

Campus Information							
District Name	Fort Worth Independent School District	Campus Name	Seminary Hills Park Elementary	Superintendent	DR. KENT PAREDES SCRIBNER	Principal	Lorena Ferrales
District Number	220904	Campus Number	000000226	District Coordinator of School Improvement (DCSI)	Hilda Caballero	ESC Support	Margo Nottingham

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.	Hilda Caballero and 9.16.19
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.	Hilda Caballero and 9.16.19
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.	Lorena Ferrales and 9.16.19
Board Approval Date		

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	To demonstrate growth of at least 20% in Domain 1 and 25% in Domain 2 and 10% in Domain 3
	What changes in student group and subject performance are included in these goals?	Increase in student's performance and growth with EL students from 32% to 52% improved TELAPS Composite score
	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.	3

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	3

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.	
Rationale	Leadership will be held accountable for supporting teachers with the implementation of ESA on the campus to develop teachers instructional practices and campus systems. Administration will also be held accountable to put systems in place to ensure 5.3 Data Driven instruction is practiced and evident campus wide.	The area of need identified by the CLT is lack of rigor in the objective and alignment of teaching practices. Through the development of lesson plans that are aligned to rigorous teaching practices teachers will yield higher results for students achievement.	
Desired Annual Outcome	Instructional leadership team (administration team) adds structure to two specific areas – leading PLC’s so that they lead to effective collaborative planning, data analysis, and reteach plans and effective and quaterly CLT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers.	Teachers will conduct weekly PLC meetings to collaboratively plan parts of a focus lessons using Bamrick’s know & show T- chart, learning objectives and using an exemplar activity from that week to ensure strong Tier 1 instrucion is being implemented. The CLT will provide progress and feedback during faculty meetings to help improve lesson plans.	
Barriers to Address During the Year	1. Prioritizing campus needs before focusing on addressing the agenda set for the day. 2. Covering for a position that has not been filled because the employee position is still being processed. 3. Instructional leaders are not implementing their weekly meetings because of addressing high priority campus needs.	1. Misconceptions on how to unpack the SE/objective. 2. Development of the lesson plan is too time consuming. 3. What does rigor look like & how to differentiate it.	
District Commitment Theory of Action:	If the principal supervisor provides regular coaching to the principal on the implementation of the principal's development of instructional leadership for closing the feedback loop, providing professional learning, data driven instruction, and lesson alignment. And the district recognizes the unique needs of our low-performance, provides flexibility to address our needs, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will effectively, with greater clarity engage in instructional leadership activities.		

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				

Cycle 1 90-day Outcomes (September - November)			
	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.	
Desired Annual Outcome	Instructional leadership team (administration team) adds structure to two specific areas – leading PLC’s so that they lead to effective collaborative planning, data analysis, and reteach plans and effective and quaterly CLT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers.	Teachers will conduct weekly PLC meetings to collaboratively plan parts of a focus lessons using Bamrick's know & show T- chart, learning objectives and using an exemplar activity from that week to ensure strong Tier 1 instrucion is being implemented. The CLT will provide progress and feedback during faculty meetings to help improve lesson plans.	
Desired 90-day Outcome	The CLT establishes recurring weekly meetings; first 6 weeks focuses on design and delivery of teacher training on PLCs, Tier 1 Instruction and alignment.	PLCs prioritize planning (clear objective, aligned activity with the expected level of rigor, formative assessment, and differentiation instruction) every weekly meeting, w/ feedback on rigor and alignment to standards from PLC lead and adminsitration lesson plan feedback.	
Barriers to Address During this Cycle	1. Prioritizing campus needs before focusing on addressing the agenda set for the day. 2. Covering for a position that has not been filled because the employee position is still being processed. 3. Instructional leaders are not implementing their weekly meetings because of addressing high priority campus needs. 4. Teachers coming unprepared to the PLCs or taking the administrators and other CLT members feedback personally.	1. Misconceptions on how to unpack the SE/objective. 2. Development of the lesson plan is too time consuming. 3. What does rigor look like & how to differentiate it.	
District Actions for this Cycle	The DCSI will visit the campus bi-weekly, conduct walks with the Leadership staff look for alignment to the lesson plan, lesson objective and lesson delivery and provide coaching feedback for opportunities for growth.	The DCSI will ensure the campus has access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. DCSI will then review the data following Benchmark assessments with the leadership staff to identify trends in the data, areas of strength and areas that the campus will need to focus on to improve student achievement and meet identified campus goals.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the principal's development of instructional leadership for closing the feedback loop, providing professional learning, data driven instruction, and lesson alignment. And the district recognizes the unique needs of our low-performance, provides flexibility to address our needs, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will effectively, with greater clarity engage in instructional leadership activities.		

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
Development of Administration Roles and Responsibilities and Development of Leadership Meeting Schedule	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	9-Aug	Administration Roles and Responsibilites form and Leadership Calendar	Principal	Leadership meeting Minutes and Agendas	Ongoing (Every Tuesday, School is in session)		
Training on the Expectation of Instructional Planning Calendar and alignment to District's Scope and Sequence and submit to the campus SharePoint every six weeks	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	12-Aug	Instructional Planning Calendar Template and Expectation sheet	Principal and Assistant Principal	IPC PPT, IPC expevtations sheet, IPC template and teachers completed IPC	Every six weeks		

PLC training on use of lesson plan objectives to support Tier 1 instruction and alignment during PLCs. TW analysis lesson objective for the week, conduct a Show & Know, discuss what to do for students who are struggling and what to do for students who have already mastered the concept. TW then review the lesson results at the following meeting to analyze the success of the objective.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	15-Aug	PLC Protocol sheet	Principal, Assistant Principal Instructional Coaches and Data Analyst	PLC PPT and Completed Protocols	(Ongoing) Every Monday school is in session		
Set up Campus SharePoint and distribution of lesson plan template for teachers to submit weekly. Administration will choose at least 5 lesson plans that align with their walkthrough schedule to give teachers feedback on their lesson plans for the following weeks lesson.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	8/16/2019 - 11/1/2019	Access to Campus SharePoint and lesson plan template	Principal, Assistant Principal and Teachers	Uploaded Lesson Plan in SharePoint. Lesson plan feedback.	Lesson Plan - Ongoing (Every Friday by 5 pm) Feedback - Ongoing (Every Monday by 8:00 a.m.)		
Instructional Feedback Tracking System and Observation Schedule. Administrators will use the Tracking system to target level of support each teacher will need based on years of experience and past performance of Dimension 2.3	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	16-Aug	Teachers years of experience, Teachers performance on Dimension 2.3, Proration Guide and Instructional Feedback Tracking System and Observation	Principal and Assistant Principal	Proration Guide, Tracking Spreadsheet and Number of Walkthroughs in Strive	Ongoing (Weekly Walkthroughs)		
Analysis of Assessment Blueprint to identify the TEKS the campus has performed low on historically and increase Tier 1 focus on those TEKS during Bee Time	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	26-Aug	Bee Time Expectations, Bee Time Push in Schedules, TEKS Anaylsis Sheet and Assessment Blue Prints	Principal, Assistant Principal, Instructional Coaches, Data Analysis and Teachers	Bee Time Expectations, Bee Time Push in Schedules, TEKS Anaylsis Sheet and Assessment Blue Prints	Ongoing- Daily from 8:00 am to 8:30 am		
Teachers receive a training on unpacking TEKS and will receive a refresher on Measurable Objective, the Lesson Planning Process with expectations and Alignment (Standards, Objectives and lesson delivery).	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	8/12/2019 & 10/7/2019	Presentation, Lesson Plan Template and TEKS	Principal, Assistant Principal and Teachers	PPT, Lesson Plan and Posted Measurable Objectives	Ongoing- Learning Objectives should be posted Daily		
Develop Grade Level SMART Goals that will be placed outside each classroom and tracked on classroom created data wall. Create SMART Goals with students that will be tracked every six weeks in their data folders.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	10/4/2019 (ongoing)	Presentation on SMART Goals and SMART Goal template	Principal, Assistant Principal and Teachers	PPT, Grade level SMART Goal Posted outside of classroom and student SMART place in blue data folder	4-Oct		
Develop an electronic data tracking system that teachers will use to input local assessments to triangulate to inform PLC focus and small group instruction.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	10/18/2019 (Ongoing)	Access to shared data tool, PLCs and SGGR/M	Principal, Assistant Principal, Instructional Coaches, Data Analyst and Teachers	Electronic Data Tracking Tool, PLC minutes and SGGR/M	18-Oct		
Following local assessments the Instructional Leadership Team (ILT) and teachers will analyze data. TEKS students demonstrated less than 85% Mastery, teachers will develop a reteach lesson and model the lesson for the ILT. The ILT will provide feedback. TW delivery reteach lesson to students and report results to ILT	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	10/8/2019 (ongoing)	Assessment Calendars, Local assessment results from Aware and re-teach lesson plans	Principal, Assistant Principal, Instructional Coaches, Data Analyst and Teachers	Assessment results, lesson plan and feedback notes	Ongoing (following local assessments)		
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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	
Desired Annual Outcome	Instructional leadership team (administration team) adds structure to two specific areas – leading PLC’s so that they lead to effective collaborative planning, data analysis, and reteach plans and effective and quaterly CLT meetings so that we are more strategic in how we plan our time, including which and how frequently we observe teachers.	Teachers will conduct weekly PLC meetings to collaboratively plan parts of a focus lessons using Bamrick's know & show T- chart, learning objectives and using an exemplar activity from that week to ensure strong Tier 1 instrucion is being implemented. The CLT will provide progress and feedback during faculty meetings to help improve lesson plans.	
Desired 90-day Outcome	Grade 4 Writing and Grade 5 Reading and Math scores will increase at least 10% from the first Benchmark assessment to the second Benchmark assessment. (Grade 3 & 4 second administration will occur during the first week of March and the expectation of an 10% increase remains).	Teachers and students will track data to help guide instruction and develop differentiated lessons that target weak TEKS to help students meet their individual SMART Goals and STAAR Targets	
Barriers to Address During this Cycle	Lack of quality Tier 1 instruction that is rigourous and aligned to the TEKS/SE and learning objectives.	Teachers lack of understanding on how to unpack a TEKS/SE to create a measurable learning objective to guide instruction.	
District Actions for this Cycle	The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the principal's development of instructional leadership for closing the feedback loop, providing professional learning, data driven instruction, and lesson alignment. And the district recognizes the unique needs of our low-performance, provides flexibility to address our needs, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will effectively, with greater clarity engage in instructional leadership activities.		

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 participate in monitoring the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 math and reading instruction and provide feedback to teachers with 48 hours of classroom visits.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	12/2/2019 (ongoing)	Walkthrough feedback	DCSI, Principal, Assistant Principal and Instructional Coaches	Walkthrough report and students performance results	A report will be pulled at the end of each month		
Administration will use the Instructional Feedback Tracking System to provide ongoing implementation of professional learning based on walkthroughs, lesson plans, lesson delivery, and assessment data.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	2-Dec-19	Instructional Feedback Tracking excel spreadsheet, walkthrough feedback and Professional Learning PPTs, District's PD offereing	Principal and Assistant Principal	Intruactional Feedback Tracking excel spreadsheet filled in, Sign up sheet from in house PDs, Teacher's Professional Development transcripts	A report and sign in sheets will be pulled at the end of each month		
Create Teacher profile sheets to track teacher's performance and provide support in areas they are developing or needing improvement in.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	2-Dec-19	Teacher's Data, Informal observation and formal walkthrough Dimension scores	Principal, Assistant Principal, Instructional Coaches and Data Analyst	Teacher Profile sheets	12-Dec-19		

ILT will conduct campus survey to determine effectiveness of PLCs and reteach lesson on TEKS students demonstrated less than 85% mastery during afaculty meeting.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	13-Feb-20	Google Drive access and Survey	Principal, Assistant Principal, Instructional Coaches, Data Analyst and Grade Level Chairs	Survey Results	13-Feb-20		
District will administer two rounds of benchmark assessments for grade 5 Math and Reading and grade 4 Writing and provide a principal data analysis protocol by content for campuses to create an academic plan that will demonstrate growth on the 2020 STAAR	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	13-Feb-20	Benchmark results and Principla Data Analysis Protocol sheet	District's Student Aessment Department, Principal, DCSI, Assistant Principal and Data Analysis	2020 STAAR Results	13-Mar-20		
Adminstrators will continue to provide support and coaching teachers to monitor alignment, rigor, and student growth.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Dec-Feb; weekly	Meet Proration guidelines	Principal Assistant Principal	Eduphoria Feedback to teachers meeting proration guidelines	13-Mar-20		
Monitor sub-groups from Domain 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Dec-March	Monitor at each Interim Assessment	Teachers data analyst administrators	IA data reports Data room analysis of data	13-Mar-20		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

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

Cycle 3 90-Day Outcomes (March-May)			
	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.	
Desired Annual Outcome	Instructional leadership team (administration team) adds structure to two specific areas – leading PLC’s so that they lead to effective collaborative planning, data analysis, and reteach plans and effective	Teachers will conduct weekly PLC meetings to collaboratively plan parts of a focus lessons using Bamrick's know & show T- chart, learning objectives and using an exemplar activity from that week to ensure strong Tier 1 instrucion is being	
Desired 90-day Outcome	By May of 2020, Seminary Hills Park Elementary will move from an F (59%) to a B (80%) on the State Accountability system.	80% of the students in grades 3 - 5 will at least approach standard on the 2020 Math and Reading STAAR assessments	
Barriers to Address During this Cycle	Leadership's time constraints interfere's with closing the feedback loop by not having time to follow up on walkthrough feedback provided to teachers	Leadership's time constraints interfere's with their ability to provide actionable feedback to teachers on their lesson plans to address alignment and rigor.	
District Actions for this Cycle	The DCSI recognizes the unique needs of Seminary Hills Park Elementary and provides support and flexibility to focus of the high needs areas of Alignment with Rigor, Comprehension and Language Development.	The DCSI will use campus data and the campus three rocks (Alignment with Rigor, Comprehension and Language Development) to guide PLCs and learning walks with Leadership staff to support practices of effective instruction and overall school improvement.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of the principal's development of instructional leadership for closing the feedback loop, providing professional learning, data driven instruction, and lesson alignment. And the district recognizes the unique needs of our low-performance, provides flexibility to address our needs, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading. Then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will effectively, with greater clarity engage in instructional leadership activities.		

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 CLT will reflect on it's progress monitoring tools that supports deliberate planning, implementation of goals, and adjust fluidly based on the needs of students.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	6-Mar-20	Electronic data trackers, Students Data Folders, Campus and Classroom Data Walls and Instructional Feedback Tracker	Principal, Assistant Principal, Data Analysis and Instructional Coaches	Culmaltive reading and math interim results, Reading and Math Benchmark results and Reading and Math Action Plans	Every Tuesday during the Leadership Meetings		
District will administer two rounds of benchmark assessments for grade 3 - 4 Math and Reading and grade 5 Science and provide Principals with a principal data analysis protocol sheet by content for campuses to create an academic plan that will demonstrate growth on the 2020 STAAR assessments.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	6-Mar-20	Benchmark results and Principla Data Analysis Protocol sheet	District's Student Aessment Department, Principal, DCSI, Assistant Principal and Data Analysis	2020 STAAR Results	13-Mar-20		
Create a rubric that identifies characteristics of quality teaching practices to Tier teachers and developed plans to assign them according to their strengths for the 2020-2021 school year	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	17-Apr-20	Teacher Profile sheets,EOY Summative T-ESS data, Teacher's performance data	DCSI, Principal and Assistant Principal	Teacher Profile Sheet, EOY Summative Results and Teachers Benchmark results	1-May-20		

Teachers collaborate in PLC's to share best practices to support planning, data analysis, and reteach plans	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March-May	data from progress monitoring; BM and IA data;	teachers; coaches; administrators	data; student action plans; lesson plans;	weekly PLCs		
Teachers will collaboratively unpack standards, analyze student work, plan for further Tier 1 instruction.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	March-May	PLC agenda; know/show charts; lesson plans;	teachers; coaches; administrators	PLC agendas; know/show charts; student work	Data neetubgs'		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			

Desired Annual Outcome	Instructional leadership team (administration team) adds structure to two specific areas – leading PLC’s so that they lead to effective collaborative planning, data analysis, and reteach plans and effective	Teachers will conduct weekly PLC meetings to collaboratively plan parts of a focus lessons using Bamrick's know & show T- chart, learning objectives and using an exemplar activity from that week to ensure strong Tier 1 instrucion is being	
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	The CLT establishes recurring weekly meetings; first 6 weeks focuses on design and delivery of teacher training on PLCs, Tier 1 Instruction and alignment.	PLCs prioritize planning (clear objective, aligned activity with the expected level of rigor, formative assessment, and differentiation instruction) every weekly meeting, w/ feedback on rigor and alignment to standards from PLC lead and administration	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3							

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. 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.