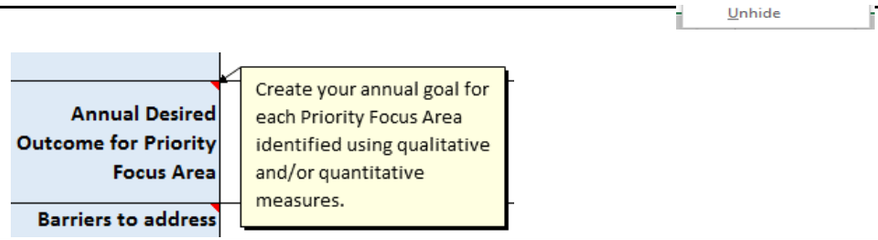
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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	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. 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. 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

Campus Information

District Name	Graham ISD	**Campus Name**	Graham Elementary	**Superintendent**	Sonny Cruse	**Principal**	Audra Barrett/Amanda Townley/Donna Gaitlan
District Number	252901	**Campus Number**	000000105	**District Coordinator of School Improvement (DCSI)**	Robert Loomis	**ESC Support**	Shane Porter, Tracy Patrick Miranda Havins, Christy Stout, Joni Lemley, Lynn Hall, Melissa Hoepfner, Cindy Dyes

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.	**Robert Loomis, 9/3/2019**
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.	**Robert Loomis, 9/3/2019**
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.	**Audra Barrett/Amanda Townley/Donna Gatlln, 9/3/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1:80; Domain 2a:70 and Domain 2b: 80; Domain 3: 70
	What changes in student group and subject performance are included in these goals?	We need to address English Language Learner strategies in the classroom as well as Special Education students'performances and supports. We will monitor all sub populations and know our students' progress at each check point.
	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)
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.	**3**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2**
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.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	The campus has beginning structures for collaboration and data meetings via the HRS framework. To strengthen the process, the District has partnered with ESC 9 to implement Data Driven Instruction (DDI). Through this process, the principal and teacher leaders will be able to lead data analysis through PLC's more effectively and formally.	Lesson plan training and implementation began in 2018-19. The focus for this school year will be the implementation of lesson plans with fidelity and administrative review of lesson plans including feedback to teachers.	We have started data-driven instruction with grades 3-8 Reading and Math. We are in the process unpacking/breaking down the Readiness standards and administering instruction that directly relates to the standards. These grade levels will devleop checkpoints througout the year and will systematically anaylyze the data to make informed decisions for reteach. This will be a focus this school year.
Desired Annual Outcome	Campus instructional leaders have clear roles and responsibilities within data-driven instruction systems. Instructional leaders will lead PLCs to effectively collaborate, plan, analyze data and create reteach plans so that we are more strategic in how we plan our time.	Teachers use recurring PLC meetings to collaboratively plan and reflect on parts of lessons (objectives and common formative assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	Teachers will be able to use Eduphoria efficiently to access and analyze data. Analyzed data will then be used to drive lesson planning and effective instruction.
Barriers to Address During the Year	Tendency to "put out fires" during the day rather than maintaining set calendar. Campus principal is pulled away to address issues other than instructional support. PLC meetings not consistenty focused on instructional data. There is not a consistent process of having an administrator attending and leading a PLC specifically focused on data.	Teachers expressing concern around the time required to lesson plan. The admin team hasn't set up expectations for submission or review of lesson plans. A mindset that if we push teachers to far with lesson planning, they won't be receptive to our work with DDI. We can't move too quickly. Time, teachers finding the time to develop lesson plans and admin finding the time to review them.	Began common data walls 2018-2019, DDI Training began fall of 2019, assessment training. Some fear of beginning the data meetings, especially in content areas where admin aren't content experts. Lack of consistent assessments and assessment calendars was a barrier in the past, which we addressed this past spring and summer.

District Commitment Theory of Action:	If the district provides campus leaders with ongoing professional support with the DDI iniative and partnership with ESC9 to lead effective data meetings, and the quality and frequency of lesson planning improves coupled with campus leaders' feedback, and the district ensures teachers have access to high quality common formative assessment resources aligned to the state standards, then the campus will become grounded in a system of DDI. Improved quality lesson plans embedded with aligned formative assessments will lead to one year's academic growth in student achievement. The campus will develop and maintain data-driven instructional practices to guide all decision- making efforts. Campus leaders will have a greater role clarity and engage in the daily instructional leadership activities to strengthen the overall campus expectations.

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-- Checkpoint #1			Cycle 2-- Checkpoint #2			Cycle 3-- Checkpoint #3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	District Interim	44	17	District Interim	45		District Interim	50		STAAR	50	
3	Math	District Interim	47	45	District Interim	45		District Interim	50		STAAR	50	
4	Reading	District Interim	43	22	District Interim	35		District Interim	50		STAAR	50	
4	Writing	District Interim	33	N/A	District Interim	30		District Interim	45		STAAR	45	
4	Math	District Interim	46	31	District Interim	30		District Interim	55		STAAR	55	
5	Reading	District Interim	51	30	District Interim	51		District Interim	55		STAAR	55	
5	Math	District Interim	56	32	District Interim	50		District Interim	56		STAAR	56	
5	Science	District Interim	48	N/A	District Interim	48		District Interim	55		STAAR	55	

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	Campus leaders will have clear roles and responsibilites to create and sustain a data-driven culture. Campus leaders will lead PLCs to collaborate, plan, analyze, and assist teachers to implement strategic DDI focus that drive the learning.	Teachers use recurring PLC meetings to collaboratively plan and reflect on parts of lessons (objectives and common formative assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	Teachers will monitor student progress, spiral instruction, and include reteach items on formative assessments. ILT to lead PLC and follow DDI protocols with fidelity after all interim assessments.
Desired 90-day Outcome	Campus leaders use DDI training to establish their role as the instructional leader on the campus. These roles and responsibilites will be evident in the delivery of PLCs and data meetings.	Teachers submit lesson plans on Friday the week prior to instruction delivery; teachers will use lesson plans to drive quality instruction in every classroom. Campus leaders will provide FB to lesson plans.	Valid checkpoint #1 written and given to students. Teachers have TEKS Breakdown documents created for all standards assessed. Teachers will enter data on district data form and reflect on validity of lesson and instruction.
Barriers to Address During this Cycle	Campus leaders are often overwhelmed with the day-to-day operations of a campus. Time and prioritization may prevent full follow-through and leading data meetings and PLC with fidelity.	Staff buy-in, time, admin follow through	Time, ensure that resources used match the rigor of the standard
District Actions for this Cycle	The DCSI, C & I district staff, will provide time and coaching in order for campus leaders to focus and implement the plan.	DCSI, and District Leaders will provide time and training for staff to effectively plan DDI lesson plans and ensure the delivery.	District Leaders will verify the validity of common assessments and provide FB to ensure reteach and enrichment opportunities are fully implemented.
District Commitments Theory of Action	If the district provides campus leaders with ongoing professional support with the DDI iniative and partnership with ESC9 to lead effective data meetings, and the quality and frequency of lesson planning improves coupled with campus leaders' feedback, and the district ensures teachers have access to high quality common formative assessment resources aligned to the state standards, then the campus will become grounded in a system of DDI. Improved quality lesson plans embedded with aligned formative assessments will lead to one year's academic growth in student achievement. The campus will develop and maintain data-driven instructional practices to guide all decision- making efforts. Campus leaders will have a greater role clarity and engage in the daily instructional leadership activities to strengthen the overall campus expectations.		

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
DDI Module 2 Training (Using data to create reteach)	2, 3	9/23/19	ESC9 Staff, Time, Eduphoria, TEKS- Scope and Sequence	Woodland and Crestview Campus Leaders, STAAR Subject Teachers, ESC9 Assistance	Eduphoria documentation, reteach lessons (docmented in lesson plans), Campus leader FB to lesson plan, Teacher observations	11/15/2019	On Track	
DDI Module 3 Training (Objective driven lesson planning)	2, 3	10/3 - 10/4/2019	ESC9 Staff, Time, Eduphoria, TEKS- Scope and Sequence	Woodland and Crestview Campus Leaders, STAAR Subject Teachers, ESC9 Assistance	Lesson plans, campus leader FB to lesson plan, PLC agenda, teacher observations	11/15/2019		
Eduphoria data analysis and support training	1, 2, 3	9/20/2019	Eduphoria, Time	District Curriculum Support	Eduphoria documentation, PLC agenda	11/15/2019		
Revise PLC agendas to focus on DDI- checkpoints, designing quality interim assessments, reteach/enrichment opportunities	1, 2, 3	10/7/2019	Time	Campus Leaders	Lesson plans, PLC agendas, assessments, Eduphoria reports	11/15/2019		
DDI Module 1 Training (TEKS breakdown, designing interim assessments)	2, 3	8/8/2019	ESC9 Staff, Time, Eduphoria, TEKS- Scope and Sequence	Campus Leaders, Teachers, ESC9 Assistance	Lesson plans, campus leader FB to lesson plan, PLC agenda, teacher observations	11/15/2019		
Leveraging Leadership Training	1,2,3	10/8/2019	ESC9 Staff, Time, Lesson Planning Tools	Campus Leaders, District Leaders	Lesson plans, teacher observations	11/15/2019		

Pioneer staff begin using data to drive lesson planning and assess primary students on a regular basis.	1,2,3	9/20/2019	Lesson plans, Primary curriculum, PLC, Time	Campus Leaders, District Leaders	Lesson plans, campus leader FB to lesson plan, PLC agenda, teacher observations	11/15/2019		

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	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	Campus leaders will have clear roles and responsibilites to create and sustain a data-driven culture. Campus leaders will lead PLCs to collaborate, plan, analyze, and assist teachers to implement strategic DDI focus that drive the learning.	Teachers use recurring PLC meetings to collaboratively plan and reflect on parts of lessons (objectives and common formative assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	Teachers will monitor student progress, spiral instruction, and include reteach items on formative assessments. ILT to lead PLC and follow DDI protocols with fidelity after all interim assessments.
Desired 90-day Outcome	Campus leaders will continue their role as the instructional leader on the campus. The campus leader will adhere to the weekly protocols of the data-driven PLC meetings providing FB to staff and analyzing Eduphoria reports.	Teachers will create valid, rigorous, and formative assessments that will drive the daily lesson planning.	Teachers utilizing the DDI processes from prior trainings. Teachers will continue to discuss data at each PLC.
Barriers to Address During this Cycle	Accountability and collaboration for campus leaders- managerial practices will take over.	Teachers effectively using the backward design to create lesson plans - not returning to old habits mid year.	The fidelity and quality of assessements.
District Actions for this Cycle	The DCSI, C & I district staff, will provide time and coaching in order for campus leaders to focus and implement the plan.	DCSI, and District Leaders will provide time and training for staff to effectively plan DDI lesson plans and ensure the delivery.	District Leaders will verify the validity of common assessments and provide FB to ensure reteach and enrichment opportunities are fully implemented.
District Commitments Theory of Action	If the district provides campus leaders with ongoing professional support with the DDI iniative and partnership with ESC9 to lead effective data meetings, and the quality and frequency of lesson planning improves coupled with campus leaders' feedback, and the district ensures teachers have access to high quality common formative assessment resources aligned to the state standards, then the campus will become grounded in a system of DDI. Improved quality lesson plans embedded with aligned formative assessments will lead to one year's academic growth in student achievement. The campus will develop and maintain data-driven instructional practices to guide all decision- making efforts. Campus leaders will have a greater role clarity and engage in the daily instructional leadership activities to strengthen the overall campus expectations.		

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
Staff will continue to incorporate DDI Modules 1-3 Training to effectively plan, assess, and reteach lessons through PLC process.	1,2,3	12/2/2019	Time, PLC, ESC9 Assistance	Woodland and Crestview Campus leaders, District leaders	PLC agenda/minutes, lesson plans & FB, Eduphoria reports, teacher observations	6/1/2020		
Campus leaders will incorporate a system to provide documented FB to lesson plans while using teacher observations as evidence plans are carried out. Using the observation and FB data, teachers will be identified for targeted assistance support.	1,2	12/2/2019	Time, lesson plans, lesson plan review, ESC9 Assistance	Campus leaders, District leaders	lesson plans, teacher observations, lesson plan review	6/1/2020		
Conduct a trend data analysis to identify systemic issues in curriculum alignment whle continuing to adhere to TEKS RS and RLA adoption.	2,3	12/2/2019	Eduphoria reports, TEKS RS, RLA adoption, YAG,	Campus leaders, District leaders	Student/ Teacher Reports, Curriculum alignment tools	6/1/2020		
Pioneer staff contine to use data to drive lesson planning and assess primary students on a regular basis. Build in reteach and enrichment opportunities for targeted students during PLC meetings.	1,2,3	12/2/2019	Lesson plans, Primary curriculum, PLC, Time, student reports	Pioneer Campus Leaders, District Leaders	Lesson plans, campus leader FB to lesson plan, PLC agenda, teacher observations	6/1/2020		

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.
Campus leader is providing regular assistance to targeted teachers in need of instructional support. Campus	Campus leaders will have clear roles and responsibilites to create and sustain a data-driven culture. Campus leaders will lead PLCs to collaborate, plan, analyze, and assist teachers to implement strategic DDI focus that drive the learning.	Teachers use recurring PLC meetings to collaboratively plan and reflect on parts of lessons (objectives and common formative assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	Teachers will monitor student progress, spiral instruction, and include reteach items on formative assessments. ILT to lead PLC and follow DDI protocols with fidelity after all interim assessments.
Desired 90-day Outcome	Campus leader is providing regular assistance to targeted teachers in need of instructional support. Campus leader is utilizing PLC time to collaborate and identify targeted instruction for sub--pops.	Teachers making adjustments to lesson plans based on recurring analysis of formative assessments.	Instruction and assessments are aligned to the rigor of state standards with 75% of students mastering priority standards. Students identified in need of targeted instruction will receive STAAR tutorials.
Barriers to Address During this Cycle	Time managment and overwhelming demands.	Teacher commitment and accountability to reteach within time constraints.	Creating/locating materials and resources for STAAR tutorials and reteach opportunities for targeted student gaps.
District Actions for this Cycle	The DCSI, C & I district staff, will provide time and coaching in order for campus leaders to focus and implement the plan.	DCSI, and District Leaders will provide time and training for staff to effectively plan DDI lesson plans and ensure the delivery.	District Leaders will verify the validity of common assessments and provide FB to ensure reteach and enrichment opportunities are fully implemented.
District Commitments Theory of Action	If the district provides campus leaders with ongoing professional support with the DDI iniative and partnership with ESC9 to lead effective data meetings, and the quality and frequency of lesson planning improves coupled with campus leaders' feedback, and the district ensures teachers have access to high quality common formative assessment resources aligned to the state standards, then the campus will become grounded in a system of DDI. Improved quality lesson plans embedded with aligned formative assessments will lead to one year's academic growth in student achievement. The campus will develop and maintain data-driven instructional practices to guide all decision- making efforts. Campus leaders will have a greater role clarity and engage in the daily instructional leadership activities to strengthen the overall campus expectations.		

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
Campus leaders continue with developed systems to provide lesson plan FB and coduct classroom observations for teachers identified needing instructional support.	1	2/24/2020	Time, Lesson plans, Lesson plan review	Campus leaders, District leaders	classroom observations, FB	6/1/2020		
During PLCs teachers continue to use formative, interim and benchmark data to target students identified needing STAAR tutorials and/or enrichment opportunities.	1,2,3	2/24/2020	Student reports, Lesson plans	Campus leaders, Teachers	Student reports, Tutorial groups, Enrichment groups	5/22/2020		
Schedule of tutorial and enrichment opportunities that adhere to curriculum with daily progress monitoring in order to make adjustments for maximum student achievement.	1,2,3	2/24/2020	Calendar, schedule, Tutors, Student groups	Campus leader	Calendar, Schedule, Daily progress monitoring tool, lesson plans	5/22/2020		
Pioneer staff contine to use data to drive lesson planning and assess primary students on a regular basis. Progress Monitor targeted students identified for reteach and enrichment opportunities. Continue to collaborate data and effective strategies during PLC.	1,2,3	2/24/2020	Lesson plans, Primary curriculum, PLC, Time, student reports	Campus Leaders, District Leaders	Lesson plans, campus leader FB to lesson plan, PLC agenda, teacher observations	6/1/2020		

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 will be able to use Eduphoria efficiently to access and analyze data. Analyzed data will then be used to drive lesson planning and effective instruction.	Teachers use recurring PLC meetings to collaboratively plan and reflect on parts of lessons (objectives and common formative assessments) and ILT leading meetings give feedback in meetings to help improve lesson plans.	#REF!
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	Campus leaders use DDI training to establish their role as the instructional leader on the campus. These roles and responsibilites will be evident in the delivery of PLCs and data meetings.	Teachers submit lesson plans on Friday the week prior to instruction delivery; teachers will use lesson plans to drive quality instruction in every classroom. Campus leaders will provide FB to lesson plans.	Valid checkpoint #1 written and given to students. Teachers have TEKS Breakdown documents created for all standards assessed. Teachers will enter data on district data form and reflect on validity of lesson and instruction.
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

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