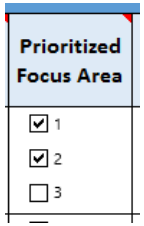
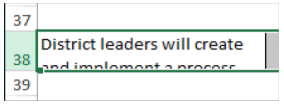
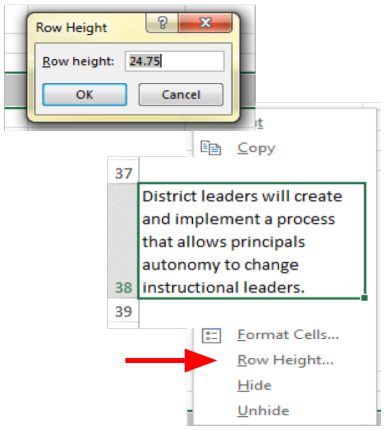
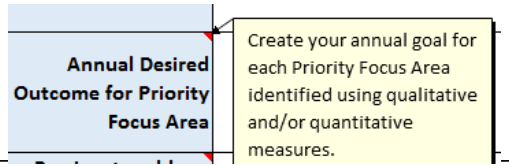
Campus Targeted Improvement Plan

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

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

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 
Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	

Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	**Barriers to address** https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	Georgetown ISD	**Campus Name**	Carver Elementary	**Superintendent**	Dr. Fred Brent	**Principal**	Nancy Bottlinger
District Number	246904	**Campus Number**	000000102	**District Coordinator of School Improvement (DCSI)**	Gabi Nino	**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.	**Gabi Nino 9/13/19**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Dr. Bryan Hallmark 9/13/19**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Nancy Bottlinger 9/13/19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 76 C - includes 15% gain in Approaches from 67 to 82, 10% gain in Meets from 33 to 43, and 5% gain in Masters from 14 to 19 Domain 2: 79 C, if Carver increases the number of students meeting the growh measure by 10% the result wold be a 79 C Domain 3: by increasing performance in each student group by 10% the outcome for domain 3 will be a 78 C
	What changes in student group and subject performance are included in these goals?	Our student performance in all student groups are well below where they need to be across the board in all content areas and domains. On average, we want to see a 15 percentage point increase in each STAAR tested subject area and grade level. If we have a 10% gain, our outcome would be a 79C.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results

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

Use the completed Self-Assessment Tool to complete this section

Essential Action	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	**3**
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	**3**
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	**4**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**2**
5.1 Objective-driven daily lesson plans with formative assessments.	**3**

5.3 Data-driven instruction.	**2**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	Carver Design Team coached vertical teams with creating four to five "I can " statements for each content area. These were not finalized until the end of the 2018-2019 school year.	In the past, grade level PLCs have met either weekly or bimonthly. Data analysis was not a priority during these meetings which resulted in the lack of students receiving effective reteach.	Prior to this year, teachers were not given guidelines and a process for planning and submitting their lesson plans. The formative assessments did not identify specific skills to reteach which resulted in gaps in learning.
Desired Annual Outcome	Carver students will master their grade level "I Can" statements. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	Teachers and campus administrators will design formative assessments during grade level planning time. Data from the assessments will be discussed in PLCs to determine how students will be retaught the skill or objective.
Barriers to Address During the Year	1. There are thirteen new classroom teachers who will need to become aware of and have access to the "I Can" statements. 2. "I Can" staements are not visible in classrooms and throughout the school.	1. Teachers do not have a clear understanding of the PLC and how it directly relates to student achievement. 2. Teacher's understanding of how to locate, disaggregate, and use student data to effectively guide instruction.	1. Teacher's being receptive to a change in the lesson planning process. 2. Not all teachers have been trained on how to create formative assessments. 3. Feedback from campus adminstration on lesson plans.
District Commitment Theory of Action:	Professional learning days are built in to the academic calendar. These designated days provide teachers with opportunities for lesson design, create formative assessments based off data, and collaboration with their peers to determine appropriate groupings for reteach and enrichment.		

ESF Diagnostic Results

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

Date of ESF Diagnostic	

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			

Prioritized Focus Areas for Improvement	**Capacity Builder**

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		EOY STAAR/BOY NWEA MAP			MOY NWEA MAP			Cycle 3			Summative		
			Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Other	25%	47%	Other	52		Other	57		Other	62	
3rd	Math	Other	59%	33%	Other	64		Other	69		Other	74	
4th	Reading	Other	45%	44%	Other	50		Other	55		Other	60	
4th	Writing	Other	27%		Other	32		Other	37		Other	42	
4th	Math	Other	41%	38%	Other	46		Other	45		Other	50	
5th	Reading	Other	31%	39%	Other	36		Other	37		Other	42	
5th	Math	Other	26%	48%	Other	31		Other	36		Other	41	
5th	Science (CBA)	Other	27%		Other	32		Other	37		Other	42	

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		EOY STAAR/BOY NWEA MAP			MOY NWEA MAP			Cycle 3			Summative		
			Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Other	25%	47%	Other	52		Other	57		Other	62	
3rd	Math	Other	59%	33%	Other	64		Other	69		Other	74	
4th	Reading	Other	45%	44%	Other	50		Other	55		Other	60	
4th	Writing	Other	27%		Other	32		Other	37		Other	42	
4th	Math	Other	41%	38%	Other	46		Other	45		Other	50	
5th	Reading	Other	31%	39%	Other	36		Other	37		Other	42	
5th	Math	Other	26%	48%	Other	31		Other	36		Other	41	
5th	Science (CBA)	Other	27%		Other	32		Other	37		Other	42	

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		EOY STAAR/BOY NWEA MAP			MOY NWEA MAP			Cycle 3			Summative		
			Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Other	25%	47%	Other	52		Other	57		Other	62	
3rd	Math	Other	59%	33%	Other	64		Other	69		Other	74	
4th	Reading	Other	45%	44%	Other	50		Other	55		Other	60	
4th	Writing	Other	27%		Other	32		Other	37		Other	42	
4th	Math	Other	41%	38%	Other	46		Other	45		Other	50	
5th	Reading	Other	31%	39%	Other	36		Other	37		Other	42	
5th	Math	Other	26%	48%	Other	31		Other	36		Other	41	
5th	Science (CBA)	Other	27%		Other	32		Other	37		Other	42	

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		EOY STAAR/BOY NWEA MAP			MOY NWEA MAP			Cycle 3			Summative		
			Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Other	25%	47%	Other	52		Other	57		Other	62	
3rd	Math	Other	59%	33%	Other	64		Other	69		Other	74	
4th	Reading	Other	45%	44%	Other	50		Other	55		Other	60	
4th	Writing	Other	27%		Other	32		Other	37		Other	42	
4th	Math	Other	41%	38%	Other	46		Other	45		Other	50	
5th	Reading	Other	31%	39%	Other	36		Other	37		Other	42	
5th	Math	Other	26%	48%	Other	31		Other	36		Other	41	
5th	Science (CBA)	Other	27%		Other	32		Other	37		Other	42	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Carver students will master their grade level "I Can" statements. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	Teachers and campus administrators will design formative assessments during grade level planning time. Data from the assessments will be discussed in PLCs to determine how students will be retaught the skill or objective.
Desired 90-day Outcome	Grade level teams will implement with fidelity at least one area of the new ELAR adoption.	During PLC meetings, teachers will determine the process for re-teach and retest for the students who need a reteach and retest. This will be implemented during Colt Time.	Teachers will discuss assessment results during PLC meetings to determine who will reteach and retest students in the areas not mastered on assessments to prevent gaps in learning.
Barriers to Address During this Cycle	Implementing new ELAR adoption of Lucy Caukins and Jeff Anderson, making sure new teachers to Carver have the support, training, and materials that are needed to implement the curriculum. "I Can" statements are not posted for easy access.	Teachers do not have a clear understanding of the PLC and how it directly relates to student achievement. Teacher's also have limited experience and understanding of how to locate, disaggregae, and use student data to effectively guide instruction.	Teachers need to be receptive to a change in the lesson plan process. Training on how to create formative assessments
District Actions for this Cycle	Principal supervisor meets with Leadership Team with a coaching focus on implementation of DEW, new ELAR adoption, and plan for ensuring that district curriculum and grade level standards are being met.	Principal supervisor and leadership team build protected time into the master schedule so that teacher teams can meet frequently and regularly. Indepth conversations will be held about formative and ongoing student data, effective instructional strategies, and possible instructional adjustments to focus on meeting the needs of students.	District Chief Strategists and curriculum coordinators will provide support and guidance for the leadership team and teacher teams in the lesson design process to ensure all required components are represented.
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor, ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade reading and math, and district policies and practices support effective instructions in schools, then the campus will be able to have acess to a TEKS-aligned and viable curriculum, assessments, and resources to engage in learning at the appropriate level of rigor. The campus will also have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

Action plan-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 Conference	4.1	July 2019	Conference schedule, transportation plans	Nancy Bottlinger	PLC Meeting Agendas, agenda template	July 2019		
PLC Panel during teacher professional learning days	4.1	August 2019	sign in sheet, prep time, materials	PLC conference team, principal	implementation of PLCs format during PLCs	August 2019		
Protected PLC time on a 6 day rotation	4.1	August 2019	template/agenda, schedule	grade level teams, leadership team	schedule, notes from meetings	ongoing		
Formative Assissment Training	5.1	September 23, 2019	schedule, sample assessments	teachers, leadership team	lesson plans, assessments	ongoing		
Designing Engagement Work Training	5.1	August 2019	Schlechty resources provided at training	teachers, leadership team	Design Units	ongoing		
Data Training (Edugence, On Data Suite, Eduphoria, MAPS NWEA, DRA)	5.3	September 2019	data, computer access, trainers	Leadership team, teachers	Data growth portfolios	ongoing		

Lesson Plan Templates/Training and Review	5.1	October 2019	Sample lesson plans, curriculum documents, YAG	Leadership team, teachers	Google drive, planning meetings	ongoing		
Lesson Plan Feedback checklist	5.1	October 2019	Checklist	Leadership team, teachers	lesson plans, assessments	ongoing		
Review individual lesson plans in campus Google folder	5.1	September 2109	Checklist, curriculum documents	Leadership team, teachers	Checklist	ongoing		
Individual student progress tracking portfolios	5.3	October 2019	Data, data folder	Leadership team, teachers	data resources from various sources	ongoing		

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

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Carver students will master their grade level "I Can" statements. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	Teachers and campus administrators will design formative assessments during grade level planning time. Data from the assessments will be discussed in PLCs to determine how students will be retaught the skill or objective.
Desired 90-day Outcome	Grade level teams will meet in PLCs to determine progress on mastering "I Can statements .	During PLCs, teachers will use data from daily, weekly, and unit tests to plan for reteach and retest	Teachers plan for teaching of HPLS with daily formative assessements (exit tickets, charts, Kahoots, etc) on a recurring basis.
Barriers to Address During this Cycle	Providing the necessary resources for teachers to measure progress and plan for gaps in learning.	Determining if the daily and weekly assessments provide analyzable data for reteach.	Daily time restraints to update plans, need to meet in PLC more often than on a six day rotation at times.
District Actions for this Cycle	Principal supervisor meets with Leadership Team to discuss progress on implementation of DEW, new ELAR adoption, and to see if district curriculum and grade level standards are being met.	Principal supervisor supports Leadership Team by attending grade level PLCs and provides feeedback on discussions and decisions on how to provide retaching to students.	Principal supervisor supports Leadership Team in assessing assessments and identifying which standards are prioritized during planning and design.
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor, ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade reading and math, and district policies and practices support effective instructions in schools, then the campus will be able to have acess to a TEKS-aligned and viable curriculum, assessments, and resources to engage in learning at the appropriate level of rigor. The campus will also have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

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 meetings to discuss BOY and MOY Progress	4.1	January 2020	Monitoring Sheets, Test Results	Teachers, Leadership Team	Data from MAP NWEA	January 2020		
Common assessments include retest of retaught standards.	5.3	December 2020	Data from teachers needing reteach	Teachers, Leadership Team	Copies of common assessments with retest standards	Ongoing		
Meet with intervention and grade level teams to discuss adding additional support/tutoring	4.1	Feb. 2020	Available resources/funds, assessment data,	Teachers, Leadership Team	Student data	ongoing		
Review and reflect on a variety of formative assessment resources	5.3	Dec. 2019	Laptops , samples of assessments	Design Team	Formative assessment samples	ongoing		

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Carver students will master their grade level "I Can" statements. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	Teachers and campus administrators will design formative assessments during grade level planning time. Data from the assessments will be discussed in PLCs to determine how students will be retaught the skill or objective.
Desired 90-day Outcome	A significant increase in student mastery of grade level standards and data to show decrease in gaps in student mastery of "I Can" statements.	During PLCs, teachers will use data from daily, weekly, and unit tests to plan for reteach.	Colt Time, designated time for reteach and intervention, groups will be formed as a result of data discussions during PLC.
Barriers to Address During this Cycle	Having systems in place and time for teachers to evaluate data and reflect on teaching practice and Designing Engaging Work.	Determining if the daily and weekly assessments will provide analyzable data for reteach.	Lesson plan adjustments on a daily basis are time consuming and teacher buy in .
District Actions for this Cycle	Principal supervisor meets with Leadership Team with a coaching focus to reflect the on implementation of DEW, new ELAR adoption, and plan for ensuring that district curriculum and grade level standards are being met.	Principal supervisor supports the Leadership Team by attending grade level PLCs and provides feedback on discussions and decisions on how to provide reteach to students.	Principal supervisor supports the Leadership Team in assessing teacher lesson plans, formative assessments, data results, and timeline.
District Commitments Theory of Action	If the district provides access to assessments aligned to the standards and the expected level of rigor, ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade reading and math, and district policies and practices support effective instructions in schools, then the campus will be able to have acess to a TEKS-aligned and viable curriculum, assessments, and resources to engage in learning at the appropriate level of rigor. The campus will also have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.		

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 lead conferences to show progress in individual student data folders.	4.1	April 2020	Data Folder Schedule	Teachers, Leadership Team	Data Folder	ongoing		
BOY, MOY, EOY MAP NWEA and DRA yearly progress	4.1	May 2020	Monitoring Sheets, Test Results	Teachers, Leadership Team	Data from DRAs and MAP NWEA	May 2020		
Unit design contains commom formative assessments	5.1	March 2020	DEW format, time for teacher planning in addition to weekly grade level planning	Teachers, Leadership Team, Design Team	Improvement on Individual Student Data folders, assessment data	ongoing		
Unit design allows time for reteach and retest	5.1	March 2020	Lesson Plans	Teachers, Leadership Team, Design Team	Lesson design, retest results	ongoing		
Evidence of changes made in lesson plans kept in Google Folder in the Carver Drive	5.3	March 2020	Lesson Plans	Teachers, Leadership Team	Google folder updated lesson plans	ongoing		

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

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	Carver students will master their grade level "I Can" statements. This ensures student readiness and success for the following school year.	The desired outcome is for campus leaders, grade level teachers, and intervention teachers to use formative assessments and student data to effectively design and provide appropriate instruction.	Teachers and campus administrators will design formative assessments during grade level planning time. Data from the assessments will be discussed in PLCs to determine how students will be retaught the skill or objective.
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	Grade level teams will implement with fidelity at least one area of the new ELAR adoption.	During PLC meetings, teachers will determine the process for re-teach and retest for the students who need a reteach and retest. This will be implemented during Colt Time.	Teachers will discuss assessment results during PLC meetings to determine who will reteach and retest students in the areas not mastered on assessments to prevent gaps in learning.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps

Reflection and Planning for Next 90-Day Cycle

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

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress
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

Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress