

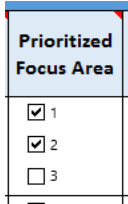
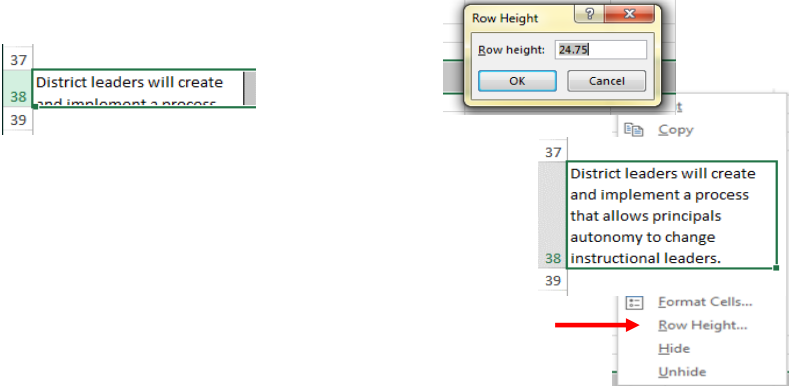
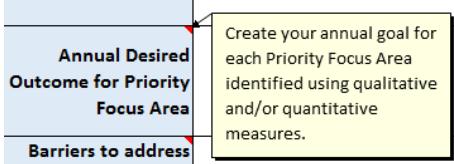
Campus Targeted Improvement Plan

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/>

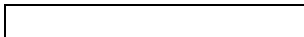
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- 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>
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Campus Information							
District Name	Ector County I.S.D			Superintendent	Dr. Muri	Principal	Tristan Specter
District Number	068901	Campus Number	000000103	District Coordinator of School Improvement (DCSI)	Mrs. Press	ESC Support	Pam Haley

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. A. Press 9/6/19
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. A. Press 9/6/19
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. T. Specter 9/6/19
Board Approval Date	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I Goal = 70 (70 Approaches/35 Meets/20 Masters) Domain II Goal = 75 (2a) Domain III = 70
	What changes in student group and subject performance are included in these goals?	Our focus this year will center around Domain II- growth for every student. In doing this, our Domain II numbers will rise to an overall scaled score of 75 which will lead to a rise in Domains I & III. In Domain III, we plan to meet our Hispanic and Economically Disadvantaged growth targets in math which will push the campus to a 70 in this Domain.
	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.	2

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
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	Campus leadership lacks clear, written, and transparent roles and responsibilities. The team does not use a consistent set of protocols to lead meetings and as a result, the effectiveness of each meeting varies.	While a consistent lesson planning template is in place, the plans, as a whole, lack the specificity they need to account for the diversity within each classroom. In addition, feedback for these plans are not provided on a regular basis.	The campus does not implement consistent protocols to study/analyze student data to make informed instructional decisions. PLCs lack effectiveness and teachers receive limited feedback of their teaching practices. In addition, the campus has lacked a consistent way to measure the growth of every student.
Desired Annual Outcome	It is the intent of the Instructional Leadership Team to add structure to two specific areas across the campus: leading effective PLCs and hosting regularly-scheduled leadership meetings. Through leading effective PLCs, the campus will improve the overall quality of lesson planning, the rigor/alignment of tier one instruction, and improve teacher effectiveness in making data-informed decisions to guide the teaching/learning cycle. Regular ILT meetings will force campus administrators to be more strategic in how their time is used. These meetings will be spent pre-planning DDI meetings, creating/adjusting observation/feedback cycles, and studying assessment data.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained at RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Barriers to Address During the Year	Campus leaders may get caught up in day-to-day operations and lose focus of their primary responsibilities.	Time is the primary barrier...time to build effective plans, time to train, and time to give quality and meaningful feedback.	The team may struggle with a fear of failure because they lack the confidence, skill, and knowledge to effectively implement DDI on a routine basis.

District Commitment Theory of Action: IF...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within his PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.

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

Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			

Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	It is the intent of the Instructional Leadership Team to add structure to two specific areas across the campus: leading effective PLCs and hosting regularly-scheduled leadership meetings. Through leading effective PLCs, the campus will improve the overall quality of lesson planning, the rigor/alignment of tier one instruction, and improve teacher effectiveness in making data-informed decisions to guide the teaching/learning cycle. Regular ILT meetings will force campus administrators to be more strategic in how their time is used. These meetings will be spent pre-planning DDI meetings, creating/adjusting observation/feedback cycles, and studying assessment data.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained at RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Desired 90-day Outcome	The first 90 days will be centered around organizing the ILT to effectively lead and coach teachers. This will include calendar mapping PLCs for each grade level, intentionally planning coaching assignments, scheduling ILT team meetings, and providing/receiving professional learning.	All teachers will be trained on how to backwards-design lesson plans and implement them in the classroom. Administrators will begin providing bite-sized feedback on the plans that will be focused on teacher actions that would have the greatest impact on student learning.	The ILT will improve their understanding of the RELAY/PLC process and what is expected in weekly data meetings. Implementation will begin after training.
Barriers to Address During this Cycle	The Instructional Leadership Team will schedule their days to ensure they are spent improving instruction in the building rather than getting caught-up in minor managerial tasks.	It is imperative that the teachers are provided a quality professional learning experience on lesson planning and are provided ongoing support in the creation of quality plans.	It is critical that the Instructional Leadership Team understands the expectations of the weekly data meetings and the RELAY process. Administrators must be willing to take the time to pre-plan and script out the PLCs to ensure their effectiveness.
District Actions for this Cycle	The DCSI will provide exemplar templates and protocols of highly effective Instructional Leadership Team meetings. In addition, she will attend at least two meetings to provide feedback/training to enhance effectiveness.	The ECISD Curriculum Department will partner with the campus to train teachers on the lesson planning process using the materials/recourses available to them.	The DCSI will train the principal on the DDI cycle twice- both times providing time for practice. In addition, she will train/coach the entire Instructional Leadership Team on the protocols at least one time on-site.
District Commitments Theory of Action	IF...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within his PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establishment of recurring weekly ILT meeting	1.1	9/11/2019	ILT calendar, agenda template, roles matrix, meeting norms	Specter	Agenda framework, written norms, and PLC calendar	9/11/2019		
Instructional Leadership Team will intentionally plan and schedule time for weekly teacher observation/feedback	1.1	9/13/2019	Calendar with face-to-face feedback time and ILT notes on feedback to teachers	Specter, Villareal, Munoz, Braddock	ILT coaching logs	Ongoing		
ILT will map out and implement a PLC schedule for each grade level that allows for pre-unit planning, post-assessment data analysis, re-teach creation, and re-evaluation analysis.	1.1	9/27/2019	Assessment calendars and unit maps	Munoz, Braddock	PLC calendar, agenda, and minutes	9/27/2019		
Strategically create more PLC time using library, music and the counselor based on the PLC map.	1.1	10/4/2019	PLC calendar	Specter	PLC calendar	10/5/2019		
Complete teacher training on Eduphoria.	5.1	9/15/2019	Computer, Infocus, Teacher computers	Braddock & Munoz	Teacher Lesson plans and reteach lesson plans	10/2/2019		

Partner with the Curriculum Department to plan, schedule, and complete a full day of lesson plan training for teacher teams.	5.1	11/4/2019	Lesson plan template, District curriculum/TRS resources, student achievement data.	Specter, Villareal, Munoz, Braddock	Teacher lesson plans	11/11/2019		
Campus administration will begin providing bite-sized feedback on lesson plans.	5.1	9/9/2019	Eduphoria Forethought, teacher lesson plans, District/TRS curriculum resources	Specter, Villareal	Feedback posted to lesson plans	Ongoing		
Principal, IC and Lead teacher will receive RELAY training on the DDI cycle (Phase 2)	5.3	9/17/2019 & 9/18/2019	RELAY resources and staff	Specter, Braddock, Redman	PLC agendas/minutes following the DDI protocols	9/19/2019		
DCSI will provide ILT with training on weekly data meetings.	5.3	9/20/2019	DDI training materials	Press	PLC agendas/minutes following the DDI protocols	9/27/2019		
Finalize and implement a data tracker to measure 4th/5th grade growth (progress)	5.3	9/20/2019	Data tracker	Specter and Press	Data tracker	9/20/2019		
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	It is the intent of the Instructional Leadership Team to add structure to two specific areas across the campus: leading effective PLCs and hosting regularly-scheduled leadership meetings. Through leading effective PLCs, the campus will improve the overall quality of lesson planning, the rigor/alignment of tier one instruction, and improve teacher effectiveness in making data-informed decisions to guide the teaching/learning cycle. Regular ILT meetings will force campus administrators to be more strategic in how their time is used. These meetings will be spent pre-planning DDI meetings, creating/adjusting observation/feedback cycles, and studying assessment data.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained at RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Desired 90-day Outcome	The second 90 days will be centered around refining the work of the ILT to effectively lead and coach teachers. This team will also be responsible for regular data analysis to monitor/adjust coaching, PLCs, and lesson planning processes.	Lesson plans will reflect prioritized standards that were studied through know/show charts in PLCs. In addition, teachers will implement the bite-sized feedback that was provided from campus administration.	The ILT will conduct weekly data meetings with fidelity using the assigned and trained protocols.
Barriers to Address During this Cycle	Continue to ensure that the Instruction Leadership Team is prioritizing school-wide academic improvement and not getting focused on minor managerial tasks.	Maintaining quality and frequent feedback from the Instructional Leadership Team.	Ensure that re-teach and re-evaluation is happening on a regular cadence and is improving student outcomes.
District Actions for this Cycle	DCSI works alongside the ILT to coach the principal (and the team) through the DDI process.	Curriculum Department supports the ILT with helping the team prioritize standards and create the foundations of know/show charts before each PLC.	DCSI attends PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation.
District Commitments Theory of Action	IF...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within his PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

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
ILT meetings will be utilized to analyze short-cycle assessment results, prepare for effective PLC meetings, and monitor/adjust the observation calendar to prioritize feedback/coaching to the teachers that need it most.	1.1	1/24/2020	ILT calendar, agenda template, roles matrix, meeting norms	Specter	Coaching logs & PLC artifacts	Ongoing		

PLCs will follow the established cycle of: 1. Planning/TEKS breakdown (know/show charts) 2. Data analysis and creation of re-teach plans 3. Data analysis of benchmark results.	1.1	1/24/2020	Assessment calendars, unit maps, highly tested SE's, know/show charts	Munoz, Braddock	PLC Artifacts, know/show charts, teacher exemplars, students data, reteach notes	Ongoing		
Campus will participate in the Spring ESF Diagnostic	5.1	2/3/2020	DCSI, administration, staff, surveys, campus walk through	Pamela Hailey, DCIS, Principal	Spring ESF Diagnostic Data	2/3/2020		
Administrators will continue to provide bite-sized feedback on lesson plans.	5.1	1/24/2020	Eduphoria Forethought, teacher lesson plans, District & TRS curriculum resources	Specter, Villareal	Feedback posted to lesson plans	Ongoing		
Principal, IC and lead teacher will receive RELAY training on the DDI cycle (Phase 3)	5.3	1/14/2020 & 1/15/2020	RELAY resources and staff	Specter, Braddock, Redman	Video assignments	1/14/2020 & 1/15/2020		
DCSI will provide the principal with monitoring and continued coaching on weekly data meetings.	5.3	1/24/2020	DDI protocols	Press	PLC artifacts	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones

Cycle 3- 90 Day Outcomes (March-May)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
Desired Annual Outcome	It is the intent of the Instructional Leadership Team to add structure to two specific areas across the campus: leading effective PLCs and hosting regularly-scheduled leadership meetings. Through leading effective PLCs, the campus will improve the overall quality of lesson planning, the rigor/alignment of tier one instruction, and improve teacher effectiveness in making data-informed decisions to guide the teaching/learning cycle. Regular ILT meetings will force campus administrators to be more strategic in how their time is used. These meetings will be spent pre-planning DDI meetings, creating/adjusting observation/feedback cycles, and studying assessment data.		All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.			The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained at RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.		
Desired 90-day Outcome	The third 90 day cycle will reflect the consistent use of written protocols in ILT and grade-level meetings, as well as a prioritization of coaching for teachers yielding the lowest percentage of students achieving annual growth targets.		All teachers will continue to improve/adjust lesson plans by implementing bite-sized feedback from administrators into their lesson plans. All teachers will use PLC artifacts to improve teaching and learning in their classrooms			As a result of a relentless focus on DDI, a minimum of 72% of Burleson students will be on track to exhibit one year of growth on STAAR.		
Barriers to Address During this Cycle	The Instruction Leadership Team will need to continue to prioritize/protect their time to ensure a 40%+ prioritization of instructional leadership elements.		It will be imparative that quality re-teach and re-assessment plans are written that reflect diverse classrooms/student needs.			Ensure that re-teach and re-evaluation is happening on a regular cadence and is improving student outcomes.		
District Actions for this Cycle	Ongoing/job-embedded principal coaching from the DCSI.		The DCSI and campus principal will work collaboratively with the ILT to create data-informed tutoring and reteach plans for the school-wide review cycle.			DCSI attends PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation.		
District Commitments Theory of Action	IF...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within his PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.							
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
ILT will plan and complete teacher training on an effective STAAR review	5.1	3/9/2020	Highly tested SE's, STAAR Data, STAAR Test, Lead4ward resources	Principal & IC's	STAAR Review lesson plans	3/9/2020		
Principal, IC, and lead teacher will receive RELAY training on the DDI cycle (Phase 4)	5.3	3/24/19 & 3/25/19	RELAY resources and staff	Specter, Braddock, Redman	Video artifacts	3/24/19 & 3/25/19		

All students will set goals and track their own data to improve ownership and mastery.	5.3	3/1/2020	Data trackers	Specter	Copies of student trackers	Ongoing		
ILT meetings will continue to be utilized to analyze short-cycle assessment results, prepare for effective PLC meetings, and monitor/adjust the observation calendar to prioritize feedback/coaching to the teachers that need it most.	1.1	Ongoing	ILT calendar, agenda template, roles matrix, meeting norms	ILT	PLC and ILT meeting and minutes	Ongoing		

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			
Desired Annual Outcome	It is the intent of the Instructional Leadership Team to add structure to two specific areas across the campus: leading effective PLCs and hosting regularly-scheduled leadership meetings. Through leading effective PLCs, the campus will improve the overall quality of lesson planning, the rigor/alignment of tier one instruction, and improve teacher effectiveness in making data-informed decisions to guide the teaching/learning cycle. Regular ILT meetings will force campus administrators to be more strategic in how their time is used. These meetings will be spent pre-planning DDI meetings, creating/adjusting observation/feedback cycles, and studying assessment data.	All teachers will be in the habit of creating daily lesson plans that include all the elements of a differentiated and quality plan. In addition, exemplars will be created and used to guide teacher instruction and student responses. Campus administrators will review lesson plans on a regular basis and will provide feedback that improves teacher effectiveness.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained at RELAY. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
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			
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 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.