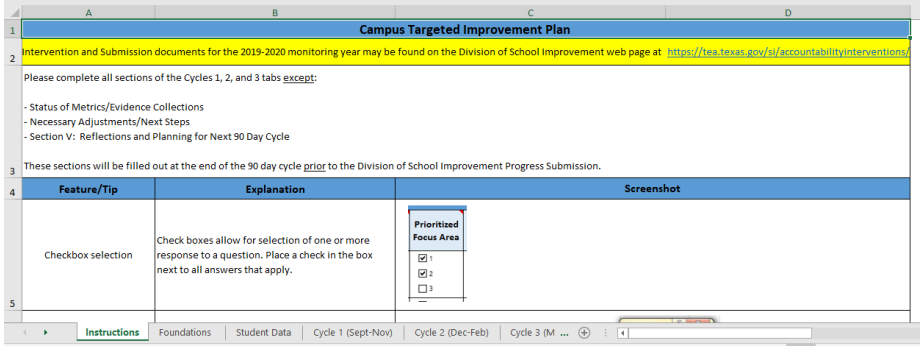
Region One Education Service Center
Effective Schools Framework
Targeted Improvement Plan (TIP) Reference Guide

TARGETED IMPROVEMENT PLAN OVERVIEW

Campus Targeted Improvement Plan



	A	B	C	D
1	Campus Targeted Improvement Plan			
2	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/			
3	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.			
4	Feature/Tip	Explanation	Screenshot	
5	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.	Prioritized Focus Area ☑ 1 ☑ 2 ☐ 3	

Instructions | Foundations | Student Data | Cycle 1 (Sept-Nov) | Cycle 2 (Dec-Feb) | Cycle 3 (M ...

Overview of Tabs:

- ❑ **Foundations Tab**: this is where the campus will record the results of the self-assessment (or diagnostic) and set the vision for the year.
- ❑ **Student Data Tab**: this is where the campus will create student outcome goals and track those across the year.
- ❑ **Cycles 1-3 Tabs**: this is where the campus will create 90-day goals and action plans to ensure they are on track to achieve the vision and goals for the year.
- ❑ **Cycle 4 Tab**: this will be completed in the spring to lock in the actions the campus will take over the summer to continue improvement efforts and prepare for the next school year.

SUBMISSIONS

Sample Intervention & Submission Calendar

Month(s)	Interventions	Submissions
August - September	• TEA staff and Superintendent hold phone conference to discuss interventions and submission requirements • Superintendent identifies District Coordinator of School Improvement (DCSI) • DCSI and Principal establish Campus Leadership Team (CLT) • DCSI holds public meeting(s) at the campus to discuss campus performance and campus performance objectives • DCSI and Principal attend Effective Schools Framework (ESF) Overview training at ESC • DCSI schedules ESF diagnostic with ESC or external ESF facilitator for Spring semester • DCSI and Principal facilitate an ESF self-assessment at the campus • **DCSI and relevant stakeholders engage in planning activities and develop ESF-aligned Targeted Improvement Plan (TIP)** • DCSI holds public meeting to solicit input on TIP for 2019-2020 school year • *DCSI, Principal and CLT oversee **optional** STAAR interim assessment at campus (assessment window opportunity 1: August through March, optimal November)*	• Superintendent uploads DCSI name and attestation statement in ISAM by August 30 • DCSI submits board-approved TIP (Foundation, Student Data and Cycles 1-3 tabs only) in ISAM by September 27
October	• DCSI, ESC staff and TEA staff hold phone conference to discuss initial plan submission • DCSI and CLT collect evidence of fidelity of implementation and progress	
November	• DCSI takes TIP to School Board for approval • **DCSI and CLT collect evidence of fidelity of implementation and progress and update TIP (Results and Reflections on Cycle 1 and Updates to Cycles 2 and 3)** • *DCSI, Principal and CLT oversee **optional** STAAR interim assessment at campus (assessment window opportunity 2: November through March, optimal February)*	• DCSI submits Progress #1 submission in ISAM by November 22. TIP must be board approved.
December	• DCSI, ESC staff and TEA staff hold phone conference to discuss Progress submission #1 • DCSI and CLT collect evidence of fidelity of implementation and progress	
January	• DCSI and CLT collect evidence of fidelity of implementation and progress	
February	• **DCSI and CLT collect evidence of fidelity of implementation and progress and update TIP (Results and Reflections on Cycle 2 and Updates to Cycle 3)**	• DCSI submits Progress #2 submission in ISAM by February 28
March	• DCSI, ESC staff and TEA staff hold phone conference to discuss Progress #2 submission • **DCSI completes Mid-Year Funding Report, if applicable** • DCSI, ESC staff and TEA staff hold phone conference to discuss Mid-Year Funding Report submission • DCSI and Principal collect evidence of fidelity of implementation and progress	• DCSI submits Comprehensive Funding Report, if applicable in ISAM by March 13
April - May	• DCSI and Principal collect evidence of fidelity of implementation and progress	
June	• **DCSI and CLT collect evidence of fidelity of implementation and progress and update TIP (Results and Reflections to Cycle 3 and Updates to Cycle 4)** • DCSI, ESC staff and TEA staff hold phone conference to discuss Progress #3 submission	• DCSI submits Progress #3 submission in ISAM by June 5

TIP Submissions:

- **The TIP is approved by the board and submitted to TEA (F and comprehensive campuses)**
  - Targeted/Additional Targeted, D domain, D overall campuses develop and retain locally
- **Initial submission is due Sept. 27**
  - Board approval not required until first progress submission (Nov. 22nd)
  - If TIP is retained locally, complete by Sept. 27th and have available upon TEA request
- **Progress submissions throughout the year**
  - Update student data
  - Modify actions based on success in previous cycle
  - Progress 1 Submission – November 22nd
  - Progress 2 Submission – February 28th
  - Progress 3 Submission – June 5th

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FOUNDATIONS TAB

Foundations Tab

Campus Information							
District Name		Campus Name		Superintendent		Principal	
District Number		Campus Number		District Coordinator of School Improvement (DCSI)		ESC Support	

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.	<Enter Name and Date>
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.	<Enter Name and Date>
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.	<Enter Name and Date>
Board Approval Date		
District Commitment Theory of Action		

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

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

Success Criteria:

- ❑ The Foundations Tab serves as the foundation for the rest of the Targeted Improvement Plan, locking in the focus areas for improvement and desired annual outcomes, which will inform the actions the campus takes during each improvement cycle.
- ❑ The completed Campus Data Tool supports the campus in completing the Data Analysis Needs Assessment.
- ❑ The results of the Self-Assessment, including Essential Action ratings, prioritized focus areas for improvement, rationale for their selection, and potential barriers to address, are included in the Self-Assessment Results.
- ❑ The desired annual outcome for each focus area is outlined, describing what the campus practice will look and sound like at the end of the year, if the Targeted Improvement Plan is implemented with fidelity
- ❑ The District Commitment Theory of Action statement is included in the Self-Assessment Results.

Initial Submission Requirement:

- ❑ Campus Information
- ❑ Assurances
- ❑ Data Analysis Questions
- ❑ Self-Assessment OR Diagnostic results
  - Leave Self-Assessment results blank and complete Diagnostic results if you had an ESF Diagnostic in Spring 2019.

STUDENT DATA TAB

Student Data Tab

Student Data												
Grade level / Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
	Cycle 1			Cycle 2			Cycle 3			Summative		
	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual

Success Criteria:

- ❑ STAAR tested grade levels/subject areas are tracked (minimum requirement; best practice is all grade levels/subject areas)
- ❑ When possible, data sources are aligned throughout the year
- ❑ Summative goals align with domain accountability goals set in the Foundations tab

Initial Submission Requirement:

- ❑ Grade levels/subject areas you are tracking
  - minimum requirement: STAAR tested
- ❑ Cycle 1 data sources and goals
  - Cycle 2 and 3 data sources and goals optional; must be completed with progress submissions
- ❑ Summative data sources and goals
  - Data source must be STAAR for tested grade levels/subject areas

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90 DAY CYCLE TABS - OUTCOMES

Cycle 90-Day Outcomes

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Desired 90-day Outcome			
Barriers to Address During this Cycle			
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
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							

Success Criteria:

- ❑ The 90 Day Outcome describes what it will look and sound like on the campus at the end of the cycle, and the sum of all three 90 day cycle outcomes would lead to achieving the annual desired outcome (foundations tab)
- ❑ Barriers for each cycle are detailed and timely for the 90 day cycle; they are pulled from the barrier analysis results in the foundations tab
- ❑ District actions for the cycle align to the District Commitments Theory of Action and will support the campus achieving the 90 Day Outcome

Initial Submission Requirement:

- ❑ All sections are completed for cycles 1-3
  - Cycle 4 is completed in the Spring to prepare for next school year

90 DAY CYCLE TABS – ACTION PLANNING / MILESTONES

Action Plan Milestones

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
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 3							
	☐ 1 ☐ 2 ☐ 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?		
	Carryover Milestones	New Milestones
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?		

Success Criteria:

- ❑ Milestones include actions that the campus will take to implement the focus areas (essential actions and key practices) and demonstrate a clear sequence of events
- ❑ Successful completion of the cycle milestones would lead to the campus reaching its 90 day desired outcome
- ❑ The action plan includes steps to address barriers and district actions
- ❑ Each milestone has a timeline, resource, and person(s) responsible
- ❑ The evidence that will be collected is observable and would accurately show the status of the milestone

Initial Submission Requirement:

- ❑ Only complete cycles 1-3
  - Cycle 4 is completed in the Spring to prepare for next school year
- ❑ Complete columns in blue (Milestones, Prioritized Focus Area, Timeline, Resources Needed, Person(s) Responsible, Evidence used to Determine Progress toward Milestone, Evidence Collection Date)
  - Other columns and cycle reflection are completed prior to progress submission
  - Ex.: For the first progress submission (Nov. 22nd), complete the "Progress toward Milestone" and "Necessary Adjustments /Next Steps" columns and the "Reflection and Planning for the Next Cycle" section in the cycle 1 tab

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