CAMPUS NEEDS ASSESSMENT AND PLANNING

Process Guidance

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Purpose

The purpose of this document is to guide campuses with one of the following designations through required interventions:

- Campuses with an overall D or a D in any Domain under state accountability
- Campuses identified as in need of Targeted or Additional Targeted Support under federal accountability

Campuses with an F in any Domain are strongly encouraged to engage in this process. Campuses with an overall F rating or that are identified for Comprehensive support will attend in-person training on intervention processes at their local region Education Service Center (ESC).

Intervention Requirements

Campuses that are required to engage in interventions:

- conduct a needs assessment,
- develop a Targeted Improvement Plan, and
- implement and monitor the Targeted Improvement Plan.

This process document provides step-by-step instructions for each of these intervention activities. All intervention activities are aligned to the Effective Schools Framework, the Texas Education Agency's framework for continuous campus improvement.

Specific intervention requirements based on your campus' designation can be found on the Campus Accountability Interventions and Guidance page on the Division of School Improvement website.

The activities described in this guidance are conducted by the Campus Leadership Team, which includes the principal and other campus leaders. The District Coordinator of School Improvement (DCSI) oversees the process and plan implementation on the campus. The needs assessment and planning process should be conducted in partnership, with the DCSI/Principal Supervisor working collaboratively with the campus principal and leadership team to facilitate the steps in the process. To build the strongest possible improvement plan based on the results of the needs assessment, it is critical to have all members actively participate in the needs assessment to ensure that all team members share a common understanding of the results.

How to use this document

This guidance document is divided into four sections. Each section provides step-by-step guidance for that part of the process. First, campuses will become familiar with the Effective Schools Framework (ESF), as this is the anchor for the needs assessment and planning process. In the second section, the campus team will conduct the needs assessment by looking at student and teacher data, as well as campus and district practices in relation to the ESF. The third section of

this document provides guidance on developing the Targeted Improvement Plan (TIP) based on the results of the needs assessment, and the final section includes guidance on monitoring the implementation of the plan.

Some sections of this document include a note taking guide (found at the end of this document) to support the team's learning. Through the reflection document, campus teams will have an opportunity to review an exemplar document, which is a tool or template that has been completed based on a sample campus, to learn more about the process and the outcomes of the needs assessment and planning processes.

Timeline

The time it takes each campus to conduct the needs assessment and develop the Targeted Improvement Plan will vary. Each section of this process guidance includes the general timeframe when the activities in that section should occur.

Intervention Process Overview

Section Purpose

This section provides a high-level overview of the actions the campus team will take to assess their needs, develop a plan for the year, and implement and monitor the plan.
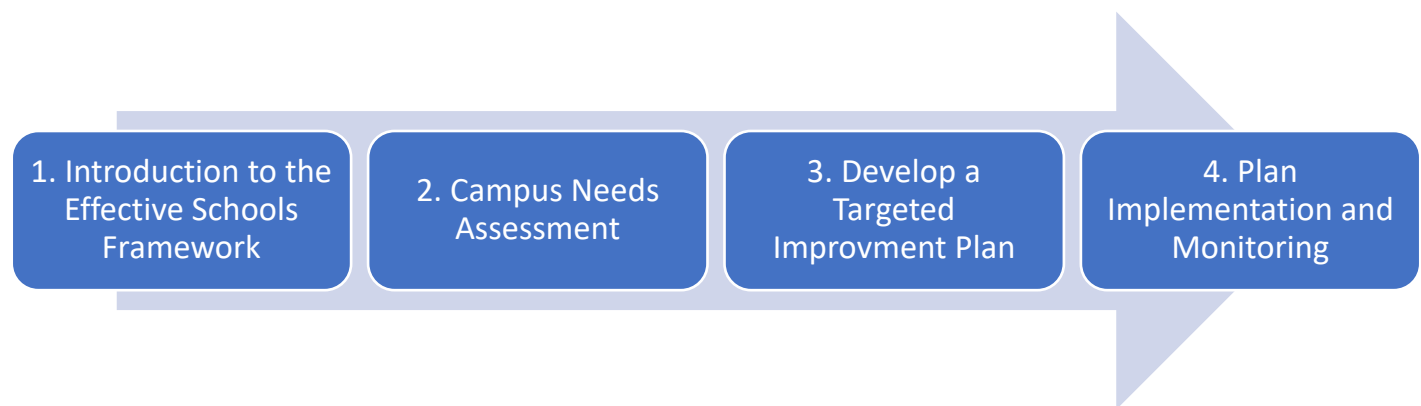
Materials Needed

No additional materials are needed for this section.

Section Timeframe

Review prior to starting the needs assessment; no later than end of August

Process Overview

In this section, you will review the overall steps that the campus team, led by the DCSI, will take to conduct the needs assessment and develop the Targeted Improvement Plan. Each of these steps is described in detail in the following sections of this guidance document. Click on each section header to go to the corresponding section of this guidance document.

1. Introduction to the Effective Schools Framework	2. Campus Needs Assessment	3. Develop a Targeted Improvment Plan	4. Plan Implementation and Monitoring

Part 1: Introduction to the Effective Schools Framework

In this step, you will review and reflect on the content and organizations of the Effective Schools Framework (ESF).

Part 2: Campus Needs Assessment

In this step, you will become familiar with the three components of the campus needs assessment and the tools you will use to support this needs assessment. In the needs assessment, campuses will review their practices in relation to the five foundational essential actions and Data Driven Instruction in the ESF. The three components of the needs assessment and associated tools are:

Campus Data Reflection

- The campus will gain an understanding of campus and teacher performance before digging into the practices that led to these results.
- The DCSI and campus team will use the Campus Data Reflection Tool and the A-F Estimator to complete this step.

ESF Self-Assessment

- This step supports campuses in reflecting on current practice in relation to the ESF in order to determine the highest leverage focus areas for improvement.
- The DCSI and campus team will use the ESF Self-Assessment Tool to complete this step.

District Commitments Theory of Action

- Once the campus has identified their focus areas for improvement, the DCSI and campus team will work together to identify what actions the district will take to support the campus' work in those focus areas.
- The DCSI and campus team will use the District Commitment Theory of Action Tool to complete this step.
  - Note that this tool is also a tab in the ESF Self-Assessment Tool. Campuses and districts can use this tool as a standalone or within the self-assessment tool.

Part 3: Developing a Targeted Improvement Plan (TIP)

In this step, you will develop a plan for the campus and district to address the gaps identified in the needs assessment.

- There are 4 steps in the TIP development process, and each step aligns to one or two tabs in the template.
  - Record the findings from the needs assessment
  - Set the vision/desired outcome for the year, including student outcome goals
  - Identify 90-day outcomes based on annual outcomes
  - Create the detailed action plan, with milestones and metrics, for each 90-day cycle that describes the specific steps you will take to achieve the desired outcome.
- The DCSI and campus team will use the Campus Targeted Improvement Plan to complete this step.

Part 4: TIP Implementation and Monitoring

In this ongoing step, you will implement the actions in the plan and track your progress towards milestones.

- At the end of each 90-day cycle, you will reflect on the activities from that cycle and make any necessary planning updates.
- At the end of the third 90-day cycle, you will reflect on progress through the school year and develop a plan for the summer (June through August) to set the campus up for success in the next school year.
- The DCSI and campus team will use their own Targeted Improvement Plan in this step.

Part 1:
Introduction to the Effective Schools Framework

Section Purpose

In this section, you will review the content and organization of the Effective Schools Framework.

Materials Needed

Computer or other device to access TexasESF.org

ESF Introduction Reflection

Section Timeframe

Review prior to starting the needs assessment; no later than end of August

Steps:

1. Using the links provided, answer the questions in the ESF Introduction Reflection.
    *   Your team can do this work individually (before you meet). Make sure to plan time to debrief your individual responses as a group.

Part 2: Campus Needs Assessment

Section Purpose

This section provides step-by-step guidance for conducting the three components of the Campus Needs Assessment:

1. Campus Data Reflection
   - In this subsection, you will learn the steps in the data reflection process and how to use the Campus Data Reflection tool to identify goals for the year and support your work in the self-assessment.
2. ESF Self-Assessment
   - In this subsection, you will learn how to build a Self-Assessment evidence collection plan, how to determine the campus's highest leverage focus areas for improvement, and how to facilitate a barrier analysis conversation.
3. District Commitments Theory of Action
   - In this subsection, you will learn the purpose of and process for creating a District Commitments Theory of Action.

The results of the Needs Assessment will be used as the foundation of the Targeted Improvement Plan.

Materials Needed

Additional materials are referenced within each tool.

Needs Assessment Process Reflection	ESF Self-Assessment Tool
Campus Data Reflection Tool	Exemplar ESF Self-Assessment Tool
Exemplar Campus Data Reflection Tool	District Commitments Theory of Action Tool
A-F Estimator	Exemplar District Commitments Theory of Action Tool

Section Timeframe

Complete prior to developing the Targeted Improvement Plan; no later than mid-September

Steps:

Process note: campuses can review all the exemplars and answer the reflective questions (steps 1, 6, and 14) for all three components prior to beginning the needs assessment work.

Component 1: Campus Data Reflection

1. Open the Exemplar Campus Data Reflection Tool. Review **all three tabs**, and answer questions 1 and 2 in the Needs Assessment Process Reflection.
2. Download the Campus Data Reflection Tool.

3. Review **Tab 1**: Student Outcome Data Trends. This tab allows you to see high-level trends in student performance over time.
    a. Enter the grade levels and subjects tested on your campus in **columns A and B**. At a minimum, include STAAR tested grade levels.
    b. Gather student outcome data sources. For STAAR tested grades, find student data for the last two years on the campus' [Texas Academic Performance Report (TAPR)](#). Find current year student performance data in the accountability data tables in the [Accountability application](#) in TEAL. Collect student data for non-STAAR tested grade levels from any local data collections you maintain.
    c. Enter the percent of students at the Meets Grade Level for the last three years in **columns C, D, and E**. For non-STAAR tested grades, enter the percent of students at the campus- or district-selected level of proficiency.
    d. Select the trend from the drop-down menu in **column F**.
4. Review **Tab 2**: Teacher Level Data. This tab provides context around teacher practice and can help you identify grade or subject area teams to observe during the self-assessment.
    a. Enter teacher names in **column A**.
    b. Enter the grade levels and subject areas for each teacher in **columns B and C**. If a teacher taught more than one grade level and/or subject area in the last school year, enter multiple lines for that teacher.
    c. Gather teacher data and enter:
        i. the percent of students that teacher taught in the previous school year that were at Meets Grade Level or above (or at campus determined proficiency level if not a STAAR tested area) in **column D.**
        ii. the percent of students the percent of students that teacher taught in the previous school year with Expected or Accelerated Progress, if applicable, in **column E.**
    d. Add any context or notes about that teacher or the data points that will help your team best understand that teacher's performance in **column F**.
5. Review **Tab 3**: Domain Reflection. This tab has guiding questions to support the campus team in developing accountability goals for the year, and it provides a space to record the values you enter into the [A-F Estimator](#).
    a. Click on the [A-F Estimator](#) link, select campus report, and enter your campus name or number. Click View Report, and the tool will be populated with your campus' data.
    b. Answer the questions in **Tab 3**: Domain Reflection by changing values in the Estimator tool.

Component 2: ESF Self-Assessment
6. Open the [Exemplar ESF Self-Assessment Tool](#). Review **all tabs**, and answer questions 3 and 4 in the [Needs Assessment Process Reflection](#).
7. Download the [ESF Self-Assessment Tool.](#)
8. Create your evidence collection plan in the **Evidence Collection Plan** tab:
    a. For each of the six Essential Actions that you are assessing, you will identify what you will observe and what artifacts you will gather that will help you determine the campus' current level of implementation of that Essential Action. Review the [Essential Actions and Key Practices](#) in the ESF to support your planning.
    b. For each Essential Action included in the Self-Assessment, identify the following:
        i. Identify potential observations and artifacts to conduct/collect to gather evidence on current campus practice. Select observation/artifact sources from the drop-down menu in **column A**.

  ii. Determine when the observations will be conducted and artifacts collected. Indicate the timeline in **column B**. Keep in mind that you should have your evidence collection completed by mid-September to allow time to analyze the evidence, select focus areas for improvement, and to write the Targeted Improvement Plan before October.

  iii. Determine who will be responsible for conducting the observations, collecting the artifacts, and reviewing the evidence. Indicate the owner in **column C**.

9. Collect the artifacts and make the observations as indicated in your evidence collection plan.

10. For each **Essential Action** tab **(EA 1.1, 2.1, 3.1, 4.1, 5.1, and 5.3):**

  a. Gather the evidence collected in relation to that Essential Action and reflect on current campus practice in relation to relevant Key Practices. Enter your notes about the evidence you collected in **column C**.

  b. The Success Criteria listed in **column B** describe what each key practice looks and sounds like when implemented with fidelity. Using the Success Criteria as a guide, determine your campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning," "work is underway," or "not yet started" from the drop-down menu in **column D**.

  c. Once you have given each Key Practice a current implementation level, determine the overall implementation level of the Essential Action, answering the guiding question in the Essential Action Reflection box at the bottom of each tab. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in **column D** of the box, using your current implementation levels for each Key Practice as a guide.

11. Use the **Focus Area Identification** tab to identify 2-3 areas for improvement. These will serve as the foundation for your Targeted Improvement Plan.

  a. Review the Essential Action Implementation Summary in **Rows 5-7.** The document will have automatically populated the implementation levels indicated in each Essential Action's analysis page.

  b. Sort the Essential Actions by their implementation levels in **Rows 9-17**. Under each implementation level number, use the drop-down menus in **Rows 12-17** to indicate the Essential Actions at that implementation level. This allows the campus to have a clearer view of the distribution of Essential Actions across implementation levels.

  c. Essential Actions at an Implementation Level of 1-3 may be considered "bigger" or more significant gaps in current campus practice. Essential Actions at an Implementation Level of 3-4 may be considered "smaller" gaps in current campus practice. Reflect upon which Essential Actions fall under each category.

  d. Review the reflection questions in **Rows 22-23** and determine if the campus will take a "Bigger Gap," "Smaller Gap," or "Blended" approach. Indicate the approach and rationale in **Row 27**.

  e. Based on the campus decision around the approach, identify the specific 2-3 Essential Actions the campus will address in the Targeted Improvement Plan as focus areas for improvement. If the campus's "Bigger Gap" or "Smaller Gap" approach includes more than 3 focus areas, the campus should identify the 2-3 that, when addressed, would have the biggest impact on campus improvement. Indicate the 2-3 focus areas (Essential Actions) and the rationale for their selection in **Rows 29-31**.

12. Conduct the Barrier Analysis and record your findings in the **Barrier Analysis** tab. The purpose of the Barrier Analysis Tool is to name the specific barriers that may arise or may have arisen in the past when working to implement a

given Essential Action with fidelity. By naming these barriers proactively, the campus can effectively build structures and actions into their Targeted Improvement Plan to address them.

- a. The focus areas the campus identified will automatically populate in **column A**.
- b. Gather relevant stakeholders to discuss potential barriers. For each focus area, consider:
    - i. What mindsets (beliefs/opinions) may have contributed the gap between current practice and strong implementation? What mindset shift needs to occur for strong implementation to occur?
    - ii. What behaviors (actions or lack of action) may have contributed the gap between current practice and strong implementation? What behaviors have to change for strong implementation to occur?
    - iii. What resources was the campus/district lacking that may have contributed the gap between current practice and strong implementation? What resources are needed to implement this action?
- c. Indicate the barriers surfaced for each Focus Area in **columns B, C, and D**.

13. Note that the District Commitments Theory of Action tool is included as a tab in the ESF Self-Assessment tool. Campuses can complete the next steps in the process in this tab or in the standalone tool (link in Component 3 below).

Component 3: District Commitments Theory of Action

14. Open the Exemplar District Commitments Theory of Action Tool, and answer questions 5 and 6 in the Needs Assessment Process Reflection.

15. Download the District Commitments Theory of Action Tool. You can skip this step if you are using the tab in the ESF Self-Assessment Tool.

16. The purpose of the District Commitment Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions), and this tool will support the campus and district team in making decisions about which commitments to prioritize. The DCSI will identify which district level stakeholders need to be involved in determining the district commitments to prioritize; the DCSI will also collect these stakeholders' input. The completed theory of action will be included in the campus' Targeted Improvement Plan.

17. To complete this tool:
- a. In the "Focus Areas for Improvement" section (**Rows 6-10)**, choose the Essential Actions that the campus identified in the self-assessment from the drop-down menu. Then select the Prioritized Levers under which these Essential actions fall.
- b. In the section titled "District Commitments to Support the Implementation of Focus Areas for Improvement," use the drop-down menus in **Rows 13-17** to select 1-3 district commitments from each of the Prioritized Levers that the campus' focus areas fall under.
    - i. Consider your district's current practices, priorities, and any current initiatives when making these decisions.
    - ii. Note that you will only select district commitments that align to the Essential Actions that the campus has identified as focus areas for improvement.
    - iii. Ultimately, you should have 3-5 district commitments in the Theory of Action.
- c. Develop the if/and statements in the "District Commitment Theory of Action" section based on the district commitments you selected in the section above.

Part 3: Developing a Targeted Improvement Plan

Section Purpose

In this section, you will review the purpose and major components of the Targeted Improvement Plan and understand the process for the completion of each component so the team can develop a strong Targeted Improvement Plan for the current school year.

Materials Needed

The campus' completed Data Reflection tool

The campus' completed ESF Self-Assessment Tool

The campus' completed District Commitments Theory of Action Tool

Campus Targeted Improvement Plan Template

Exemplar Campus Targeted Improvement Plan

Section Timeframe

Complete after conducting the needs assessment; no later than the beginning of October

Steps:

1. Open the Exemplar Campus Targeted Improvement Plan, and complete the TIP Development Reflection.
2. Download the Campus Targeted Improvement Plan Template and complete the campus information at the top (**Rows 2-4**). Do not complete the Assurances section (**Rows 5-9)** until the entire plan is complete.
3. Record the findings from the needs assessment the campus team conducted in the **Foundations** tab:
   a. Use the campus' completed Campus Data Reflection Tool, tab 3 (Domain Reflection) to answer the Data Analysis questions in **Rows 11-13**.
   b. Use the campus' completed ESF Self-Assessment Tool to complete the section titled "Self-Assessment Results"
      i. For each Essential Action in **Rows 17-22**, enter the implementation level you gave that Essential Action. You can find this number in the ESF Self-Assessment Tool, Focus Area identification tab, Row 7 (Essential Action Implementation Summary).
      ii. Use the drop-down menus in **Row 24** to select the 2-3 Essential Actions the campus has chosen to focus on. You can find these actions in the ESF Self-Assessment Tool, Focus Area identification tab, Rows 29-30. If you selected two focus areas for improvement, you can leave the third column, Prioritized Focus Area #3, blank.
      iii. For each Prioritized Focus area:
         1. Enter the rationale for selecting that Essential Action in **Row 25**. You can find the rationale you have already identified in the ESF Self-Assessment Tool, Focus Area identification tab, Rows 29-30.

2. Enter the summary of the barriers you identified in your barrier analysis in **Row 27**. You can find these barriers in the ESF Self-Assessment Tool, Barrier Analysis tab, Rows 7-9.

    iv. Enter the District Commitment Theory of Action in **Row 28**. You can find this in the campus' District Commitments Theory of Action tool, Rows 18-24.

  c. The ESF Diagnostic, which is guided by a trained ESF Facilitator, is only required for campuses that received an overall F under state accountability or are identified for Comprehensive Support under federal accountability.

    i. If your campus opts to receive an ESF diagnostic, you will complete this section once the diagnostic is complete. Contact your local Education Service Center (ESC) to learn more about the ESF Diagnostic.

    ii. If your campus is not receiving an ESF Diagnostic, leave this section blank.

    iii. Regardless of whether you receive a diagnostic, if your campus is working with an ESC or a third party to build skill and capacity in any of the three Prioritized Focus Areas for Improvement, you can enter that capacity builder in **Rows 37-39**.

4. Set the vision/desired outcome for the year, including student outcome goals, in the **Foundations** and **Student Data** tabs:

  a. In the **Foundations** tab, identify your desired annual outcome and enter that into **Row 26**. This will be the vision that will drive the development of the rest of your Targeted Improvement.

    i. The desired annual outcome describes the vision or goal for what campus practice, relative to this essential action, will look like after this Targeted Improvement Plan is implemented with fidelity.

    ii. As a team, consider what practices on the campus will look and sound like by the end of the year if the Essential Actions are being implemented with fidelity. You can describe this outcome in quantitatively or qualitatively.

  b. The **Student Data** tab is where you track high level student performance goals and progress. At a minimum, you will track STAAR tested subject and grade levels.

    i. In **columns A and B**, enter the pertinent subject areas and grade levels.

    ii. In Cycles 1 through 3 (which covers September through May), for each grade level/ subject area, you'll enter a data source using the drop-down menu in **columns C, F, and G** and a goal for that group of students on that particular assessment in **columns D, G, and J**.

      1. Goals for cycles 1-3 can be changed throughout the year.

      2. The data sources do not have to align across the year, but you will be able to draw better conclusions from the data if they do.

      3. If you do not have a campus-wide data point for a subject area and grade level in a cycle, leave the cells blank.

    iii. In the summative section, select STAAR for STAAR tested grades and Other for non-tested grades in **column L** and an annual goal in **column M**. The goals entered in this column should align to the Domain goals you entered in the **Foundations** tab.

    iv. The columns titled "Actual" will be populated throughout the school year.

5. Identify 90-day outcomes for Cycles 1-3. In the top section (**Rows 1-8**) of the **Cycle 1, Cycle 2,** and **Cycle 3** tabs:

a. The Essential Action and Desired Annual Outcome (**Rows 3 and 4**) will be prepopulated from the **Foundations** tab.

b. With your team, consider:

  i. What will you need to accomplish *by the end of this cycle* to be on track to meet the Desired Annual Outcome for this Prioritized Focus Area?

  ii. What will the practices on your campus look and sound like at the end of the 90-day cycle (In November, February, and May)?

c. Enter the 90-day outcome for each prioritized Focus Area in **Row 5**. This outcome can be described qualitatively or quantitatively.

d. Using the barrier analysis summary in the Foundations tab, list barriers to implementation the campus may face during that specific 90-day cycle as they take the necessary steps to improve the prioritized focus area(s) in **Row 6**. Barriers may stay the same or change from cycle to cycle.

e. List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes in **Row 7**. The District Commitment Theory of Action is pre-populated in **Row 8**.

f. Once you have completed this for all three cycles, review the 90-day outcomes across the year to ensure that they lead to the campus achieving the Desired Annual Outcome. Make any necessary adjustments to each cycle's outcome.

6. Now that an outcome has been identified for each cycle, create the detailed action plan (starting with **Row 9**), with milestones and metrics, in the **Cycle 1, Cycle 2,** and **Cycle 3** tabs. This plan will describe the specific steps you will take to achieve the desired outcome.

a. In **column AB**, add your milestones, the critical actions you will complete during the 90-day cycle. These are specific points in time and can represent the sum of several smaller actions. Achieving the milestones in a cycle should lead to the campus achieving their 90-day cycle outcome. Also consider the barriers that need to be addressed this cycle and the actions the district needs to take when identifying milestones.

b. In **column C**, indicate which of your 2-3 focus areas this milestone falls under. A milestone can align to multiple focus areas, and you do not have to have milestones for every focus area in every cycle.

c. In **columns D, E, and F** enter the timeline, resources needed, and to assign team members to the milestone. By completing these columns, you ensure that all tasks are assigned, that they have a timeline, and that you have the necessary resources to complete them.

d. In **columns G and H**, indicate the date that you will collect evidence that demonstrates your progress toward the milestone and the evidence you will use to measure your progress. This can be qualitative or quantitative.

e. The final two columns (**I and J**) and the last section of the tab (Reflection and Planning for Next 90-day Cycle) are completed during Implementation and Monitoring.

f. Add rows as needed.

7. Once you have completed the **Foundations** tab and the sections of the **Cycle 1, Cycle 2,** and **Cycle 3** tabs referenced above, complete the Assurances section on the **Foundations** tab. The plan can then be submitted to the board of trustees for approval (required for campuses with a D in a domain or Overall).

a. Implementation of the plan should begin as soon as possible, but no later than October 1st.

b. The plan should be approved by the board by November 1st.

Part 4: TIP Implementation and Monitoring

Section Purpose
In this section, you will review the process for tracking progress towards your 90-day cycle goals and your annual goals and for making adjustment to plan implementation to ensure your plan stays on track.

Materials Needed
Campus' completed Targeted Improvement Plan

Section Timeframe
Throughout the school year; end-of-cycle reflection takes place approximately the last two weeks of each cycle (last 2 weeks in November for Cycle 1, last 2 weeks in February for Cycle 2, and last 2 weeks in May for Cycle 3)

Steps:
1. At regular intervals (ex. once a week), the team should review the Targeted Improvement Plan to identify what milestones campus staff will be working on that week.
2. Throughout the year, the DCSI, in collaboration with the campus principal, will ensure that the staff assigned to tasks in the plan are completing the tasks on the timelines indicated in the plan.
3. At the end of each cycle, the DCSI will ensure that student outcome data and the evidence used to determine progress toward each milestone (indicated in **column G** in the action plan in that cycle's tab) is collected. The DCSI and campus team will use the evidence collected to determine success and next steps.
   a. In the **Student Data** tab, enter the percent of students that reached the campus-determined proficiency level for that cycle in the "actual" column (**column E, H, or K**).
   b. In each **Cycle** tab, for each milestone, select the appropriate descriptor in **column I**, Progress toward Milestone.
   c. In **column J**, indicate any adjustments or next steps that need to be taken in the next cycle. If no adjustments are needed, type "none needed" into the cell.
4. In the last 2 weeks of each cycle, complete the section titled "Reflection and Planning for Next 90-day Cycle."
   a. With the campus team, reflect on what went well that cycle and what did not; enter the responses in the cells.
   b. Any milestones indicated for carryover or as new milestones should be added to the next cycle's action plan.
5. At the end of Cycle 3 (end of May), the team will:
   a. answer additional questions about progress toward the Desired Annual Outcome at the bottom of the **Cycle 3** tab, and

b. complete the **Cycle 4** tab. The purpose of Cycle 4 (June-August) planning is to ensure that they campus is putting systems and processes in place for the next school year.

   i. Depending on the progress made during the year, the campus may select new prioritized focus areas at this point, or they may continue to work on the current prioritized focus areas.

   ii. If the campus selects new focus areas, you will need to update the District Commitments Theory of Action.

Appendix A: ESF Introduction Reflection

Use this note taking guide in Part 1: Introduction to the Effective Schools Framework to record your reflections on the Effective Schools Framework.

1. In 1-2 sentences, how would you summarize the Effective Schools Framework (ESF)?
   - Use the 1 minute video and section titled "Purpose of the ESF" to answer this question.

2. What is the goal of the ESF?
   - Use the Framework Overview to answer this question.

3. In general, what are the… (Use the Framework Overview to answer this question.)
   - …district commitments?

   - …essential actions?

   - …foundational essential actions?

   - …key practices?

4. Click through each Lever on the website and complete the table:

What is the title of the Lever?	What is the foundational Essential Action for this Lever?	How would having this foundational Essential Action in place impact the other Essential Actions in this Lever?	How would implementing the district commitments in this Lever support the campus' implementation of the foundational Essential Actions?
Prioritized Lever 1:			
Prioritized Lever 2:			
Prioritized Lever 3:			
Prioritized Lever 4:			
Prioritized Lever 5:			

Appendix B: Needs Assessment Process Reflection

Use this note taking guide in Part 2: Campus Needs Assessment to record your reflections on the needs assessment process.

Campus Data Reflection

Review the Exemplar Campus Data Reflection Tool and answer the following questions:

1. What can you tell about student performance at this campus?

2. If you were conducting observations to get a complete picture of practices at this campus, where might you focus your observations?

ESF Self-Assessment

Review the Exemplar ESF Self-Assessment Tool and answer the following questions:

3. What will the campus focus on improving in their Targeted Improvement Plan this year? How did they make this decision?

4. What would be the benefit of having this clarity around current campus practice and focus areas for improvement prior to developing a Targeted Improvement Plan?

District Commitments Theory of Action

Review the Exemplar District Commitments Theory of Action Tool, and answer the following questions:

5. How will the commitments this district selected create the conditions for the campus to implement the Essential Actions?

6. How will this Theory of Action help the district understand what actions it needs to take to support campus improvement?

Appendix C: TIP Development Reflection

Use this note taking guide in [Part 3: Developing the Targeted Improvement Plan](#) to record your reflections on the TIP development process.

<u>Plan Overview</u>

Take a few minutes to review all tabs of the [Exemplar Campus Targeted Improvement Plan](#). (You will look at each tab in more depth in the next sections.)

1. How would the campus' needs assessment set them up to develop a plan with this level of specificity?

2. What would be the impact on campus practice and student outcomes if this plan was executed with fidelity?

<u>Foundations</u>

Use the foundations tab of the [Exemplar Campus Targeted Improvement Plan](#) to answer the following:

3. How are the completed Campus Data Tool, ESF Self-Assessment, and District Commitments Theory of Action used to complete the Foundations tab?

4. How does the Foundations tab set the campus up for success throughout the rest of the improvement planning process?

Student Data

Use the Student Data tab of the Exemplar Campus Targeted Improvement Plan to answer the following:

5. How will completing the Campus Data Tool support the completion of the Student Data Tab?

6. How does the Student Data tab create a common understanding of student outcomes throughout the year?

90-day Cycle Planning

Use the Cycle tabs (Cycles 1-3) of the Exemplar Campus Targeted Improvement Plan to answer the following:

7. How does the information in the Foundations tab support the campus in developing a strong vision and goal for each cycle (Desired 90-day Outcome)?

8. How does information in the 90-day Outcomes section (Rows 1-8) set the campus up to create a strong action plan for that cycle?

9. How did the campus use the 90-day Outcomes section (Rows 1-8) to complete the action plan in that cycle?

10. How does the action plan in each cycle set the campus up to achieve the cycle and annual goals?