

Campus Information							
District Name	Elgin ISD	Campus Name	Elgin Elementary	Superintendent	Dr. Jodi Duron	Principal	Sarah Farias
District Number	011902	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Dr. Shannon Luis	ESC Support	Kendra Monk
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.				Dr. Shannon Luis 9/9/2019		
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.				Dr. Jodi Duron 9/9/2019		
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.				Sarah Farias 8/30/19		
Board Approval Date							
Needs Assessment							
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	In Domain I, we need a 7% growth for approaches, meets, and masters. In Domain II, 55% of students will show progress.					
	What changes in student group and subject performance are included in these goals?	Student outcomes are lower than expected in all contents and grade levels. At least a 7% increase in each STAAR tested subject area and grade level is needed to meet or surpass targeted goal.					
	If applicable, what goals has your campus set for CCMR and Graduation Rate?						
Self-Assessment Results							
(To be completed if the campus HAS NOT had an ESF Diagnostic)							
Use the completed Self-Assessment Tool to complete this section							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			

1.1 Develop campus instructional leaders with clear roles and responsibilities.	4
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4
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.	3
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3	
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5.3 Data-driven instruction.	
Rationale	We recognize that we have a culture of "my student/your student" and understand that we need to cultivate a culture of "our students." Maintaining and monitoring high academic and behavioral expectations of students and staff will have a positive impact on our school culture and lead to a reduction in staff turnover.	We recognize that we have a need to increase our teacher retention. By providing all teachers with personalized strategies of support, we can build their capacity and retain them.		We recognize that we need to develop stronger data practices on our campus. We need to become a more DDI focused campus this year. We have structures around Data Analysis however, we do not have a system in place to plan effective follow up instructions. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.	
Desired Annual Outcome	All staff will develop and maintain a joint responsibility for the success of all students. Staff will hold themselves, other staff members, and students accountable for following schoolwide expectations.	Teacher retention rate will increase due to more personalized strategies and targeted support to positively impact instruction and ensure all teachers feel supported and are effective.		Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified.	
Barriers to Address During the Year	Not all staff members feel comfortable correcting students that are not assigned to know. Some staff still needs to embrace a growth mindset and the acceptance that the students are ours. Removal of the stigma of asking for help.	Some staff does not ask for help or doesn't receive the offer of support as a growth opportunity. More job fair opportunities for Principal.		Time to have meaningful conversations and preparation around plans. Time within unit to do corrective instruction. Teachers need to be taught how to implement a reteach plan to positively impact instruction.	

District Commitment Theory of Action: If the principal supervisor and DCSI assist the principal in updating the aesthetics of the campus, the principal supervisor assists the principal in recruiting highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team, and the DCSI provides flexibility in the dates the Common Unit Assessments are given on the campus then the campus will be able to establish ownership in an aligned vision, mission, goals, and values focused on a safe environment and high expectations, recruit, select, and retain highly qualified bilingual teachers, specifically, and create an environment for DDI.

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data-driven instruction.
Desired Annual Outcome	All staff will develop and maintain a joint responsibility for the success of all students. Staff will hold themselves, other staff members, and students accountable for following schoolwide expectations.	Teacher retention rate will increase due to more personalized strategies and targeted support to positively impact instruction and ensure all teachers feel supported and are effective.	Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified.
Desired 90-day Outcome	Teachers will hold all students accountable for following schoolwide expectations.	Instructional leadership provides multiple opportunities for support that are meaningful to all teachers.	PLCs are utilized for DDI and creation of an action plan to reteach prioritized standards. Teachers use data analysis to improve their instruction, which will impact student achievement.
Barriers to Address During this Cycle	Teachers are not comfortable addressing students that are not assigned to them.	Teachers are not taking advantage of the opportunities provided for support.	All teachers are not comfortable with their student scores and growth being posted for analysis.
District Actions for this Cycle	Principal Supervisor and DCSI will assist principal in updating the aesthetics of the campus. This includes ensuring timely communication about the status of identified updates. Improved aesthetics will create more student ownership and respect for their learning environment, directly impacting schoolwide expectations.	Principal supervisor will assist principal in recruiting highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team. This includes identifying which job fairs have the highest pool of bilingual applicants, traditionally, and working to provide release time for the principal to attend and recruit for the campus.	DCSI will provide flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols.
District Commitments Theory of Action	If the principal supervisor and DCSI assist the principal in updating the aesthetics of the campus, the principal supervisor assists the principal in recruiting highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team, and the DCSI provides flexibility in the dates the Common Unit Assessments are given on the campus then the campus will be able to establish ownership in an aligned vision, mission, goals, and values focused on a safe environment and high expectations, recruit, select, and retain highly qualified bilingual teachers, specifically, and create an environment for DDI.		

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
PLC on Whole-Class Resets	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	September 30th	Conscious Discipline tools, Get Better Faster strategies	Campus Leadership Team	Anecdotal notes and observations on maintaining schoolwide expectations	15-Oct-19		
Task Forces	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Once every 6 weeks - dates on Task Force YAGs	Task Force YAG, Specific materials for each session	Master Teachers, Instructional Coaches	Walkthroughs to monitor implementation of learned information	9/16/19, 10/28/19, 12/9/19, 2/10/20, 3/30/20, 5/18/20		

EES Encores for new teachers	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Once a month - dates on Encore YAGs	Encore YAG	Master Teachers	Calendar, Attendance Sign Insd, Feedback collected from new teachers	9/5/19, 10/3/19, 11/7/19, 12/5/19, 1/9/20, 2/6/20, 3/12/20, 4/2/20, 5/7/20		
Observations and Feedback Cycle	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly	Walkthrough Form, Learning Walk Form	Campus Leadership Team	Individual teacher growth over time through walkthrough findings and debriefing conversations	Friday of each week		
Team Meetings to establish PLC expectations	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	September 23rd	Data from BOY Assessments and EOY data from previous grade level	Instructional Specialists, Leadership team	Teacher feedback on data analysis	October 23rd		
PLC Reflection Sheets	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	PLCs following unit assessments	Reflections sheet template, data findings	Grade level teams, instructional specialists	Data analysis and student growth across reflection sheets	Instructional day that follows PLC DDI Analysis		
Leadership review of Discipline Referrals	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Once a month	TxEis Reports	Administrators	Data report, Calendar	9/29/19, 10/18/19, 11/15/19, 12/20/19, 1/24/20, 2/21/20, 3/20/20, 4/24/20, 5/22/20		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data-driven instruction.
Desired Annual Outcome	All staff will develop and maintain a joint responsibility for the success of all students. Staff will hold themselves, other staff members, and students accountable for following schoolwide expectations.	Teacher retention rate will increase due to more personalized strategies and targeted support to positively impact instruction and ensure all teachers feel supported and are effective.	Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified.
Desired 90-day Outcome	Teachers will hold themselves and other staff members accountable for following schoolwide expectations.	Instructional leadership provides multiple opportunities for support that are meaningful to all teachers.	PLCs continue to be utilized for DDI and creation of an action plan to reteach prioritized standards. Teachers regularly use data analysis to improve their instruction, which will impact student achievement.
Barriers to Address During this Cycle	Teachers may feel uncomfortable reminding their colleagues of schoolwide expectations or asking for help when they need support.	Teachers may be overwhelmed during the Fall semester and while in attendance, active and meaningful participation may wane.	As teachers become more accustomed to having their scores displayed, there may continue to be a level of discomfort.
District Actions for this Cycle	Principal Supervisor and DCSI will continue to monitor and assist principal in updating the aesthetics of the campus. This includes ensuring timely communication about the status of identified updates. Improved aesthetics will create more student ownership and respect for their learning environment, directly impacting schoolwide expectations.	Principal supervisor will assist principal in recruiting highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team. Identified job fairs with the highest pool of bilingual applicants, traditionally, will be shared with principal. Release time for the principal to attend and recruit for the campus will be arranged.	DCSI provides continued flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. Progress on DDI protocol use is shared in monthly principal meetings with the DCSI and additional supports needed are discussed.
District Commitments Theory of Action	If the principal supervisor and DCSI assist the principal in updating the aesthetics of the campus, the principal supervisor assists the principal in recruiting highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team, and the DCSI provides flexibility in the dates the Common Unit Assessments are given on the campus then the campus will be able to establish ownership in an aligned vision, mission, goals, and values focused on a safe environment and high expectations, recruit, select, and retain highly qualified bilingual teachers, specifically, and create an environment for DDI.		

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
Learning Walks	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Monthly	Learning Walk Observation Form	Instructional Coaches and grade level teams	Walkthrough Forms	Once a month at PLCs		
Bi-weekly Data Meetings	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Twice a Month	Data from previous assessments	Instructional Coaches and Principal	Improvement in data in achievement and student growth	Bi-weekly		
Faculty Meeting Exit Ticket	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Every Monday	Exit Tickets and previous responses to measure growth	All staff	Exit Ticket Responses	Every Monday		
REACH Bulletin Board	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Every 9 Weeks	Photos, bulletin board	Master Teachers	Team discussions on Staff Morale	Every 9 Weeks		

Task Forces	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Once every 6 weeks	Task Force YAG, Specific materials for each session	Master Teachers, Instructional Coaches	Walkthroughs to monitor implementation of learned information	9/16/19, 10/28/19, 12/9/19, 2/10/20, 3/30/20, 5/18/20		
EES Encores for new teachers	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Once a month	Encore YAG	Master Teachers	Calendar, Attendance Sign In	9/5/19, 10/3/19, 11/7/19, 12/5/19, 1/9/20, 2/6/20, 3/12/20, 4/2/20, 5/7/20		
Observations and Feedback Cycle	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly	Walkthrough Form, Learning Walk Form	Campus Leadership Team	Individual teacher growth over time through walkthrough findings and debriefing conversations	Friday of each week		
PLC Reflection Sheets and student work samples	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	PLCs following unit assessments	Previous assessment data and reflection sheets	Grade level teams, instructional specialists	Teacher growth across reflection sheets	Every Monday PLCs occur		
Raise Up Resource Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	December	IFD Performance Assessment	Raise Up, Primary Grades, Instructional Coaches	Student Progress in K-2	9/6/19, 9/17/19, 10/1/19, 10/15/19, 10/29/19, 11/1/19, 11/14/19, 1/9/20, 1/21/20, 2/6/20, 2/17/20, 3/6/20, 4/21/20		
Discipline Referrals	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Once a month	TxEis Reports	Administrators	Data report, Calendar	9/29/19, 10/18/19, 11/15/19, 12/20/19, 1/24/20, 2/21/20, 3/20/20, 4/24/20, 5/22/20		

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data-driven instruction.
Desired Annual Outcome	All staff will develop and maintain a joint responsibility for the success of all students. Staff will hold themselves, other staff members, and students accountable for following schoolwide expectations.	Teacher retention rate will increase due to more personalized strategies and targeted support to positively impact instruction and ensure all teachers feel supported and are effective.	Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified.
Desired 90-day Outcome	Students and staff are effectively following schoolwide expectations with minimal whole class resets or reminders.	Teachers seek opportunities for professional growth.	Teachers are facilitating their own data driven PLCs.
Barriers to Address During this Cycle	Teachers are overwhelmed during STAAR season and at the end of the year, so they may struggle with continuing to hold students and each other accountable.	During STAAR season, teachers may be less willing to see opportunities of support.	Teachers may feel that they do not have enough time to analyze data independently, and may be reluctant to take initiative.
District Actions for this Cycle	Principal Supervisor and DCSI will continue to monitor and assist principal in updating the aesthetics of the campus. This includes ensuring timely communication about the status of identified updates. Improved aesthetics will create more student ownership and respect for their learning environment, directly impacting schoolwide expectations.	Principal supervisor will assist principal in recruiting highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team. Release time for the principal to attend and recruit for the campus is arranged. DCSI will follow up with principal on teachers recruited from job fairs to identify support needed to move forward with the interviewing and hiring process.	DCSI provides continued flexibility in the dates the Common Unit Assessments are given on the campus. This will allow time for teachers and campus leaders to build in reteach time based on DDI protocols. Progress on DDI protocol use is shared in monthly principal meetings with the DCSI and additional supports needed are discussed.
District Commitments Theory of Action	If the principal supervisor and DCSI assist the principal in updating the aesthetics of the campus, the principal supervisor assists the principal in recruiting highly-qualified bilingual teachers, as this is a high needs area, via support from the Human Capital team, and the DCSI provides flexibility in the dates the Common Unit Assessments are given on the campus then the campus will be able to establish ownership in an aligned vision, mission, goals, and values focused on a safe environment and high expectatations, recruit, select, and retain highly qualified bilingual teachers, specifically, and create an environemnt for DDI.		

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
Student to student accountability	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	March	None	All staff	Observations	Weekly Hallway Walkthroughs		
Faculty Meeting Exit Ticket	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Every Monday	Exit Tickets and previous responses to measure growth	All staff	Exit Ticket Responses	Every Monday Faculty Meeting		
Teachers plan for Summer Professional Development	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March	Funding and professional development opportunities	Principal	Amount of teachers seeking growth opportunities	March 15th Deadline for Title I funded		
Courageous Conversation Starters	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	January	Unit assessment data	Grade level teams, leadership teams	An increase in more meaningful conversations around student groups	Ongoing		

Discipline Referrals	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Once a month	TxEis Reports	Administrators	Data report, Calendar	9/29/19, 10/18/19, 11/15/19, 12/20/19, 1/24/20, 2/21/20, 3/20/20, 4/24/20, 5/22/20
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3					
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3					
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3					
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3					
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3					

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	All staff will develop and maintain a joint responsibility for the success of all students. Staff will hold themselves, other staff members, and students accountable for following schoolwide expectations.	Teacher retention rate will increase due to more personalized strategies and targeted support to positively impact instruction and ensure all teachers feel supported and are effective.	Following PLC data analysis, teachers will use findings to make informed decisions and changes to their instruction to address the student needs identified.
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	Teachers will hold all students accountable for following schoolwide expectations.	Instructional leadership provides multiple opportunities for support that are meaningful to all teachers.	PLCs are utilized for DDI and creation of an action plan to reteach prioritized standards. Teachers use data analysis to improve their instruction, which will impact student achievement.
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
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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.