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 <u>prior</u> 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 Implement a process 37 District leaders will create and implement a process that allows principals autonomy to change 38 39 Email control 39 Email control

	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	·	Create your annual goal for	-
Viewing cell tips	triangle in the top-right corner.	Annual Desired	each Priority Focus Area	
. .		Outcome for Priority	identified using qualitative	
	To view the information in the notes box, hover your	Focus Area	and/or quantitative	
	mouse over the cell.	Barriers to address	measures.	<u>}</u>
	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			
Driving the Terrelate	completing the plan the page breaks need to be adjusted.	https://support.offic	e.com/en-us/article/insert	-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-
Printing the Template				<u>ed640612bdc2</u>
	To insert, move, or delete page breaks in an Excel			
	worksheet, visit the Microsoft Office help page.			

Instructions

				Campus	Information							
District Name	Ector County ISD	Campus Name	Wilson & Young Middle School	Superintendent	Dr. Scott Muri	Principal	Anthony Garcia					
District Number	068901	Campus Number	00000045	District Coordinator of School Improvement (DCSI)	Robert Cedillo	ESC Support						
					surances							
DCSI	commitments and support n 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 he plan elements as indicated herein	e Targeted Improvement Pla If I am the principal supervis	n for this campus. I		Roberto Cedillo, 9/14/19					
Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)	necessary district-level com	mitments and support	test that I will coordinate with the DC mechanisms to ensure the principal erstand I am responsible for ensuring	I supervise can achieve succ	essful implementation of the	Konerto Cedillo, 9/14/19						
Principal		support mechanisms t	ordinate with the DCSI (and my super to ensure the successful implemental nerein.									
Board Approval Date												
					Assessment							
			What accountability goals for each Domain has your campus set for the year?	Increase from 55 to 70 (53 t	Dom 58 to 70 (Approaches 57 to 67, Meets 24 to 33, Masters 8 to 13) Dc D (53 to 66) Dc Dom 39 to 70 (AA: 2 to 5, Growth:0 to 4, ELLs.: 0 to 1, Std. Success: 0 to 2). Dc							
	Data Analysis Questions		What changes in student group and subject performance are included in these goals?	All		_						
			If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA								
	Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)											
			Use t	he completed Self-Asse	ssment Tool to complete t	this section						
		Essential Act	ion			Implementat	t ion Level (1 Not Yet Started - 5 Fully Implemented)					
1.1 Develop campus ins	tructional leaders with clear r	oles and responsibiliti	es.				3					

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

	Prioritized Focus Ar	ea #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
Eccontial Action	3.1 Compelling and aligned vision, mission, goals, v environment and high expectations.	alues focused on a safe	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.3 Data-driven instruction.					
Rationale	Rated 2, focus on lowest rated Essential Actions		Rated 2, focus on lowest rated Essential Actions	Rated 2, focus on lowest rated Essential Actions					
Desired Annual Outcome	100% of teacher monitors are on time and are acti are on task without reminders.	vely monitoring. 100% of students	100% of teachers are breaking down the standards with the Know and Show process	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans.					
Barriers to Address During the Year	Students and teachers not implementing routines routines of the section of the se	effectively and/or not completing a	Calendar does not indicate date to complete the Know and Show Process or creating the assessment exemplar. PLCs are not meeting or using the time	Calendar does not indicate date to disaggregate and review data or to develop reteach and reassessment plans. PLCs are not meeting or using the time allotted effectively. The science					
Distric	t Commitment Theory of Action:		ement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the will be able to accomplish the desired annual outcomes for each essential action.						
		(To be completed <i>i</i>	ESF Diagnostic Results AFTER the campus engages in the shared diagnostic with an ESF Facilit	tator)					
	Date of ESF Diagnostic								
	Prioritized Focus Ar	ea #1	Prioritized Focus Area #2	Prioritized Focus Area #3					
Essential Action									
Desired Annual Outcome									
Barriers to Address During the Year									
Distric	ct Commitment Theory of Action								

Prioritized Focus Areas for Improvement	Capacity Builder

						Student D	ata								
			% 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		
6	ELAR Achievement	Other	44% Meets or above		Other	44% Meets or above		District Interim	44% Meets or above		STAAR	44% Meets or above			
6	ELAR Growth	Other	66%		Other	66%		District Interim	66%		STAAR	66%			
6	Math Achievement	Other	46% Meets or above		Other	46% Meets or above		District Interim	46% Meets or above		STAAR	46% Meets or above			
6	Math Growth	Other	71%		Other	71%		District Interim	71%		STAAR	71%			
7	ELAR Achievement	Other	44% Meets or above		Other	44% Meets or above		District Interim	44% Meets or above		STAAR	44% Meets or above			
7	ELAR Growth	Other	66%		Other	66%		District Interim	66%		STAAR	66%			
7	Math Achievement	Other	46% Meets or above		Other	46% Meets or above		District Interim	46% Meets or above		STAAR	46% Meets or above			
7	Math Growth	Other	71%		Other	71%		District Interim	71%		STAAR	71%			
8	ELAR Achievement	Other	44% Meets or above		Other	44% Meets or above		District Interim	44% Meets or above		STAAR	44% Meets or above			
8	ELAR Growth	Other	66%		Other	66%		District Interim	66%		STAAR	66%			
8	Math Achievement	Other	46% Meets or above		Other	46% Meets or above		District Interim	46% Meets or above		STAAR	46% Meets or above			
8	Math Growth	Other	71%		Other	71%		District Interim	71%		STAAR	71%			
8	Science Achievement	Other	67 / 33 / 13		Other	67 / 33 / 13		District Interim	67 / 33 / 13		STAAR	67 / 33 / 13			
8	SS Achievement	Other	67 / 33 / 13		Other	67 / 33 / 13		District Interim	67 / 33 / 13		STAAR	67 / 33 / 13			
6 - 8	TELPAS Progress Rate	Other	36%		Other	36%		District Interim	36%		Other	36%			

Student Data

6 - 8	African American		32 / 31	Other	32 / 31	District Interim	32 / 31	STAAR	32 / 31	
6 - 8	Achievement Hispanic Achievement	Other	37 / 40	Other	37 / 40	District Interim	37 / 40	STAAR	37 / 40	
		Other								
6 - 8	White Achievement	Other	60 / 59	Other	60 / 59	District Interim	60 / 59	STAAR	60 / 59	
6 - 8	Eco. Dis. Achievement	Other	33 / 26	Other	33 / 26	District Interim	33 / 26	STAAR	33 / 26	
6 - 8	ELL Achievement	Other	29 / 40	Other	29 / 40	District Interim	29 / 40	STAAR	29 / 40	
6 - 8	SPED Achievement	Other	19/23	Other	19/23	District Interim	19 / 23	STAAR	19 / 23	
6 - 8	F SPED Achievement	Other	36 / 44	Other	36 / 44	District Interim	36 / 44	STAAR	36 / 44	
6 - 8	Cont. Achievement	Other	46 / 47	Other	46 / 47	District Interim	46 / 47	STAAR	46 / 47	
6 - 8	Non-Cont. Achievement	Other	42 / 45	Other	42 / 45	District Interim	42 / 45	STAAR	42 / 45	
6 - 8	African Americann Growth	Other	62 / 67	Other	62 / 67	District Interim	62 / 67	STAAR	62 / 67	
6 - 8	Hispanic Growth	Other	65 / 69	Other	65 / 69	District Interim	65 / 69	STAAR	65 / 69	
6 - 8	White Growth	Other	69 / 74	Other	69 / 74	District Interim	69 / 74	STAAR	69 / 74	
6 - 8	Eco. Dis. Growth	Other	64 / 68	Other	64 / 68	District Interim	64 / 68	STAAR	64 / 68	
6 - 8	ELL Growth	Other	64 / 68	Other	64 / 68	District Interim	64 / 68	STAAR	64 / 68	
6 - 8	SPED Growth	Other	59/61	Other	59 / 61	District Interim	59 / 61	STAAR	59 / 61	
6 - 8	F SPED Growth	Other	65 / 70	Other	65 / 70	District Interim	65 / 70	STAAR	65 / 70	
6 - 8	Cont. Growth	Other	66 / 71	Other	66 / 71	District Interim	66 / 71	STAAR	66 / 71	
6 - 8	Non-Cont. Growth	Other	67 / 70	Other	67 / 70	District Interim	67 / 70	STAAR	67 / 70	

					_	_	

				Cycle 1 90-day Outc	omes (September - N	ovember)					
	Prio	ritized Focus Are	ea #1		Prioritized Focus Area #2		Prioritized Focus Area #3				
Essential Action	3.1 Compelling and aligned v environment and high expec		oals/values focused on a safe	4.1 Curriculum and assessme	ents aligned to TEKS with a yea	ar-long scope and sequence.	5.3 Data-driven instruction.	5.3 Data-driven instruction.			
Desired Annual Outcome	100% of teacher monitors are of students are on task withc		e actively monitoring. 100%	100% of teachers are breakin	ng down the standards with th	ne Know and Show process		ed time built into the master so nversations about student data			
Desired 90-day Outcome	80% of teacher monitors are students are on task without		actively monitoring. 80% of	All ELAR and Math teacher te Show process and creating th	0	tandards with the Know and	All ELAR and Math teacher te reteach and reassessment pl	eams disaggregate and review ans	data in order to build		
Barriers to Address During this Cycle					ate to complete the Know an LCs are not meeting or using t	•		ate to disaggregate and review is are not meeting or using the			
District Actions for this Cycle					o assessments aligned to the	standards and the expected	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.				
District Commitments Theory of Action		•	. ,	ors instructional structures and other structures a	instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the esfor each essential action.						
				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		
Build routines for arrival, trar and dismissal then train, prac		3.1	July 8 - August 19	Exemplar model of written systems with roles and responsibilities of each staff member	Campus administration	Written systems with roles and responsibilities, staff rollout plan, observations of staff following plans and survey	8/19/19				
ELAR and math teachers to breakdown standards by th Know/Show process and build assessment exemplars t ensure alignment between curriculum and assessment		4.1	August 5 - October 18	Standards, assessments, examples of the Know/Show standards and example of assessment exemplar	Teachers, teacher leaders and administrators	Calendar showing days teams are breaking down standards/building assessment exemplars, teacher work of the know/shows and assessment exemplars	9/27/19				
Implement a consistent proce data, reteach and reassessme math professional learning co	ent plans through ELAR and	5.3	August 5 - October 18	Data driven instructional process, common assessments, blue prints, data reports,	Principal	DDI process, reteach & reassessment plans	9/27/19				

July 8 - August 19	Staffing report	Principal	Master schedule shows ELAR and Math teachers with a PLC period	8/19/19				
August 19 - November 22	Surveys	Principal	Surveys and survey data	11/22/19				
October	Assessments, reteach, reassessments, data reports, a detailed plan		A written process and data	11/22/19				
	Reflection and Pla	anning for Next 90-Day	y Cycle					
why not?								
		Carryover Milestones		New Milestones				
	August 19 - November 22	August 19 - November 22 Surveys August 19 - November 22 Surveys Assessments, reteach, reassessments, data reports, a detailed plan Assessments, reteach, reassessments, data reports, a detailed plan Image: Control of the system of	August 19 - November 22 Surveys Principal October Assessments, reteach, reassessments, data reports, a detailed plan Teachers, teacher leaders and administrators Image: Carryover Milestones Image: Carryover Milestones why not? Image: Carryover Milestones	July 8 - August 19 Staffing report Principal ELAR and Math teachers with a PLC period August 19 - November 22 Surveys Principal Surveys and survey data October Assessments, reteach, reassessments, data reports, a detailed plan Teachers, teacher leaders and administrators A written process and data October Image: Comparison of the process and data reports, a detailed plan Image: Comparison of the process and data Image: Comparison of the process and data reports a detailed plan Image: Comparison of the process and data Image: Comparison of the process and data reports a detailed plan Image: Comparison of the process and data Image: Comparison of the process and data reports a detailed plan Image: Comparison of the process and data Image: Comparison of the process and data Image: Comparison of the process and data Image: Comparison of the process o	July 8 - August 19 Staffing report Principal ELAR and Math teachers with a PLC period 8/19/19 August 19 - November 22 Surveys Principal Surveys and survey data 11/22/19 October Assessments, reteach, reassessments, data reports a detailed plan Teachers, teacher leaders and administrators A written process and data 11/22/19 Image: Comparison of the teach of the teach of the teach of	July 8 - August 19 Staffing report Principal ELAR and Math teachers with a PLC period 8/19/19 August 19 - November 22 Surveys Principal Surveys and survey data 11/22/19 Image: Comparison of the comparison of		

				Cycle 2 90-Day Out	tcomes (December-Fe	bruary)					
	Prior	ritized Focus Are	a #1		Prioritized Focus Area #2			Prioritized Focus Area #3			
Essential Action	3.1 Compelling and aligned vi environment and high expect		als/values focused on a safe	4.1 Curriculum and assessme	nts aligned to TEKS with a yea	Ir-long scope and sequence.	5.3 Data-driven instruction.				
Desired Annual Outcome	100% of teacher monitors are of students are on task witho		e actively monitoring. 100%	100% of core teachers are broprocess	eaking down the standards wi	th the Know and Show	-	ed time built into the master so nversations about student dat			
Desired 90-day Outcome	90% of teacher monitors are students are on task without		actively monitoring. 90% of	All core teachers are breaking creating the assessment exer	5	e Know and Show process and	All core teachers disaggregat reassessment plans	e and review data in order to l	build reteach and		
Barriers to Address During this Cycle	Students and teachers not im completing a routine reset.	plementing rout	ines effectively and/or not	Process or on building assess	nath teachers are completing	ministration not verifying the	data, reteach and reassessm calendar for reteach/reasses	is teachers have not been train ent plans. Campus administra sment days or if the ELAR and sessment plans based on data.	tion not verifying the math teachers are		
District Actions for this Cycle	The district provides data syst (e.g. discipline referrals, atter	•		The district provides a data as and student level.	ssessment platform to captur	e assessment data by item	The district provides a data assessment platform to capture assessment data by item and student level.				
District Commitments Theory of Action		•		ors instructional structures and omes for each essential action.	rs instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the nessential action.						
				Action plan-Milestones							
Mile	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		
writing, 8th grade ELAR & r	rim assessment for 7th grade math to identify student and r needs.	5.3	2/5, 2/6	Assessments	Teachers	Data reports, and student work	2/7				
Science and social studies teachers to breakdown standards by the Know/Show process and build assessment exemplars to ensure alignment between curriculum and assessments.		4.1	December 1	Standards, assessments, examples of the Know/Show standards and example of assessment exemplar	Teachers, teacher leaders and administrators	Calendar showing days teams are breaking down standards/building assessment exemplars, teacher work of the know/shows and assessment exemplars	1/27/20				
	climate and teacher teams to asure progress.	3.1, 4.1, 5.3	December - February	Surveys	Principal	Surveys and survey data	1/27/20				

Cycle 2 (Dec-Feb)

Implement a consistent process to disaggregate, monitor data, reteach and reassessment plans through science and social studies teacher teams.	5.3	December 1	Data driven instructional process, common assessments, blue prints, data reports, reteach/reassessment strategies	Principal	DDI process, reteach & reassessment plans	1/27/20	
From district interim assessments identify teacher and students needs to develop a plan to close the performance gap in targeted subgroups.	5.3	2/11	Assessments, student work and data reports	Lead teachers, campus administration	Plan of action	2/15	
			Reflection and Pla	nning for Next 90-Day	v Cycle		
Did you achieve your desired 90-day outcome? Why or why not?							
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?							
Carryover Milestones					New Milestones		
Review the necessary adjustments/next steps column above. Wh working on in the next cycle? What new milestones do you need							

Cycle 3 90-Day Outcomes (March-May)									
	Priori	itized Focus Are	ea #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	3.1 Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations		4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.			5.3 Data-driven instruction.			
Desired Annual Outcome	, , ,		100% of core teachers are breaking down the standards with the Know and Show process			Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans.			
Desired 90-day Outcome	100% of teacher monitors are on time and are actively monitoring. 100% of students are on task without reminders.		All core teachers are thorough and have refined the Know and Show process and with creating the assessment exemplar.			All core teachers disaggregate and review data in order to build reteach and reassessment plans			
Barriers to Address During this Cycle	Students and teachers not imp	plementing rout	ines effectively.	Campus administration not verifying the calendar or if core teachers are completing the Know and Show process or the assessment exemplars.			Campus administration not verifying the calendar for reteach/reassessment days or if core teachers are completing the reteach/reassessment plans based on data.		
District Actions for this Cycle	The district ensures that campus conducive to learning.	buildings are wel	maintained, safe, and	District policies support the effective use of standards-aligned GVC and assessments.			District policies support the effective use of standards-aligned GVC and assessments.		
District Commitments Theory of Action	If the District Coordinator of Society of So				d processes; and if the centra	al administration ensures that p	brincipals experience consister	ncy and quality support; then t	he campus, through the
	-			Action	plan-Milestones				
Mile	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
Administer the district interim a ELAR, 7th grade math & ELAR a studies to identify student and	•	5.3	3/31, 4/1	Assessments	Teachers	Data reports, and student work	4/2		
students needs to dev	sments identify teacher and velop a plan to close the h targeted subgroups.	5.3	4/10	Assessments, student work and data reports	Lead teachers, campus administration	Plan of action	4/10		

		Reflection and Planning for Next 90-Day	v Cycle			
Did you achieve your desired 90-	day outcome? Why or why not?					
Did you achieve your student per	formance goals (see Student Data Tab)? Why or why not?					
		Carryover Milestones			New Milestones	
	its/next steps column above. What milestones from this cycle will you continue hat new milestones do you need to add to the next cycle?					
		END OF YEAR REFLECTION				
	Prioritized Focus Area #1	Prioritized Focus Area #2			Prioritized Focus Area #3	
Essential Action	0	0		0		
Desired Annual Outcome					ed time built into the master so nversations about student dat	
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									
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								
				Action	plan-Milestones	Γ			
Milest	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 Pla	nning for Next 90-D	ay 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	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.		
	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. List pamers to implementation the campus may race as they take the necessary steps to improve the phontized rocus		
Barriers to Address During the Year	List barners to implementation the campus may face as they take the necessary steps to improve the phontized focus		
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. In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address pamers to		
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address pamers to		
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	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		