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.	Prioritized Focus Area
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.	37 District leaders will create 38 and implement a process 39 37 District leaders will create and implement a process that allows principals autonomy to change 38 instructional leaders. 39

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.	Annual Desired Outcome for Priority Focus Area Barriers to address
Printing the Template	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. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f- ed640612bdc2

Instructions

	Campus Information											
District Name	West Orange-Cove cISD	Campus Name	West Orange-Stark Middle School	Superintendent	Dr. Rickie Harris	Principal	Mr. Brodrick McGrew					
District Number	181906	Campus Number	181906041	District Coordinator of School Improvement	Dr. Larry Haynes	ESC Support	Mr. Johnny Vines					
		-		(DCSI)								
					surances							
DCSI	commitments and support m understand I am responsible	nechanisms to ensure for the implementation	attest that I will provide or facilitate the successful implementation of the on of all intervention requirements. I ne plan elements as indicated herein	e Targeted Improvement Pla f I am the principal superviso	n for this campus. I		Dr. Larry Haynes					
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.Dr. Larry Haynes												
PrincipalI, 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.Mr. Brodrick McGrew												
Board Approval Date												
				Needs	Assessment							
			What accountability goals for each Domain has your campus set for the year?	Domain I (Student Achiever (Student Growth/Relative P (Closing the Gaps) = 63			Domain II Domain III					
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?	anticipate having an additic		unted group in Domain	core of 60 in each domain. Our goals for each domain are based on our Plus 10 model. We 3. In terms of relative performance component of Domain 2, our percentages of economically					
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA								
			(To		ssment Results pus HAS NOT had an ESF [Diagnostic)						
					ssment Tool to complete							
	Essential Action Implementation Level (1 Not Yet Started - 5 Fully Implemented)											
1.1 Develop campus ins	tructional leaders with clear r	oles and responsibiliti	25.				2					
2.1 Recruit, select, assig	n, induct and retain a full staf	f of highly qualified ec	ucators.				2					
3.1 Compelling and alig	ned vision, mission, goals, valu	les focused on a safe	environment and high expectations.				2					

4.1 Curriculum and ass	sessments aligned to TEKS with a year-long scope and	sequence.		1				
5.1 Objective-driven da	aily lesson plans with formative assessments.				1			
5.3 Data-driven instruc	ction.				1	1		
	Prioritized Focus Ar	ea #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.3 Data-driven instruction.		5.1 Objective-driven daily le	esson plans with formative assessments.				
Rationale	We understand that we can't play "what if" with th we are. Data must be used to inform all facets of ir assessment, reteach/relearn, etc. Having targets he ground or not.	struction, including pacing,	of instruction. Effective form	he TEKS is essential to effective planning and delivery mative assessments will help us identify areas of st us with our reteach efforts.				
Desired Annual Outcome	All instructional lessons/assessments are based on natural part of every discussion. Teachers will soon		clearly communicates teach	ghly vetted and present a logical progression that her and student expectations. Outcomes based on be shared and discussed during PLCs and coaching				
Barriers to Address During the Year	There is still some trepidation when it comes to usi sometimes use the other end of the pencil (the era the data changes. We don't like change.	-	There are a lot of long-term understanding of the TEKS.	n substitutes who lack a thorough and complete				
Distr	rict Commitment Theory of Action:							
			ESF Diag	gnostic Results				
	Date of FSE Diagnostic	(To be completed	AFTER the campus engage	ges in the shared diagnostic with an ESF Faciliti	ator)			
	Date of ESF Diagnostic Prioritized Focus Ar			ges in the shared diagnostic with an ESF Facilita Prioritized Focus Area #2	ator)	Prioritized Focus Area #3		
Essential Action					ator)	Prioritized Focus Area #3		
Essential Action Desired Annual Outcome		ea #1 data. Data discussions become a	All lesson plans are thoroug clearly communicates teach		ator)	Prioritized Focus Area #3		
Desired Annual	Prioritized Focus Ar	data. Data discussions become a be leading these sessions. ng data. Data causes us to	All lesson plans are thoroug clearly communicates teach formative assessments will opportunities.	Prioritized Focus Area #2 ghly vetted and present a logical progression that her and student expectations. Outcomes based on be shared and discussed during PLCs and coaching	ator)	Prioritized Focus Area #3		
Desired Annual Outcome Barriers to Address During the Year	Prioritized Focus Ar All instructional lessons/assessments are based on natural part of every discussion. Teachers will soon There is still some trepidation when it comes to usi sometimes use the other end of the pencil (the era	data. Data discussions become a be leading these sessions. ng data. Data causes us to	All lesson plans are thoroug clearly communicates teach formative assessments will opportunities. There are a lot of long-term	Prioritized Focus Area #2 ghly vetted and present a logical progression that her and student expectations. Outcomes based on be shared and discussed during PLCs and coaching	ator)	Prioritized Focus Area #3		
Desired Annual Outcome Barriers to Address During the Year	Prioritized Focus Ar All instructional lessons/assessments are based on natural part of every discussion. Teachers will soon There is still some trepidation when it comes to usi sometimes use the other end of the pencil (the era the data changes. We don't like change. rict Commitment Theory of Action	data. Data discussions become a be leading these sessions. ng data. Data causes us to	All lesson plans are thoroug clearly communicates teach formative assessments will opportunities. There are a lot of long-term	Prioritized Focus Area #2 ghly vetted and present a logical progression that her and student expectations. Outcomes based on be shared and discussed during PLCs and coaching	ator)	Prioritized Focus Area #3		

Foundations

					2	Student Dat	а							
			% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
Grade level	Subject tested		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	
6th	READING	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	65% at Approaches level		STAAR	20		
бТН	MATH	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	65% Approaches		STAAR	20		
7ТН	READING	Benchmark	60% at Approaches level		State Interim	65% at Approaches level		STAAR	70% Approaches		STAAR	30		
7ТН	МАТН	Benchmark	60% at Approaches level		State Interim	65% at Approaches level		STAAR	70% Approaches		STAAR	20		
7тн	WRITING	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	70% Approaches		STAAR	25		
8TH	READING	Benchmark	65% at Approaches level		State Interim	68% at Approaches level		STAAR	70% Approaches		STAAR	30		
8TH	МАТН	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	70% Approaches		STAAR	30		
8TH	SCIENCE	Benchmark	60% at Approaches level		State Interim	63% at Approaches level		STAAR	70% Approaches		STAAR	30		
8тн ѕос.	SOC.STDS.	Benchmark	50% at Approaches level		State Interim	55% at Approaches level		STAAR	60% Approaches		STAAR	15		

				Cycle 1 90-day Outo	omes (September - No	ovember)			
	Prio	oritized Focus Are	ea #1		Prioritized Focus Area #2			Prioritized Focus Area #3	
Essential Action	5.3 Data-driven instruction.			5.1 Objective-driven daily les	son plans with formative asse	essments.			
Desired Annual Outcome	All instructional lessons/asse become a natural part of eve these sessions.All instruction Data discussions become a n soon be leading these session	ery discussion. Te nal lessons/asses atural part of ev	achers will soon be leading sments are based on data.	communicates teacher and s assessments will be shared a lesson plans are thoroughly communicates teacher and s	ly vetted and present a logica tudent expectations. Outcome nd discussed during PLCs and vetted and present a logical pr tudent expectations. Outcome nd discussed during PLCs and	es based on formative coaching opportunities.All rogression that clearly es based on formative			
Desired 90-day Outcome	Data rooms will be updated a meetings to discuss results; I planning sessions	-			all teachers in need of assistants as evidenced by lesson plants				
Barriers to Address During this Cycle	Negative assumptions about the	e data; resistance	to let the data "speak"	Lack of training provided for	new teachers, long-term subs	;			
District Actions for this Cycle	The DCSI will attend data tall	ks, ensure currici	ulum focus is tied to the data	The DCSI will ensure that sm effective lesson planning	all group training sessions for	teachers who struggle with			
District Commitments Theory of Action	The campus should see an over	all improvement c	f the quality of planning an dass	essments given the training and	assistance they have requested a	and received.			
				Action	plan-Milestones				
Miles	stones	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
Lesson Plan training for those hands of teachers)	e in need (exemplars in the	5.1	Aug./Sept.	Time, facilitator	Academic Dean, Instructional Coaches	Lesson Plan checks in Eduphoria	28-Sep-19	Some Progress	
Data walls are updated with	prior year's STAAR data	5.3	August./Sept.	2019 STAAR data	Principal, APs, Academic Dean, Instructional Coaches, teachers data room visit; check for compliance		6-Sep-19	Met	Data walls will be updated regularly as district assessments are given.
Benchmark data is used to di adjustments	rive PLCs and curriculum	5.3; 5.1	AugMay	Eduphoria, Lead4Ward, PLC agendas	Principal, APs, Academic Dean, Instructional Coaches, teachers	movement of students in data room, PLC visits	Ongoing throughout 2019- 20	Some Progress	
Students take the Interim As Science	sessments for Reading, Math,	5.3	October	Files uploaded, Chromebooks, schedule adjustments	District Testing Coordinator, Principal, Academic Dean				

October/November	walkthrough data; notes	Dean, Instructional Coaches, teachers	reteach becomes an area of reinforcement instead of	October/November; during weekly administrative team meetings		
September/October		Principal, APs, Academic	of minutes from meeting;	September/October		
	Reflection and Pla	nning for Next 90-Day	Cycle			
vhy 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?					New Milestones	
	September/October	October/November walkthrough data; notes from PLC discussions September/October Lesson Planning template in Eduphoria Image: September of the second seco	October/November walkthrough data; notes from PLC discussions Dean, Instructional Coaches, teachers September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches September/October Image: Complex of the sector of the	October/November Assessment data, walkthrough data; notes from PLC discussions Principal, APs, Academic be data; walkthrough data; rotes from PLC discussions understanding as evidenced by data; walkthrough data; rotes from PLC discussions September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches from Tete docement Copy of expectations, copy of minutes from meeting; verbal feedback from teachers September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches Copy of expectations, copy of minutes from meeting; verbal feedback from teachers Image: September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches Opy of expectations, copy of minutes from meeting; verbal feedback from teachers Image: September/October Lesson Planning template in Eduphoria Image: September/October Image: September/October Image: September/October Lesson Planning template in Eduphoria Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October Image: September/October	October/November Assessment data, waikthrough data; notes from PLC discussions Principal, APs, Academic De an, Instructional Coaches de data; waikthrough data; notes from PLC discussions October/November: during weekly administrative team meetings September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches Copy of minutes from meetings September/October September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches Copy of minutes from meetings September/October September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches Copy of minutes from meetings September/October September/October Lesson Planning template in Eduphoria Principal, APs, Academic Dean, Instructional Coaches Copy of minutes from meetings September/October September/October Image: September/October Image: September/October September/October September/October September/October Image: September/October Image: September/October September/October September/October September/October Image: September/October Image: September/October September/October September/October September/October Image: September/October Image: September/	October/November Assessment data, weikthrough data; notes from PLC discussions Principal, APS, Academic Dean, Instructional Coaches, leaders October/November; during weikky administrative team weitings September/October Lesson Planning template in Dean, Instructional Coaches, leaders Of principal, APS, Academic Dean, Instructional Coaches, leaders September/October September/October Lesson Planning template in Dean, Instructional Coaches, leaders Of principal, APS, Academic Dean, Instructional Coaches, leaders September/October September/October September/October September/October September/October September/October Image: September/October

				Cycle 2 90-	Day Outcomes (Decen	nber-February)			
	Prior	ritized Focus Ard	ea #1		Prioritized Focus	Area #2		Prioritized Focus Area #3	
Essential Action	5.3 Data-driven instruction.			5.1 Objective-driven daily les	sson plans with formative asse	ssments.			
Desired Annual Outcome	All instructional lessons/asses become a natural part of even these sessions.All instructions Data discussions become a na soon be leading these session	ry discussion. Te al lessons/asses atural part of ev	eachers will soon be leading sments are based on data.	and student expectations. O PLCs and coaching opportun that clearly communicates to	utcomes based on formative a ities.All lesson plans are thoro	I progression that clearly communicates teacher ssessments will be shared and discussed during ughly vetted and present a logical progression ns. Outcomes based on formative assessments portunities.			
Desired 90-day Outcome	Full implementation of the DI	DI process; data	talks occurring regularly	All teachers (100%) will have	e quality lesson plans that prov	ide the necessary rigor for all activities			
Barriers to Address During this Cycle	Time, making the process a p	riority		Full implementation with the lo	ong-term substitutes				
District Actions for this Cycle	The DCSI will continue to atte implementation of the proces		ta meetings to ensure	The DCSI will monitor lesson guidance	plans submitted by substitute	s; ensure campus team provides oversight and			
District Commitments Theory of Action	Given the proper amount of sup	pport, the lesson	planning and Ddi components sh	ould be fully embedded into the	e campus' culture by the end of t	he 2nd cycle.			
					Action plan-Mileston	es			
Miles	stones	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
Disaggregate STAAR Interim tested; use data to plan for s		5.3	Nov./Dec.	PDFs of student results printed per grade level/subject; teacher access to testing site	DTC, Counselors, Academic Dean	Test results in TAMS; revised scope/sequence and YAG based on data	November/December 2019		
Lesson Plan checkpoints		5.1	Dec./Jan.	Access to Eduphoria, lesson plan templates	Principal, APs, Dean, Coaches, mentor teachers	Actual lesson plans in Eduphoria; quality reflects objectives (TEKS), alignment, and appropriate levels of rigor	12/9/2019; January 13		
TTESS results demonstrate effe improvement in the lesson plar		5.1, 5.3	January/February	TTESS results, comments, domain scores	Campus administrative team	TTESS results scored at least at the "Proficient" levels in data-related strands	January/February 2020		
Adequate time is provided duri and student outcomes	ng PLCs to focus strictly on data	5.3	Dec./Jan.	Revise agendas as needed to allow for data talks	Principal/Dean	Agenda, minutes	Dec./Feb.		
of the necessary components (g-term substitutes will submit quality lesson plans with all he necessary components (TEK, activities, rigor, student 5.1 Dec./Jan. ectations, assessment, exit ticket, etc.)				Principal, APs, Dean, Coaches, mentor teachers	Actual lesson plans in Eduphoria; quality reflects objectives (TEKS), alignment, and appropriate levels of rigor	12/9/2019; January 13		

		Reflection	and Planning for Next	90-Day Cycle				
Did you achieve your desired 90-day outcome? Why or why not?	d 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 working on in the next cycle? What new milestones do you need to add to the			Carryover Miles	tones	New Milestones			

	Cycle 3 90-Day Outcomes (March-May)											
	Prioritized Focus Area #1			Prioritized Focus Area #2			Prioritized Focus Area #3					
Essential Action	5.3 Data-driven instruction.			5.1 Objective-driven daily les	sson plans with formative asse	essments.						
Desired Annual Outcome	All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.All instructional lessons/assessments are based on data. Data discussions become a natural part of every discussion. Teachers will soon be leading these sessions.			All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities.All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments will be shared and discussed during PLCs and coaching opportunities.								
Desired 90-day Outcome		The Data Driven Instruction (DDI) process is fully embedded in all content areas; teachers are leading data discussions			her's work, providing assistan	ce, sparring to ensure quality						
Barriers to Address During this Cycle	Staying focused on quality da horizon	aying focused on quality day-to-day instruction with STAAR on the prizon			none							
District Actions for this Cycle	The DCSI will ensure the focu	ne DCSI will ensure the focus (DDI) remains clear			The DCSI will continue to provide oversight and assistance as needed.							
District Commitments Theory of Action	With the level of assistance prov	vided, the campu	s should score high enough to re	ceive a minimal grade of "D" from TEA.								
				Actior	n plan-Milestones							
Miles	tones	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			
Identified students will receiv support for all STAAR tested	e e	5.3	March-EOY	Specific data from Eduphoria, minutes from PLCs, walk-through documentation	Principal, Academic Dean, Counselors, Instructional Coaches	Targeted lists of students requiring intervention per subject	27-Mar-20					
Scopes/Sequence in Lesson P coverage of all STAAR-tested		ll document the 5.1 March-EOY		Data from Eduphoria; assessment data	Principal, Academic Dean, Counselors, Instructional Coaches	Lesson Plans	March 27 (checkpoint)					
Review of initial STAAR result opportunities for 8th grade R	S I 53 April/May		STAAR results	Principal, Academic Dean, Counselors, Instructional Coaches, teachers	STAAR results	April/May						
Review of STAAR results for 6 grade Science, Social Studies,		5.3	Мау	STAAR results	Principal, Academic Dean, Counselors, Instructional Coaches, teachers	Actual results compared to preset goals	Мау					

As test dates draw closer, day continue to focus on the TEK		5.1	April/May	focus/time/stamina	Principal, Academic Dean, Counselors, Instructional Coaches, teachers	Increased number of walkthroughs to reinforce the desire to see sustained instruction instead of STAAR prep.	March-May		
				Reflection and Pla	anning for Next 90-Day	/ Cycle			
Did you achieve your desired 90	-day outcome? Why or why not?								
Did you achieve your student pe	erformance goals (see Student Da	ita Tab)? Why or v	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								
	Prior	ritized Focus Are	ea #1	Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	0						0		
Desired Annual Outcome	esired Annual Outcome All instructional lessons/assessments are based on data. Data discussions All lesson plans are thoroughly vetted and present a logical progression that clearly communicates teacher and student expectations. Outcomes based on formative assessments. All instructional lessons/assessments are based on data. Based on								

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		rooms will be updated after major assessemnts with follow-up ings to discuss results; Information from data room will drive future			Training will be provided for all teachers in need of assistance; 75% of teachers will produce effective lesson plans as evidenced by lesson plan checkpoints and documented in Edunhoria				
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	0								
		1		Action	plan-Milestones				
Miles	tones	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

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

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