

**Campus Information**

<b>District Name</b>	Elgin ISD	<b>Campus Name</b>	Elgin High School	<b>Superintendent</b>	Dr. Jodi Duron	<b>Principal</b>	Ricardo Reyes
<b>District Number</b>	011902	<b>Campus Number</b>	000000001	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Shannon Luis	<b>ESC Support</b>	Kendra Monk

**Assurances**

<b>DCSI</b>	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.	<b>Dr. Shannon Luis 9/10/19</b>
<b>Principal Supervisor</b> <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.	<b>Dr. Jodi Duron 9/10/19</b>
<b>Principal</b>	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.	<b>Ricardo Reyes 9/09/19</b>
<b>Board Approval Date</b>		

**Needs Assessment**

<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	Domain 1 : 90, Domain 2a: 80, Domain 2b: 90, Domain 3: 90
	What changes in student group and subject performance are included in these goals?	The goal is to increase our numbers of students who reach Meets and Masters in order to meet student growth goals on campus.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Our goal is to increase the CCMR scale score from 93-95 and the graduation rate from 95-100%.

**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.	4
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	3

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b> 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.

<b>Rationale</b>	The campus supports a safe environment for students and staff, but can benefit from student surveys, student recognition, and stronger investment into the practice of the Big 8.	While we have a strong system for uniformed and constant check for compliance, we lack a system that provides meaningful feedback.	We have the underlying systems and structures in place for DDI and instructional leader roles and responsibilities. We have the support of our district in terms of resources and ongoing coaching. Implementing DDI requires strong instructional leadership and strong teacher lesson planning, which are consistent with all three of our focus areas.
<b>Desired Annual Outcome</b>	All stakeholders (including students and family) will be aware and supportive of our campus vision, mission, and goals in order to focus on a safe environment and high expectations.	All teachers are provided with valuable feedback on lesson plans to ensure high expectations are being set and met in the classroom. Feedback occurs during PLC lesson planning and one-on-one when needed.	All teachers are using data from assessments to shape instruction for future lessons following training on how to analyze data on their own.
<b>Barriers to Address During the Year</b>	Student and family climate surveys non-existent at this point, lack of shared vision amongst all stakeholders (Big 8), Big 8 visually in classrooms and hallways, lack of monitoring for Big 8 implementation	Evaluation process of lesson plans is currently a compliance check as opposed to a thorough review of content. Formal evaluations of plans will take more time.	Training for department heads and PLC leads in October and then full staff training with Eduphoria in November, staff survey being created for data collection and analysis, as well as familiarity with Eduphoria, PLC room will add posters for how students in tested PLCs are performing.
<b>District Commitment Theory of Action:</b>		If the DCSI and principal supervisor communicate the "Big 8" framework to Cabinet and the Academics Team so there is additional alignment and support at the high school for the principal's framework, the DCSI provides flexibility with the district walkthrough template that allows for a more aligned progress monitoring tool, and the DCSI supports with additional Eduphoria training as needed and requested by the principal then the campus is able to create an aligned vision, mission, goals, and values focused on a safe environment and high expectations and teachers are creating objective-driven daily lesson plans with formative assessments that lead to data-driven instruction.	

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

<b>Date of ESF Diagnostic</b>				
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>		<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>				
<b>Desired Annual Outcome</b>				
<b>Barriers to Address During the Year</b>				
<b>District Commitment Theory of Action</b>				
<b>Prioritized Focus Areas for Improvement</b>	<b>Capacity Builder</b>			





Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	All stakeholders (including students and family) will be aware and supportive of our campus vision, mission, and goals in order to focus on a safe environment and high expectations.	All teachers are provided with valuable feedback on lesson plans to ensure high expectations are being set and met in the classroom. Feedback occurs during PLC lesson planning and one on one when needed.	All teachers are using data from assessments to shape instruction for future lessons following training on how to analyze data on their own.
<b>Desired 90-day Outcome</b>	Include time in our weekly Academic Leadership meetings (Department Chair, Cabinet, IC Meetings) to update our TIP, create and implement student/stakeholder climate survey in first semester, find more ways to increase student recognition by the end of the first two six weeks, student-friendly Big 8 Posters made, distributed, and posted in classrooms and hallways, and start the high school's first Parent-Teacher Student Association (PTSA).	Recurring meeting between administration and PLCs (content groups) to provide formative feedback on lesson planning. Calibration of lesson plan feedback between administrators during weekly admin meetings. Growth mind set discussion with teachers.	PLC leads and Department Heads will be trained in data protocols and expectations on October 14th. Whole faculty training will take place on November 8th. PLCs will start implementing the new procedures by the end of the fall semester.
<b>Barriers to Address During this Cycle</b>	Student and family climate surveys non-existent at this point, lack of shared vision amongst all stakeholders (Big 8), Big 8 visually in classrooms and hallways (posters need to be created), lack of monitoring for Big 8 implementation (more observations needed)	A mental shift will be required by some teachers. Growth mind set discussions will be needed.	Lack of familiarity with Eduphoria from staff. Discomfort with new procedures/expectations.
<b>District Actions for this Cycle</b>	DCSI and principal supervisor will communicate the "Big 8" framework to Cabinet and the Academics Team so there is additional alignment and support at the high school for the principal's framework.	DCSI will provide flexibility with the district walkthrough template. By allowing the principal to create a campus-specific template to guide leadership classroom visits, there is an aligned progress monitoring tool in place.	DCSI will support with additional Eduphoria training as needed and requested by the principal.
<b>District Commitments Theory of Action</b>	If the DCSI and principal supervisor communicate the "Big 8" framework to Cabinet and the Academics Team so there is additional alignment and support at the high school for the principal's framework, the DCSI provides flexibility with the district walkthrough template that allows for a more aligned progress monitoring tool, and the DCSI supports with additional Eduphoria training as needed and requested by the principal then the campus is able to create an aligned vision, mission, goals, and values focused on a safe environment and high expectations and teachers are creating objective-driven daily lesson plans with formative assessments that lead to data-driven instruction.		

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 Academic Leadership Team meets to finalize student friendly version of Big 8.	#1	September 6th	Time, meeting space Poster maker, Copy Machine	Reyes, Jones, Horn, Morris	Posters created and displayed	September 22nd		
Campus Academic Leadership Team meets to finalize plan for student academic recognition.	#1	September 6th	Time, meeting space, funding	Reyes, Jones, Horn, Morris	Plan for Recognition and Incentive	September 22nd		
Calibration training for principals/APs on giving feedback on lesson plans effectively and precisely	#1	September 18th	time, meeting space	Reyes, Jones	Feedback forms that are aligned across teachers	November 1st		
Celebrate our "Master" students - Principal's List every Six Weeks with possible big reward	#1	Week of Sept. 30th	Time, meeting space, funding	Reyes, Jones, Martinez	Reflective forms	October 11th		
Student & Parent Climate Surveys given each Six Weeks	#1	Week of Sept. 30th	Google Forms, email list	Instructional Specialists	Responses	November 22nd		

Dept. Heads meetings to analyze Student Climate Surveys from each Six Weeks	#1	Week of Sept. 30th	Data from Survey, Cohort Presentations, Cafeteria	Admin team, Instructional Specialists	Sign-In sheets, agendas, minutes, Calendar Invites, next steps identified	November 22nd		
Cohort meetings to discuss student rewards for All A Honor Roll and A/B Honor Roll	#1	Week of Sept. 30th	Reports from TxEIS	Admin team, Instructional Specialists, Counselors	Sign-In sheets, agendas, minutes, Calendar invites	October 11th		
PLC room will add posters for how students in tested PLCs are performing.	#1	Week of Sept. 30th	Data from Eduphoria, Data Tracker, Poster Maker	Instructional Specialists	Digital Copy of Poster, Picture of Hanging Posters	November 22nd		
First PTSA Meeting	#1	Sept. 23	Flyers, call outs, meeting space	Reyes	Sign-In sheets, agendas, minutes, Calendar invites	Sept 23rd		
TIP presentation to campus leadership team	#1	18-Sep	Presentation	Reyes	Agenda Sign in sheet			
Recurring meetings between administrators and PLCs need to be set up to discuss lesson plan feedback.	#2	September 18th	time, meeting space	Admin team, insctructional Specialists and PLC leads	Discussion minutes	September 27th		
Department Head Expectations Guideline Created/Implemented in regards to DDI	#2, #3	October 7th	Meeting Agendas, Sign In Sheets	Reyes, Jones, R. Morris, Horn	Department Head Expectation Guideline	October 14th		
Create a plan for One on one planning meeting with teachers identified as struggling with DDI	#2, #3	Ongoing	Time, monitor system, meeting space	Reyes, Jones R. Morris, Horn	Progress monitoring sheet	Ongoing		
PD training for department heads and PLC leads in October and then full staff training with Eduphoria in November	#3	beginning of November	Meeting Agendas, Sign In Sheets	Jones, Morris, Horn	Eduphoria data usage during planning	November 15th		
INTRO to PLCs using data to chart student growth.	#3	September	Data from Eduphoria, Progress Tracker	Jones, Horn, R. Morris	Eduphoria data, student growth tracker	May 15th		
Student TEKS conferences (TRAINING and Starting Implementation)	#3	Mid September	Time, Training, monitoring, student data sheet	Reyes, Jones, APs R. Morris, Horn	agenda, calendar, conference notes, student data sheet	end of cycle 1		

**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?	<b>Carryover Milestones</b>		<b>New Milestones</b>

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	All stakeholders (including students and family) will be aware and supportive of our campus vision, mission, and goals in order to focus on a safe environment and high expectations.	All teachers are provided with valuable feedback on lesson plans to ensure high expectations are being set and met in the classroom. Feedback occurs during PLC lesson planning and one on one when needed.	All teachers are using data from assessments to shape instruction for future lessons following training on how to analyze data on their own.
<b>Desired 90-day Outcome</b>	Include time in our weekly Academic Leadership meetings (Department Chair, Cabinet, IC Meetings) to update our TIP, review and respond to student/stakeholder climate survey in first semester, maintain fidelity in recognizing student accomplishments by the end of cycles, student-friendly Big 8 Posters in all classrooms and hallways..	Recurring meeting between administration and PLCs (content groups) to provide formative feedback on lesson planning. Calibration of lesson plan feedback between administrators during weekly admin meetings. Growth Mind set discussion with teachers.	PLC leads and Department Heads will use EHS data protocols during regular data digs. They will use the data to adjust future lessons in order to address student needs. Progress Monitoring throughout the semester.
<b>Barriers to Address During this Cycle</b>	Acquire 100% of student and family climate surveys, lack of shared vision amongst all stakeholders (Big 8), lack of monitoring for Big 8 implementation (more observations needed)	consistency and keeping priorities aligned	Implementation dip, need for time to troubleshoot, maintaining fidelity
<b>District Actions for this Cycle</b>	DCSI and principal supervisor will continue to communicate the "Big 8" framework to Cabinet and the Academics Team so there is additional alignment and support at the high school for the principal's framework.	DCSI will provide flexibility with the district walkthrough template. By allowing the principal to create a campus-specific template to guide leadership classroom visits, there is an aligned progress monitoring tool in place. Progress monitoring of walkthroughs on campus expectations will occur during monthly meetings with DCSI and principal.	DCSI will assist principal in progress monitoring use of data protocols by attending data digs with the principal.
<b>District Commitments Theory of Action</b>	If the DCSI and principal supervisor communicate the "Big 8" framework to Cabinet and the Academics Team so there is additional alignment and support at the high school for the principal's framework, the DCSI provides flexibility with the district walkthrough template that allows for a more aligned progress monitoring tool, and the DCSI supports with additional Eduphoria training as needed and requested by the principal then the campus is able to create an aligned vision, mission, goals, and values focused on a safe environment and high expectations and teachers are creating objective-driven daily lesson plans with formative assessments that lead to data-driven instruction.		

Action plan-Milestones								
Milestones	Prioritize d 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 survey is being created to assess familiarity with data collection and analysis, as well as familiarity with Eduphoria.	#1	December 6th	Survey	Instructional Specialists	Responses, Next Steps	December 13th		
Student & Parent Climate Surveys given each Six Weeks	#1	Week of December 12th	Survey	Admin, Instructional Specialists	Survey Responses	December 17th		
Cabinet meetings to analyze Student Climate Surveys from each Six Weeks	#1	January 6th PD Day	Survey Data	Cabinet, IS	Minutes, survey results	December 16th		
Cabinet meetings to discuss student rewards for All A Honor Roll and A/B Honor Roll	#1	January 6th PD Day	TxEIS Reports, Cafeteria, \$	Admin, IS, Counselors	Sign-In sheets, agendas, minutes	December 16th		
Celebrate our "Master" students - Principal's List every Six Weeks with possible big reward	#1	Week of January 10th	TxEIS Reports, Cafeteria, Funding	Counselors, Admin	Principal's list of students, photo of students, photo of students enjoying reward	January 17th		

PLC room will update posters to show how students in tested PLCs are growing.	#1	week of February 7th	Updated data	Instructional Specialists	updated posters	February 14th		
Systems for accountability need to be set up for recurring meetings between principals and PLCs to discuss lesson plan feedback.	#2	Week of January 10th	Time, Meeting Spaces	Admin	Sign-In sheets, agendas, minutes, Calendar invites	February 14th		
Department Head Expectations Guideline Utilized, Revisited, and Changed if necessary	#2, #3	week of February 7th	Time, Meeting Spaces	Admin, IS, Dept Heads	Department Heads can all clearly communicate expectations	Feb. 28th		
Implement One on one planning meeting with teachers identified as struggling with DDI	#2, #3	Ongoing	Time, monitor system, meeting space	Reyes, Jones R. Morris, Horn	Progress monitoring sheet	Ongoing		
PLCs follow data dig protocols after all assessments.	#3	December 1st	Data dig protocols, paper copies of assessments per attendee, Eduphoria data	Jones, Horn, R. Morris	Minutes/Completed Data Dig Sheet	February 14th		
PLCs using data to chart student growth.	#3	As noted in Unit assessment calendar	Data from Eduphoria, Progress Tracker	Jones, Horn, R. Morris	Eduphoria data, student growth tracker	May 15th		
PD training for department heads and PLC leads in October and then full staff training with Eduphoria in November	#3	week of February 7th	create PD Quiz Time Mtg spce	Jones, Horn, R. Morris	sign in sheet, Agenda, Eduphoria Quiz results	Feb. 28th		
Student TEKS conferences	#3	Ongoing	Time, Training, monitoring, student data sheet	Reyes, Jones, APs R. Morris, Horn	agenda, calendar, conference notes, student data sheet	end of cycle 2		
			<b>Carryover Milestones</b>			<b>New Milestones</b>		
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?								



Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	All stakeholders (including students and family) will be aware and supportive of our campus vision, mission, and goals in order to focus on a safe environment and high expectations.	All teachers are provided with valuable feedback on lesson plans to ensure high expectations are being set and met in the classroom. Feedback occurs during PLC lesson planning and one on one when needed.	All teachers are using data from assessments to shape instruction for future lessons following training on how to analyze data on their own.
<b>Desired 90-day Outcome</b>	Maintain time in our weekly Academic Leadership meetings (Department Chair, Cabinet, IC Meetings) to update our TIP, reflect on student/stakeholder climate surveys and prepare for next year surveys, plan for recognizing student accomplishments for final cycle.	Recurring meeting between administration and PLCs (content groups) to provide formative feedback on lesson planning led by teachers instead of administrators. Calibration of lesson plan feedback between administrators continues to be discussed during weekly admin meetings. Growth mind set discussions with teachers continue throughout the year.	PLC leads and Department Heads will use EHS data protocols during regular data digs, which will become more teacher-led than administrative-led. Teachers will use the data to adjust future lessons in order to address student needs and create intervention lists and differentiated Tier II and Tier III lessons. Progress Monitoring throughout the year continues.
<b>Barriers to Address During this Cycle</b>	Cycle 3 is the busiest time of the year for administrators. Barriers will be finding time to finalize responses and/or actions based on staff, student and family climate surveys, continue working to create a shared vision amongst all stakeholders (Big 8), TIME to monitor Big 8 implementation (more observations needed)	Consistency and keeping priorities aligned, keeping teachers motivated	Maintaining fidelity, testing (busy time of year), more administrative duties = less administrative time to ensure fidelity of DDI, keeping teachers motivated.
<b>District Actions for this Cycle</b>	DCSI and principal supervisor will continue to communicate the "Big 8" framework to Cabinet and the Academics Team so there is additional alignment and support at the high school for the principal's framework.	DCSI will provide flexibility with the district walkthrough template. By allowing the principal to create a campus-specific template to guide leadership classroom visits, there is an aligned progress monitoring tool in place. Progress monitoring of walkthroughs on campus expectations will occur during monthly meetings with DCSI and principal.	DCSI will assist principal in progress monitoring use of data protocols by attending data digs with the principal. This added layer of support will be critical during this busy time of year.
<b>District Commitments Theory of Action</b>	If the DCSI and principal supervisor communicate the "Big 8" framework to Cabinet and the Academics Team so there is additional alignment and support at the high school for the principal's framework, the DCSI provides flexibility with the district walkthrough template that allows for a more aligned progress monitoring tool, and the DCSI supports with additional Eduphoria training as needed and requested by the principal then the campus is able to create an aligned vision, mission, goals, and values focused on a safe environment and high expectations and teachers are creating objective-driven daily lesson plans with formative assessments that lead to data-driven instruction.		

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
Celebrate our "Master" students - Principal's List every Six Weeks with possible big reward	#1	Week of March 23rd	funding, time	Counselors	Climate survey results documented process Photos	May 15th		
Student & Parent Climate Surveys given each Six Weeks	#1	Week of March 23rd	Surveys	Instructional Coaches	Survey Responses	May 15th		
Cabinet meetings to analyze Student Climate Surveys from each Six Weeks	#1	Week of March 23rd	Time, meeting Space, data results	Admin, Cabinet	Sign-In sheets, agendas, minutes, Calendar invites	May 15th		
Cabinet meetings to discuss student rewards for All A Honor Roll and A/B Honor Roll	#1	Week of March 23rd	TxEIS Reports, Cafeteria, \$	Admin, IS, Counselors	Minutes, survey results	May 15th		
PLC room will update posters for how students in tested PLCs are growing.	#1	Week of March 23rd	Updated data	Instructional Specialists	updated posters	May 28th		

Department Head Expectations Guideline Utilized, Revisited, and Changed if necessary	#2, #3	Week of March 23rd	Time, Meeting Spaces	Admin, IS, Dept Heads	Department Heads can all clearly communicate and show evidence of expectations	May 28th		
Continue one on one planning meeting with teachers identified as struggling with DDI	#2, #3	Ongoing	Time, monitor system, meeting space	Reyes, Jones R. Morris, Horn	Progress monitoring sheet	Ongoing		
PLCs use data to plan for EOC bootcamp/Review	#3	March 1st for English April 1st for USH, Bio, Alg.	Data from Eduphoria	Jones, Horn, R. Morris	Eduphoria data, data dig minutes, specialized	May 11th		
PLCs using data to chart student growth.	#3	March 1st for English April 1st for USH, Bio, Alg.	Data from Eduphoria, Progress Tracker	Jones, Horn, R. Morris	Eduphoria data, student growth tracker	May 15th		
PLCs follow data dig protocols after all assessments.	#3	Week of March 23rd	Time to monitor	Jones, Horn, R. Morris	Sign-In sheets, agendas, minutes	May 28th		
Student TEKS conferences	#3	Ongoing	Time, Training, monitoring, student data sheet	Reyes, Jones, APs R. Morris, Horn	agenda, calendar, conference notes, student data sheet	end of cycle 3		

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?	<b>Carryover Milestones</b>				<b>New Milestones</b>			

<b>END OF YEAR REFLECTION</b>			
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	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	All stakeholders (including students and family) will be aware and supportive of our campus vision, mission, and goals in order to focus on a safe environment and high expectations.	All teachers are provided with valuable feedback on lesson plans to ensure high expectations are being set and met in the classroom. Feedback occurs during PLC lesson planning and one-on-one when needed.	All teachers are using data from assessments to shape instruction for future lessons following training on how to analyze data on their own.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			




**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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.
<b>Cycle 4 90-day Action Plan</b>	
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.