

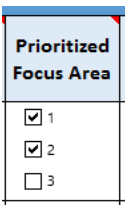
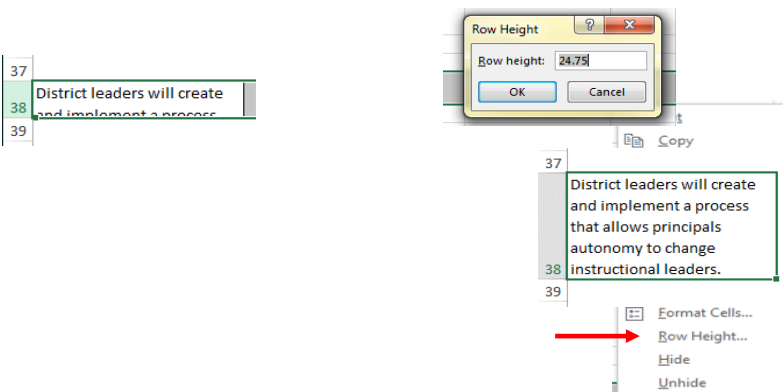
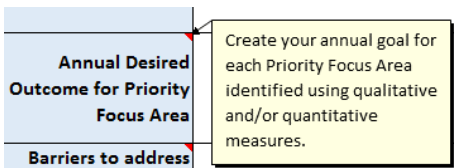
Campus Targeted Improvement Plan

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

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

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

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

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

Printing the Template	<p>The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>
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Campus Information							
District Name	Ector County ISD		Ireland Elementary	Superintendent	Dr. Scott Muri	Principal	Katherine Ochoa
District Number	068901	Campus Number	000000114	District Coordinator of School Improvement (DCSI)	Andrea Martin	ESC Support	Sha Burdsal-Hartzer
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.					Andrea Martin 9/16/2019	
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.					Andrea Martin 9/16/2019	
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.					Katherine Ochoa 9/16/2019	
Board Approval Date							
Needs Assessment							
Data Analysis Questions			What accountability goals for each Domain has your campus set for the year?	Domain 1: 57 to 70; Domain 2a: 54 to 64 scale score; Domain 3 increase from 30 to 63 scale score			
			What changes in student group and subject performance are included in these goals?	Domain 3: Academic Achievement: Reading (H) 28%-37%/ (Eco. Dis.) 30%-33%; Math (H) 27%-40%/(Eco. Dis.) 28-36% and Growth: Reading (H) 47%-65%/(Eco. Dis.) 53-64%; Math (H) 53%-69%/(Eco. Dis.) 59%-68%			
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a			
Self-Assessment Results							
(To be completed if the campus HAS NOT had an ESF Diagnostic)							
Use the completed Self-Assessment Tool to complete this section							
Essential Action					Implementation Level (1 Not Yet Started - 5 Fully Implemented)		
1.1 Develop campus instructional leaders with clear roles and responsibilities.					2		

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.			3	
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.			1	
5.3 Data-driven instruction.			1	
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	Gradual release of instructional leadership to teacher teams must begin with solid foundation of principal guidance through the processes of strong PLC and DDI.		Without objective-driven plans, learning is left to chance. Without formative assessments there is no measure along the way toward summative assessment.	The structures and protocols needed for effecting data-driven instruction need to be purposeful and more intentional in regards to the 4 questions of PLC.
Desired Annual Outcome	Established systems and clear expectations for an increase in instructional leadership capacity which would lead to improved student performance.		Daily lesson planning and delivery aligned to the rigor of TEKS, differentiated to support needs of varied student levels of performance, and assessed frequently using formative assessment tools	Campus-wide data driven culture that holds all staff accountable for positive learning outcomes for all students
Barriers to Address During the Year	Empowering instructional leadership team to feel confident in leading and making decisions.		Leadership team learning to provide effective feedback and coaching aligned to deficits we see in planning and delivery.	Learning of new protocols, usage of reports, building confidence in using data to drive instruction.
District Commitment Theory of Action:		The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers). The district provides opportunities for ongoing support and coaching of the campus leader. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and K-2nd grade math and reading. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days		
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)				
Date of ESF Diagnostic				
Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3
Essential Action				
Desired Annual Outcome				
Barriers to Address During the Year				

District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	Capacity Builder

[illegible]

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.			5.3 Data-driven instruction.		
Desired Annual Outcome	Established systems and clear expectations for an increase in instructional leadership capacity which would lead to improved student performance.		Daily lesson planning and delivery aligned to the rigor of TEKS, differentiated to support needs of varied student levels of performance, and assessed frequently using formative assessment tools			Campus-wide data driven culture that holds all staff accountable for positive learning outcomes for all students		
Desired 90-day Outcome	Weekly PLCs and recurring data meetings in master schedule; Initial rollout of DDI protocols		Weekly PLC schedule established to provide ample time for planning collaboratively with teams and instructional specialists to include TEKS study for priority standards, creation of Know/Show charts, teacher exemplars, and a variety of formative assessment methods.			Establish separate DDI weekly meetings for grade level data analysis of unit assessments and utilize DDI protocol to determine reteach method and prioritize next steps for instruction		
Barriers to Address During this Cycle	Time set aside for intentional planning of DDI meetings by leadership team		Building capacity for long term substitutes and 1-3 year teachers.			Transparency of data campus wide; knowledge of effective reteach strategies.		
District Actions for this Cycle	Principal supervisor/DCSI support for campus leadership team (modeling, collaborating, and providing immediate feedback regarding effectiveness of implementation of DDI)		Principal supervisor/DCSI calibration with the campus leadership team during walkthroughs, analysis of lesson plans and scripting observation and feedback conferences with teachers. Two instructional specialists assigned to the campus for assistance with instructional planning			Principal supervisor/DCSI data meetings with the leadership team after each month to assess and monitor progress toward annual goals. Principal supervisor/DCSI as an active member of the campus DDI process		
District Commitments Theory of Action	The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers). The district provides opportunities for ongoing support and coaching of the campus leader. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and K-2nd grade math and reading. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days							
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
Weekly debrief leadership team meeting on calendar	1,2,3	9/1/19	Campus Leadership Team (CLT) calendar, agenda template	Principal	Campus Leadership Team (CLT) calendar agenda, minutes	Ongoing		
Weekly Professional Learning Community (PLC) time for instructional planning in master schedule	1,2,3	9/1/19	Master schedule, agenda template	Principal	Master schedule, agenda, minutes	Ongoing		
Weekly Data Driven Instruction (DDI) meeting time in master schedule	1,2,3	9/1/19	Master schedule, agenda template, assessment data	Principal	Data reports, agenda, Know/Show chart, teacher exemplars, student exemplars	Ongoing		
Bi-weekly onsite campus visits with DCSI	1	9/1/19	District Trend walk template, classroom walkthrough template, observation/feedback tools, access to campus data	DCSI, Principal, assistant principal, instructional specialists	DCSI onsite debrief notes	Ongoing		
Unit planning mat training (through PLCs)	1,2,3	9/6/19	District unit planning mat template, TEKS, curriculum scope and sequence	Instructional Specialists	Completed mats for each unit in each grade level, weekly lesson plans aligned to TEKS rigor	9/6/2019		
Creation and expectations set for use of campus data wall	1,2,3	9/20/19	2019 STAAR data, short cycle assessment data, Imagine Math data, iStation data, individual student data cards	Principal, Assistant Principal, Instructional Specialists	Updated individual student data cards on data wall, consistent movement of cards reflective of real time student performance	Ongoing		
Training: High level questioning for math and problem solving strategies	2,3	9/26/19	Math consultant, STAAR aligned questioning resources and strategies	Principal, Assistant Principal, Instructional Specialists	Implementation of strategies evident in lesson plans and classroom walk throughs	Ongoing		

Madatory time for grade level intervention (K-5)	2,3	10/1/19	Intervention materials (LLI, Imagine Math, IXL)	Principal, Assistant Principal, Instructional Specialists	Class schedules, running records (LLI), Imagine Math reports, IXL reports	Ongoing		
Scheduled observation & feedback according to data & teacher instructional needs	1,2,3	10/1/19	Updated data reports, classroom walkthrough data, walk through calendar to track classroom visits, Get Better Faster videos	DCSI, Principal, Assistant Principal, Instructional Specialists	Walkthrough data, Observation/Feedback scripts	Ongoing		
DDI rollout with grade levels K-5	1,2,3	10/4/19	Data reports, agenda, Know/Show chart, teacher exemplars, student exemplars	Principal, Assistant Principal, Instructional Specialists	Know/Show charts, teacher exemplars	10/4/2019		
Creation and utilization of student data tracking folders	1,2,3	10/4/19	2019 STAAR data, short cycle assessment data, Imagine Math data, iStation data, folders or digital folder	Principal, Assistant Principal, Instructional Specialists	Updated data folders	Ongoing		
Roll out of Digital Tracking tool for data collection	3	10/4/19	2019 STAAR data, short cycle assessment data, Imagine Math data, iStation data, digital tracking tool	Principal, Assistant Principal, Instructional Specialists	Updated data tracker	Ongoing		
Reflection and Planning for Next 90-Day Cycle								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones					New Milestones		

Cycle 2 90-Day Outcomes (December-February)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	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.		
Desired Annual Outcome	Established systems and clear expectations for an increase in instructional leadership capacity which would lead to improved student performance.		Daily lesson planning and delivery aligned to the rigor of TEKS, differentiated to support needs of varied student levels of performance, and assessed frequently using formative assessment tools			Campus-wide data driven culture that holds all staff accountable for positive learning outcomes for all students		
Desired 90-day Outcome	Narrowed focus to include more frequent observations and feedback for teachers who need additional support		Instructional planning to include evidence of strategies to address intervention/enrichment, as well as TEKS that need to be spiraled for review			DDI and PLC meetings driven by established systems and protocols focused on student performance		
Barriers to Address During this Cycle	Commitment to additional time in classrooms		Collection of resources for spiral activities and enrichment			Ownership of individual data		
District Actions for this Cycle	DCSI bi-weekly debrief to continue focus on classroom instructional needs as reflected in student performance and support for teacher and observation and feedback; coaching for teacher feedback conference		DCSI review of lesson plans and student data prior to classroom visits as part of bi-weekly debrief; district C & I unit planning reosurces availalbe for teacher support; campus provided two Instructional Specialist			DCSI support for principal with coaching and feedback for DDI meeting observations.; district short cycle assessments		
District Commitments Theory of Action	The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers). The district provides opportunities for ongoing support and coaching of the campus leader. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and K-2nd grade math and reading. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days							
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
Weekly debrief leadership team meetings	1,2,3	12/1/19	Campus Leadership Team (CLT) calendar, agenda template	Principal	Campus Leadership Team (CLT) calendar agenda, minutes	Ongoing		
Weekly Professional Learning Community (PLC) time for instructional planning	1,2,3	12/1/19	Master schedule, agenda template	Principal	Master schedule, agenda, minutes	Ongoing		
Weekly Data Driven Instruction (DDI) meetings	2,3	12/1/19	Master schedule, agenda template, assessment data	Principal, Assistant Principal, Instructional Specialists	Data reports, agenda, Know/Show chart, teacher exemplars, student exemplars, reteach & intervention plans	Ongoing		
Bi-weekly onsite campus visits with DCSI	1	12/1/19	District Trend walk template, classroom walkthrough template, observation/feedback tools,	DCSI, Principal, Assistant Principal, InstructionalSspecialists	DCSI onsite debrief notes	Ongoing		
Extended Curriculum Instruction Assessment (CIA) Unit planning (1/2 day per 6 weeks)	2,3	12/1/19	District unit planning mat template, TEKS, curriculum scope and sequence	Instructional Specialists, teachers	Completed mats for each unit in each grade level, weekly lesson plans aligned to TEKS rigor	Ongoing		

Continued updating of campus data wall	2,3	12/1/19	2019 STAAR data, Short cycle assessment data, Imagine Math data, iStation data, individual student data	Principal, Assistant Principal, Instructional Specialists, teachers	Updated individual student data cards on data wall, consistent movement of cards reflective of real time	Ongoing		
Scheduled observation & feedback according to data & teacher instructional needs	2,3	12/1/19	Updated data reports, classroom walkthrough data, walk through calendar to track classroom visits	Principal, Assistant Principal, Instructional Specialists	Walkthrough data, Observation/Feedback scripts	Ongoing		
Student data folders tracking student growth	2,3	12/1/19	2019 STAAR data, short cycle assessment data, Imagine Math data, iStation data, folders or digital folder	Principal, Assistant Principal, Instructional Specialists, teachers	Updated data folders: Students tracking own data, conferencing with students, and sharing with parents	Ongoing		
Digital Tracking tool for data collection	2,3	12/1/19	2019 STAAR data, Short cycle assessment data, Imagine Math data, iStation data, digital tracking toos	Principal, Assistant Principal, Instructional Specialists, teachers	Updated data tracker	Ongoing		
Parent Data Update Meetings/Content Clinics		2 1/16/2019	Interim Assessment data, short cycle assessment data, Imagine Math data, iStation data, released STAAR items	Principal, Assistant Principal, Instructional Specialists, teachers	Agenda, sign in sheet	1/16/2019		
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.			5.3 Data-driven instruction.		
Desired Annual Outcome	Established systems and clear expectations for an increase in instructional leadership capacity which would lead to improved student performance.		Daily lesson planning and delivery aligned to the rigor of TEKS, differentiated to support needs of varied student levels of performance, and assessed frequently using formative assessment tools			Campus-wide data driven culture that holds all staff accountable for positive learning outcomes for all students		
Desired 90-day Outcome	100% capacity of the instructional leadership team to facilitate any PLC or DDI meeting		Narrowed focus for individual student growth addressed in lesson plans			100% capacity of the instructional leadership team to facilitate any PLC or DDI meeting		
Barriers to Address During this Cycle	Maintained focus and time for planning		Limited resources for differentiation			Maintained focus and time for planning		
District Actions for this Cycle	Principal Supervisor/DCSI continuation to maintain urgency, focus, and accountability.		District C & I Department continued support teachers with content-specific strategies			Principal Supervisor/DCSI continuation to maintain urgency, focus, and accountability.		
District Commitments Theory of Action	The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers). The district provides opportunities for ongoing support and coaching of the campus leader. The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and K-2nd grade math and reading. For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days							
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
Weekly debrief leadership team meetings	2,3	3/1/20	Campus Leadership Team (CLT) calendar, agenda template	Principal, Assistant Principal, Instructional Specialists, teachers	Campus Leadership Team (CLT) calendar agenda, minutes	5/21/2020		
Students assigned to campus W.I.N. ("What I Need") team members to promote growth for all (Reading and Math)	3	3/1/20	Differentiated activities, updated data reports	Principal, Assistant Principal, Instructional Specialists, teachers	Student data folders, digital tracking tool, progress monitoring card for W.I.N. time	5/21/2020		
Weekly Professional Learning Community (PLC) time for instructional planning	3	3/1/20	Master schedule, agenda template	Principal, Assistant Principal, Instructional Specialists, teachers	Master schedule, agenda, minutes	5/21/2020		
Weekly Data Driven Instruction (DDI) meetings	3	3/1/20	Master schedule, agenda template, assessment data	Principal, Assistant Principal, Instructional Specialists, teachers	Data reports, agenda, Know/Show chart, teacher exemplars, student exemplars, reteach &	5/21/2020		
Bi-weekly onsite campus visits with DCSI	1	3/1/20	District Trend walk template, classroom walkthrough template, observation/feedback tools,	DCSI, Principal, Assistant Principal, Instructional Specialists	DCSI onsite debrief notes	5/21/2020		

Extended Curriculum Instruction Assessment (CIA) Unit planning (1/2 day per 6 weeks) focused on intervention and enrichment	2,3	3/1/20	District unit planning mat template, TEKS, curriculum scope and sequence	Principal, Assistant Principal, Instructional Specialists, teachers	Completed mats for each unit in each grade level, weekly lesson plans aligned to TEKS rigor, intervention plans, enrichment plans	5/21/2020		
Continued updating of campus data wall	2,3	3/1/20	2019 STAAR data, short cycle assessment data, Imagine Math data, iStation data, individual student data	Principal, Assistant Principal, Instructional Specialists, teachers	Updated individual student data cards on data wall, consistent movement of cards reflective of real time	5/21/2020		
Scheduled observation & feedback according to data & teacher instructional needs	2,3	3/1/20	Updated data reports, classroom walkthrough data, walk through calendar to track classroom visits	Principal, Assistant Principal, Instructional Specialists	Walkthrough data, Observation/Feedback scripts	5/21/2020		
Student data folders tracking student growth	2,3	3/1/20	2019 STAAR data, short cycle assessment data, Imagine Math data, iStation data, folders or digital folder	Principal, Assistant Principal, Instructional Specialists, teachers	Updated data folders	5/21/2020		
Digital Tracking tool for data collection	2,3	3/1/20	2019 STAAR data, short cycle assessment data, Imagine Math data, iStation data, digital tracking tool	Principal, Assistant Principal, Instructional Specialists, teachers	Updated data tracker	5/21/2020		
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	Established systems and clear expectations for an increase in instructional leadership capacity which would lead to improved student performance.		Daily lesson planning and delivery aligned to the rigor of TEKS, differentiated to support needs of varied student levels of performance, and assessed frequently using formative assessment tools			Campus-wide data driven culture that holds all staff accountable for positive learning outcomes for all students		
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	Weekly PLCs and recurring data meetings in master schedule; Initial rollout of DDI protocols	Weekly PLC schedule established to provide ample time for planning collaboratively with teams and instructional specialists to include TEKS study for priority standards, creation of Know/Show charts, teacher exemplars, and a variety of formative assessment		Establish separate DDI weekly meetings for grade level data analysis or unit assessments and utilize DDI protocol to determine reteach method and prioritize next steps for instruction				
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
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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 ' <i>Self-Assessment</i> ' section. Continue to the next section titled, ' <i>ESF Diagnostic Results</i> '
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.