

### Campus Information

<b>District Name</b>	Elgin ISD	<b>Campus Name</b>	Neidig Elementary School	<b>Superintendent</b>	Dr. Jodi Duron	<b>Principal</b>	Mrs. Sarah Borowicz
<b>District Number</b>	011902	<b>Campus Number</b>	000000102	<b>District Coordinator of School Improvement (DCSI)</b>	Dr. Shannon Luis	<b>ESC Support</b>	Mrs. 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, 9/9/2019</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, 9/9/2019</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>Sarah Borowicz, 9/9/2019</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: 71; Approaches - 70; Meets - 40; Masters - 15; Domain 2: 75; Domain 3: 74 - meet ALL growth targets
	What changes in student group and subject performance are included in these goals?	Domain 1: 71; Approaches - 70; Meets - 40; Masters - 15; Domain 2: 75; Domain 3: 74 - meet ALL growth targets
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

### Self-Assessment Results

(To be completed if the campus HAS NOT had an ESF Diagnostic)

**Use the completed Self-Assessment Tool to complete this section**

<b>Essential Action</b>	<b>Implementation Level (1 Not Yet Started - 5 Fully Implemented)</b>
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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.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3	
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.		
<b>Rationale</b>	We have clear job descriptions, but need to tighten up on day to day practices to ensure that they are better aligned with instructional leadership best practices as well as establish clear goals at every level. This will help us effectively implement strong instructional practices and improve as a campus.	We are working as a campus to establish clear expectations and procedures across the campus. Behavior has been reported on surveys and interviews as a concern for the campus. This Essential Action (EA) will help us focus on improving the climate on the campus through clear expectations and procedures.	Our instruction needs to be aligned to our data in order to track growth and ensure that we meet our academic goals for the year. Data will be a focus in PLC meetings where we will work together to use our data more effectively in planning.		
<b>Desired Annual Outcome</b>	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.		
<b>Barriers to Address During the Year</b>	Crossover of roles and responsibilities when persons off-campus, spending time and energy on the wrong things, focusing on compliance rather than purposeful work. Assuming that staff know who to go to for what, assuming that everyone is working effectively together. Ineffective meeting agendas, dedicated time.	Implementation of procedures with fidelity and consistency. Little staff commitment to campus-wide goals and values, Thinking that we practiced this or talked about that and everyone should know and be able to do it now. Too many resources, plans.	No follow through after data action plans are developed. Assuming that the plan will not produce results. Lack of consistent documents, not user friendly. Data is reviewed with no action plan involved.		
<b>District Commitment Theory of Action:</b>		If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (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	
<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>		

## Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
K	Reading (S) - DRA	Other	1		Other	2		Other	4		Other	4	
K	Reading - DRA	Other	1		Other	2		Other	4		Other	4	
K	Math (S) - STAR	Other	0.3		Other	0.7		Other	1		Other	1	
K	Math - STAR	Other	0.3		Other	0.7		Other	1		Other	1	
1	Reading (S) - DRA	Other	6		Other	12		Other	18		Other	18	
1	Reading - DRA	Other	6		Other	12		Other	18		Other	18	
1	Math (S) - STAR	Other	1.3		Other	1.7		Other	2		Other	2	
1	Math - STAR	Other	1.3		Other	1.7		Other	2		Other	2	
2	Reading (S) - DRA	Other	20		Other	24(F)		Other	28(NF)		Other	28(NF)	
2	Reading - DRA	Other	20		Other	24(F)		Other	28(NF)		Other	28(NF)	
2	Math (S) - STAR	Other	2.3		Other	2.7		Other	3		Other	3	
2	Math - STAR	Other	2.3		Other	2.7		Other	3		Other	3	
3	Reading (S) - DRA	Other	30		Other	34(F)		Other	38(NF)		Other	38(NF)	
3	Reading - DRA	Other	30		Other	34(F)		Other	38(NF)		Other	38(NF)	
3	Math (S) - STAR	Other	3.3		Other	3.7		Other	4		Other	4	
3	Math - STAR	Other	3.3		Other	3.7		Other	4		Other	4	
3	Math (S) - UAs	District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15	
3	Math - UAs	District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15	
3	Reading (S) - UAs	District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15	
3	Reading - UAs	District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15		District Interim	70/40/15	





Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.
<b>Desired 90-day Outcome</b>	Clear protocols are in place for redirecting staff members to appropriate personnel. Weekly observation routines are established.	All campus-wide routines and procedures are modeled and practiced. Staff members understand and follow the vision, mission, and values of the campus.	Specialists facilitate structured collaborative planning and norms established, teachers on time and prepared for PLCs, and teachers see value in PLCs. Pacing calendars reflect time for data analysis and reteach/retest. Scholar data folders are created.
<b>Barriers to Address During this Cycle</b>	There are a lot of new people on our team, so everyone understanding their roles and protocols for redirecting staff to the appropriate people will be challenging. Returning staff will need to overcome the "that's the way we've always done it" mentality.	With a lot of new staff, it will be challenging for everyone to learn all of the routines and procedures and the processes for making sure we are doing things with fidelity.	Barriers will include overcoming negative assumptions about PLC being a good use of time and effective at creating change. It will also be challenging to build consistency across classrooms for how data is being tracked and used.
<b>District Actions for this Cycle</b>	District actions include a commitment by Executive Cabinet members to redirect campus staff who reach out back to campus staff responsible for that support. DCSI and principal supervisor will ensure the campus chain of command is honored.	DCSI will create and preserve open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate. The DCSI will also create forums for communication to support high needs students.	DCSI will provide coaching, as requested by the principal, to campus specialists in leading effective PLCs. Flexibility will be provided in the dates Common Unit Assessments are administered to scholars to allow time for reteach/retest.
<b>District Commitments Theory of Action</b>	If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (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
All teachers understand all roles.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	8/8/19-11/4/19	Organizational Chart	Leadership Team	Kahoot quiz at faculty meeting	11/4/2019		
Schedule of observations completed.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	9/3/19-10/1/19	Google calendar, Eduphoria goal documents	Borowicz	Google calendar	10/1/2019		
All staff knows vision and mission.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	7/22/19-11/4/19	Vision/Mission documents, handbook	Leadership Team	Kahoot quiz at faculty meeting	11/4/2019		

Groundworks training, behavior flowchart established.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	7/22/19-8/19/19	Presentation, groundworks handbook, flowchart, documentation forms, Eduphoria	Payne	Sign-in sheets, Behavior documentation	10/31/2019		
Student data tracking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	7/22/19-10/31/19	Student data tracking forms	Leadership Team	Student data tracking forms completed	10/31/2019		
Create climate survey	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	9/3/19-9/27/19	google forms, previous climate survey questions	Borowicz	Survey artifact	9/27/2019		
PLC schedule established with agendas	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	7/22/19-8/19/19	PLC calendar	Specialists	PLC calendar	8/19/2019		
PLC norms established	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	7/22/19-9/3/19	Norms document	Specialists	Norms document	9/27/2019		
All teachers collaboratively participate in PLCs	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	7/22/19-11/26/19	PLC agendas, minutes	Specialists	PLC minutes; documentation from Cabinet standing agenda item	11/26/2019		
Positive view of PLC meetings	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	7/22/19-11/4/19	Survey, minutes	Specialists	Survey results	11/4/2019		

**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?	<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>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.
<b>Desired 90-day Outcome</b>	All staff members are following the chain of command. All formal observations are complete.	All campus-wide routines and procedures are consistently followed. Positive staff-to-staff interactions and staff-to-scholar interactions. All stakeholders involved with campus vision, mission, and values.	Teachers begin to facilitate collaborative planning, data analysis systems are well established, and teachers plan and implement reteach/review with fidelity. Observations support the use of data analysis, reteach, and retest in classrooms. Scholars track their own data consistently across grade levels.
<b>Barriers to Address During this Cycle</b>	Some campus demands may interfere with completion of formal observations.	The mid-year slump may negatively effect interactions among staff and scholars.	Some teachers may be reluctant to allow scholars to track their own data, which could make this activity ineffective. Teachers may struggle with how to plan for data, reteach, and retest.
<b>District Actions for this Cycle</b>	District actions include a commitment by Executive Cabinet members to continue to redirect campus staff who reach out back to campus staff responsible for that support. DCSI and principal supervisor will continue to ensure the campus chain of command is honored.	DCSI will create and preserve open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate. The DCSI will also create forums for communication to support high needs students that continue through Cycle 2, making adjustments to the support as deemed necessary.	DCSI will provide coaching, as requested by the principal, to campus specialists in holding teachers accountable to expectations with data tracking and planning. Flexibility will be provided in the dates Common Unit Assessments are administered to scholars to allow time for reteach/retest.
<b>District Commitments Theory of Action</b>	If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will deveop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (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
Formal evaluations completed	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	9/3/19-12/18/19	Eduphoria	Borowicz	Observation documentation	12/18/2019		
Revisit/reboot procedures	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	1/6/20-1/17/20	Groundworks handbook	Leadership team	Observations	1/17/2020		
Review and apply vision/mission	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1/6/20-2/21/20	Vision/Mission document, staff handbook	Leadership team	MOY climate survey	2/21/2020		

Positive staff-to-staff interactions	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	1/6/20-2/21/20	MOY climate survey	All staff	MOY survey	2/21/2020		
Positive staff-to-scholar interactions	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	1/6/20-2/21/20	MOY climate survey	All staff	MOY survey	2/21/2020		
Teachers understand the PLC framework	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	1/6/20-2/18/20	PLC framework	Specialists	MOY survey	2/21/2020		
Teachers implement data tracking tool with scholars.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	1/8/20-2/21/20	Data tracking tool	Core content teachers	Data tracking tool samples	2/21/2020		
	<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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	1.1 Develop campus instructional leaders with clear roles and responsibilities.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.
<b>Desired Annual Outcome</b>	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective and consistent cabinet meetings so that we are more strategic in how we plan our time, including when and how frequently we observe teachers.	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study data with scholars and reteach/retest after every unit assessment. Action plans will be built and implemented after each unit assessment.
<b>Desired 90-day Outcome</b>	Campus climate survey shows that 90% of staff feel supported by campus leadership team.	All campus-wide routines and procedures are established and effective. Results from campus climate survey show increase in positive campus outcomes from routines and procedures. Decrease in student misbehaviors.	Teacher led PLC time, teacher learning walks established. Clear, consistent action plans are utilized from teacher data analysis. Scholars are able to communicate strengths and weaknesses from data.
<b>Barriers to Address During this Cycle</b>	For staff members who may be on a growth plan or non-renewed at this point in the year, this may negatively effect survey outcomes.	End of the year can cause some staff members to become lax in routines and procedures which could result in increased negative behaviors.	The challenge will be consistency from classroom to classroom as to how well scholars can communicate strengths and weaknesses from data.
<b>District Actions for this Cycle</b>	District actions include a commitment by Executive Cabinet members to continue to redirect campus staff who reach out back to campus staff responsible for that support. DCSI and principal supervisor will continue to ensure the campus chain of command is honored.	DCSI will create and preserve open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate. The DCSI will also create forums for communication to support high needs students that continue through Cycle 2, making adjustments to the support as deemed necessary.	DCSI will provide coaching, as requested by the principal, to campus specialists in holding teachers accountable to expectations with data tracking and planning.
<b>District Commitments Theory of Action</b>	If the DCSI and principal supervisor ensure the campus chain of command is honored by redirecting campus staff who reach out back to campus staff responsible for that support, the DCSI creates and preserves open lines of communication to discuss district processes with principal and allow flexibility and autonomy, where appropriate, and creates forums for communication to support high needs students, and the DCSI provides coaching, as requested by the principal, to campus specialists in leading effective PLCs then the campus will develop campus instructional leaders with clear roles and responsibilities, establish an aligned vision, mission, goals, and values focused on a safe environment and high expectations that leads to data-driven instruction (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
Climate survey completed	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	4/6/20-5/15/20	Survey	Borowicz	Survey results	5/15/2020		
Revisit/reboot procedures	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	3/23/20-4/3/20	Groundworks handbook	Payne	Observations	4/3/2020		
Teachers lead PLCs	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	3/3/20-5/19/20	PLC framework	Specialists	Observations	5/19/2020		
Scholar led data conferences	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	4/6/20-5/15/20	Scholar data tracking tool	Core content teachers	Observations	5/15/2020		

	<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 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>

**END OF YEAR REFLECTION**

	<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>	Consistent communication from campus leadership on roles and responsibilities. Campus staff clearly knows who to go to for what support they need. Everyone follows the chain of command. Effective	All staff consistently and routinely implement all campus-wide procedures. Improved scholar behavior to maximize academic achievement. Improvement on campus climate survey with all stakeholders.	Instructional leadership team adds structure to PLCs so they lead effective, collaborative planning, data analysis, and reteach plans. Focusing on data will increase academic achievement in all areas. Instructional time will be utilized to study
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**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
<b>Essential Action</b>	Clear protocols are in place for redirecting staff members to appropriate personnel. Weekly observation routines are established.	All campus-wide routines and procedures are modeled and practiced. Staff members understand and follow the vision, mission, and values of the campus.	Specialists facilitate structured collaborative planning and norms established, teachers on time and prepared for PLCs, and teachers see value in PLCs. Pacing calendars reflect time for data analysis and retest/reach. Scholar data folders are
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**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?	<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.