

Campus Information							
District Name	Ector County ISD		Burnet Elementary	Superintendent	Scott Muri	Principal	Marissa King
District Number	068901	Campus Number	104-Burnet	District Coordinator of School Improvement (DCSI)	Alicia Press	ESC Support	Pam Hailey

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.
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
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.
Board Approval Date	2019-10-08

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	The leadership team has to be a single unit that focuses in a strategic way with alignment. In doing this, we must focus on lesson planning, delivery of instruction, data disaggregation and reteaching and reassessing within our ILT meetings.	Teachers create lesson plans, but many key details are left out. One teacher from each grade level creates lesson plans for a subject, therefore the other team members are weak in that content area. The formative assessment piece is left out of many lessons.	Data has been disaggregated but not down to the individual student level. It is essential that we know which students are in each subpopulation and if they are making growth throughout the year. The PLCs will be utilized to drive these conversations and planning.
Desired Annual Outcome	The campus will conduct regular meetings so that we are more strategic in how our time is utilized. These meetings will grow us all as instructional leaders and help us ensure that a majority of our time is spent focusing on the instructional needs of our teachers/students. These meetings will be spent analyzing data, preparing for PLCs, and using our resources strategically to ensure our teachers are well supported. As a result of these meetings, administrator calendars will show a 40%+ priority on	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained by the DCSI. In addition, student progress will be tracked after every short-cycle and benchmark assessment.
Barriers to Address During the Year	Campus leaders may get caught up in day-to-day operations and lose focus of their primary responsibilities.		The team may struggle with a fear of failure because they lack the confidence, skill, and knowledge to effectively implement DDI on a routine basis.
District Commitment Theory of Action:		If the DCSI provides training and coaching of the DDI process for the campus principal and the principal embraces and implements the full DDI cycle within her PLCs and ensures every lesson is built on the foundation of an aligned and objective-driven lesson plans then the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.	

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

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained by the DCSI. In addition, student progress will be tracked after every short-cycle and benchmark assessment.	
Barriers to Address During the Year		The team may struggle with a fear of failure because they lack the confidence, skill, and knowledge to effectively implement DDI on a routine basis.	
District Commitment Theory of Action		If the DCSI provides training and coaching of the DDI process for the campus principal and the principal embraces and implements the full DDI cycle within her PLCs and ensures every lesson is built on the foundation of an aligned and objective-driven lesson plans then the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.	

Prioritized Focus Areas for Improvement	Capacity Builder
	Kim Sutton
	Lesson Planning from Exemplars
	Practice Clinics Kagan, Guided Reading, Running Records, topics will be chosen based on walkthroughs

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction	1.1 Develop campus instructional leaders with clear roles and responsibilities
Desired Annual Outcome	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment. ☐	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained by the DCSI. In addition, student progress will be tracked after every short-cycle and benchmark assessment. ☐	The campus will conduct regular ILT meetings so that we are more strategic in how our time is utilized. These meetings will grow us all as instructional leaders and help us ensure that a majority of our time is spent focusing on the instructional needs of our teachers/students. These meetings will be spent analyzing data, preparing for PLCs, and using our resources strategically to ensure our teachers are well supported. As a result of these meetings, administrator calendars will show a 40%+ priority on instructional leadership.
Desired 90-day Outcome	Each teacher will be trained on the lesson plan cycle and how to write clear objective-focused lessons.	The ILT will be effectively trained on the DDI cycle and will begin implementation.	The leadership team will create clear roles and responsibilities for each member. ILT meetings will be established to bring unity and focus to our work.
Barriers to Address During this Cycle	It is imperative that the teachers are provided a quality professional learning experience on lesson planning and are provided ongoing support in the creation of quality plans.	It is critical that the Instructional Leadership Team understands the expectations of the weekly data meetings and the DDI process. Administrators must be willing to take the time to pre-plan and script out the PLCs to ensure their effectiveness.☐	The Instructional Leadership Team will schedule their days to ensure they are spent improving instruction in the building rather than getting caught-up in minor managerial tasks. ☐
District Actions for this Cycle	The ECISD Curriculum Department will partner with the campus to train teachers on the lesson planning process using the materials/resources available to them.☐	The DCSI will provide training on the DDI process and how to train to instructional staff through PLCs.	The District will provide ongoing support and coaching for the leadership team.
District Commitments Theory of Action	If the DCSI provides training and coaching of the DDI process for the campus principal and the principal embraces and implements the full DDI cycle within her PLCs and ensures every lesson is built on the foundation of an aligned and objective-driven lesson plans then the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Campus instructional leaders will complete walkthroughs paired with face-to-face feedback. A weekly log of action steps will be maintained by each ILT member.	1.1	This will start September 16, 2019 and will be ongoing throughout the school year.	Walkthrough template and action step log	King, Berndt, Ellington	A log will be utilized to track the feedback that is given.	Ongoing	On Track	Continue to give face to face feedback on walkthroughs and maintain the record log.
The campus Principal will schedule and implement recurring weekly ILT meetings every Thursday morning at 8:00AM.☐	1.1	This began September 5, 2019 and will be ongoing throughout the school year.	Data from short cycle assessments, iStation, Imagine Math, and Blueprint math.	King, Berndt, Ellington	ILT meeting agenda and minutes.	Ongoing	On Track	Continue to have consistent meetings with ILT and will continue throughout the school year.
grade level that allows for pre-unit planning, post-assessment data analysis, re-teach creation, and re-evaluation analysis.☐	1.1	This began September 11, 2019 and will be ongoing throughout the school year.	Assessment calendars and unit maps	King, Berndt, Ellington	PLC meeting agendas and minutes, as well as calendars for each subject area	Ongoing	On Track	A schedule will be continued to be created monthly.
The lesson plan basics will be trained to teacher level teams by the Leadership Team	5.1	8/7/2019	TEKS Resource Documents, Google Classroom Documents	King, Berndt, Ellington	Lesson plans	Ongoing	Met	Follow up to ensure teachers are lesson planning and monitoring is taking place.
The lesson planning cycle will be trained to teacher level teams by the District curriculum department.	5.1	This will be done on or before October 31.	Substitutes to complete the planning period, as well as all planning documents	King, Berndt, Ellington, Cotton, Mata	Lesson plans	31-Oct-19	Met	
The lesson plan objectives will be trained to teacher level teams by the Instructional Specialist.	5.1	9/23/2019	TEKS Resource Documents, Google Classroom Documents	Ellington	Lesson plans	12-Oct-19	Met	
Backwards planning and aggressive monitoring will be trained to teacher level teams by the Assistant Principal.	5.1	10/16/2019	TEKS Resource Documents, Google Classroom Documents	Berndt	lesson plans	23-Oct-19	Met	
Exemplar lesson planning and scripting the "I do" will be trained to teacher level teams by the Principal.	5.1	11/4/2019	TEKS Resource Documents, Google Classroom Documents	King	lesson plans	7-Nov-19	Met	

The ILT will review lesson plans weekly and provide feedback on the alignment, level of rigor, and formative assessment within the plan.	5.1	This will begin on September 27, and will be ongoing throughout the school year.	Access to review lesson plans and the resources that are being used in lesson plans.	King, Berndt, Ellington	Lesson plan feedback	5-Dec-19	Significant Progress	A lesson plan protocol was needed. A protocol is being used now to give feedback to individual teachers on
During PLCs, the DDI process will be utilized to identify trends in student misconceptions, determine the cause as to why students did not master the concept, and create reteach plans.	5.3	This will begin September 17, 2019 and will be ongoing throughout the school year.	Scope and sequence, TEKS, assessment calendar, exemplars, student samples	King, Berndt, Ellington	PLC agendas, reteach plans, student exemplars	Ongoing	Significant Progress	Continue to use the protocol and follow up and monitoring of the reteach plans. Reteach plans will
DCSI will train the campus principal on the DDI process	5.3	11-Sep-19	Scope and sequence, TEKS, assessment calendar, exemplars, student samples	Press, King	Agenda, exemplar created, reteach plan created	16-Sep-19	Met	Coaching with the campus Principal will continue by the DCSI.
An intervention time will be created daily for a minimum of 45 minutes to execute reteach plans.	5.3	22-Sep-19	Classroom schedules	King	Master Schedule	20-Nov-19	Met	Monitoring of effective reteach and intervention plans that are created based off of short cycle
Students will track their individual data for short cycle assessments and iStation results	5.3	9-Sep-19	Student data and folders	Classroom teacher	Student data folder with graphs and individual goals	14-Nov-19	Some Progress	Students have data folders, monitoring of individual students tracking their data should take place.
Lead Teachers and Mrs. King will be trained by the Region 18 service center on the PLC process	5.3	9/9/19-9/10/19	Google Drive, Handouts	Region 18	Implementation of PLC process	Ongoing	Met	
Campus trained by the Region 18 service center on the PLC process.	5.3	26-Sep-19	Google Drive, Handouts	Region 18	implementation of PLC process	Ongoing	Met	
PLC process is ongoing and will continue each Tuesday using the DDI process and the Getting Better Faster protocol on See It, Name It, Do It.	5.3	Ongoing Tuesdays	Student data, Google Classroom Documents, and ECISD SCA	King, Berndt, Ellington, Classroom teachers	implementation of PLC process	Ongoing	On Track	The PLC process will continue to take place using the DDI process and the See It, Name It, Do It protocol.
The ILT team will list out all roles and responsibilities and divide them up. The roles and responsibilities will be clear with performance expectations attached.	1.1	15-Nov-19	Roles and responsibilities chart	King, Berndt, Ellington	data from the different roles and responsibilities	Ongoing	Met	
Teachers will track classroom data and look closely at essential TEKS. In addition, teachers will track individual student growth across the different subject areas.	5.3	2-Sep-19	Teacher binder with tracking sheets	Classroom teacher	Teacher tracking data tools and growth tracking sheets	22-Nov-19	On Track	Classroom data will continue to be tracked and monitoring of the individual data trackers and data
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?	5.1 Yes, all teachers were trained on the lesson plan cycle 5.1 5.3 Clear roles and responsibilities were written and agreed upon with expectations.							
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, the goals set for the percentage of students at the meets level is not meeting the goal. Lesson planning (including level of rigor) and completing and implementing the reteach plans completed during PLCs for low scoring essential TEKS need to continue to be written and delivered effectively. Intervention time needs to be utilized effectively using LLI kits for reading and other resources for math.							
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			
	Students tracking their own data in their data folders needs to be monitored after each short cycle assessment and iStation monthly assessment.				The reteach plans will continue to be written during PLCs. New assessment questions, at the correct level of rigor, will be created and/or pulled to reassess students on the needed TEK.			

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction	1.1 Develop campus instructional leaders with clear roles and responsibilities
Desired Annual Outcome	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment. ☒	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained by the DCSI. In addition, student	The campus will conduct regular ILT meetings so that we are more strategic in how our time is utilized. These meetings will grow us all as instructional leaders and help us ensure that a majority of our time is spent focusing on the instructional needs of our
Desired 90-day Outcome	Teachers will implement the bite-sized feedback that was provided from campus administration to improve lesson effectiveness.	The ILT will use DDI protocols to effectively lead PLCs. Teachers will create daily formative assessments that will give feedback on student mastery levels.	The second 90 days will be centered around refining the work of the ILT to effectively lead and coach teachers. This team will also be responsible for regular data analysis to monitor/adjust coaching, PLCs, and lesson planning processes.
Barriers to Address During this Cycle	The ILT will be combatting push back because of the time that it takes to plan a truly effective lesson and the mentality of "we have always done it this way."	The ILT will ensure PLCs are scripted and time-bound so that they stay focused on improving teacher effectiveness and student outcomes.	Continue to ensure that the Instruction Leadership Team is prioritizing school-wide academic improvement and not getting focused on minor managerial tasks. ☒
District Actions for this Cycle	DCSI attends PLC meetings to provide job-embedded coaching to the campus Principal on the DDI process to ensure fidelity of implementation.	Curriculum Department supports the ILT with helping the team prioritize standards and create the foundations of know/show charts before each PLC. ☒	DCSI works alongside the ILT to coach the principal (and the team) through the DDI process.
District Commitments Theory of Action	If the DCSI provides training and coaching of the DDI process for the campus principal and the principal embraces and implements the full DDI cycle within her PLCs and ensures every lesson is built on the foundation of an aligned and objective-driven lesson plans then the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Campus instructional leaders will complete a minimum of five walkthroughs per week. At least two of these walkthroughs will be paired with face-to-face feedback. A weekly log of action steps will be maintained by each ILT	1.1	This began September 16, 2019 and will be ongoing throughout the school year.	A log to track action steps	King, Berndt, Ellington	A log will be utilized to determine trends seen in the classroom and feedback that is given.	Ongoing		
During ILT meetings, formative data will be disaggregated to prioritize the observation, feedback, and coaching of the lowest performing classrooms.	1.1	This began September 5, 2019 and will be ongoing throughout the school year.	Different pieces of data from short cycle assessments, iStation, Imagine Math, and Blueprint	King, Berndt, Ellington	ILT meeting agenda and minutes.	Ongoing		
A calendar will be maintained/adjusted to ensure the instructional pacing for all subjects is accurate. This calendar will be used to guide and schedule PLCs.	1.1	This began September 11, 2019 and will be ongoing throughout the school year.	Unit planning mats	King, Berndt, Ellington	PLC meeting agendas and minutes, as well as calendars for each subject area	Ongoing		
Lesson plans will have a clearly defined curricular goal paired with daily formative assessments along with exemplar responses.	5.1	This began November 1 but will be ongoing throughout the year.	Training	King, Berndt, Ellington, Cotton, Mata	Lesson plans	15-Nov-19		
The ILT will continue to review lesson plans weekly and provide feedback on the alignment, level of rigor, and formative assessment within the plan.	5.1	This began in September and will be ongoing throughout the school year.	Lesson plans	King, Berndt, Ellington	Daily formative assessments	February 2, 2019		

During PLCs, a corrective instruction action planning process will be utilized to identify trends in student misconceptions, determine the cause as to why students did not master the concept, and create reteach plans.	5.3	This began September 17, 2019 and will be ongoing throughout the school year.	Scope and sequence, TEKS, assessment calendar, exemplars, student samples	King, Berndt, Ellington	PLC agendas, reteach plans, student samples	Ongoing		
Burnet will partner with Region 18 to train staff on the PLC model and provide feedback to improve PLC practices on campus.	1.1, 5.1, 5.3	14-Jan-20	Quality training	Region 18 staff, King, Berndt, Burnet staff	Sign-in sheets	14-Jan-20		
Students will continue to track individual data for short cycle assessments and iStation	5.3	This began September 9, 2019 and will be ongoing throughout the school year	Student data	Classroom teacher	Student data folder with graphs and individual goals	20-Jan-19		
DCSI will provide the Principal with monitoring and continued coaching on weekly data meetings.	5.3	24-Jan-20	DDI protocols	Press	PLC artifacts	Ongoing		
Teachers, tutors, and specialists will provide targeted interventions to the students that are not on track to make one year of growth.	5.3	2-Sep-19	Student data-tracking sheets	Classroom teacher	Intervention logs	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	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction	1.1 Develop campus instructional leaders with clear roles and responsibilities
Desired Annual Outcome	As a result of our work, 90%+ of our teachers will write and execute objective-driven daily lesson plans with an aligned formative assessment.	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained by the DCSI. In addition, student	The campus will conduct regular ILT meetings so that we are more strategic in how our time is utilized. These meetings will grow us all as instructional leaders and help us ensure that a majority of our time is spent focusing on the instructional needs of our
Desired 90-day Outcome	70% of campus teachers will be able to utilize the lesson plan cycle to create lessons that are aligned to the TEKS. During the lesson cycle, teachers will monitor student progress and check the demonstration of knowledge regularly.	As a result of our relentless focus on DDI, 71% of Burnet students will be on track to make one year of growth in each subject area.	The leadership team will effectively execute their roles and responsibilities to improve teacher effectiveness.
Barriers to Address During this Cycle	The ILT will have to prioritize their time to ensure lesson plans are monitored weekly for alignment to the standards, the scope and sequence, and the expected level of rigor.	The ILT will ensure PLCs are scripted and time-bound so that they stay focused on improving teacher effectiveness and student outcomes.	Continue to ensure that the Instruction Leadership Team is prioritizing school-wide academic improvement and not getting focused on minor managerial tasks.
District Actions for this Cycle	The DCSI and campus principal will work collaboratively with the ILT to create data-informed tutoring and reteach plans for the school-wide review cycle.	DCSI attends PLC meetings to provide job-embedded coaching to the campus principal on the DDI process to ensure fidelity of implementation.	Ongoing/job-embedded principal coaching from the DCSI.
District Commitments Theory of Action	If the DCSI provides training and coaching of the DDI process for the campus principal and the principal embraces and implements the full DDI cycle within her PLCs and ensures every lesson is built on the foundation of an aligned and objective-driven lesson plans then the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
The ILT will continue to review lesson plans and provide feedback on the alignment, level of rigor, and formative assessment within the plan.	5.1	This began in September but will be ongoing throughout the school year.	Access to lesson plans and the instructional materials that are being used within them.	King, Berndt, Ellington	Lesson plan feedback	21-Apr-19		
During PLCs, the DDI process will continue to be perfected. This process focuses on identifying trends in student misconceptions, determine the cause as to why students did not master the concept, and create reteach	5.3	This began September 17, 2019 but will be ongoing throughout the school year.	Scope and sequence, TEKS, assessment calendar, exemplars, student samples	King, Berndt, Ellington	PLC agendas, reteach plans, student exemplars	Ongoing		
The ILT will design and train STAAR review/reteach that provides differentiated instructional paths for 3rd-5th grade students based on data.	5.3	2-Mar-19	TEKS, Frequency Distribution Chart, SCA, Released Test Data	Press, King, Berndt, Ellington	STAAR reteach plans	27- April -19		
Burnet will create and post scoreboards outside of every 3rd-5th grade classroom as a way to enhance goal setting and improve student ownership.	5.3	2-Mar-19	TEKS, Frequency Distribution Chart, SCA, Released Test Data	Classroom teacher	Pictures of scoreboards	27- April -19		

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		The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained by the DCSI. In addition, student	The Instructional Leadership Team will create and adhere to a PLC schedule that creates ample-time for pre-planning, data analysis, and re-teach/re-assessment. These PLCs will follow the DDI process/protocols that were trained by the DCSI. In addition, student
Did the campus achieve the desired outcome? Why or why not?			

Reflection and Planning for Next 90-Day Cycle

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

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.