

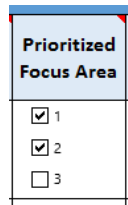
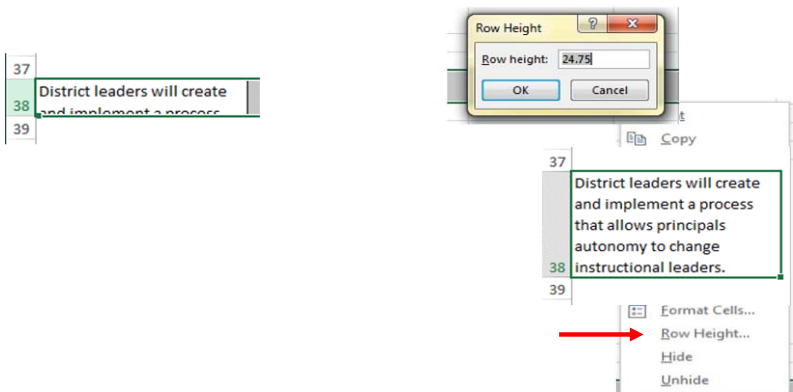
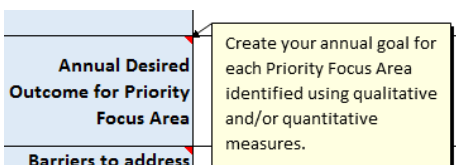
Campus Targeted Improvement Plan

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		
Expanding rows and/or columns	<p>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.</p>	
Viewing cell tips	<p>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.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	

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 ISD			Superintendent	Dr. Scott Muri	Principal	Amy Russell, Travis Tanya Galindo, Zavala
District Number	068901	Campus Number	000000122	District Coordinator of School Improvement (DCSI)	Stacy Johnson	ESC Support	

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Stacy Johnson August 26, 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.	Stacy Johnson August 26, 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.	Amy Russell, Travis Tanya Galindo, Zavala
Board Approval Date	2019-11-19	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I (Approaches 70, Meets 40, Masters 14) Domain 1 Score 70, Domain 2A (raw score 70) Score 72, Domain 3 (raw score 48) Score 70, Overall overall rating of C
	What changes in student group and subject performance are included in these goals?	3rd-5th Math/Reading
	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)
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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.	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.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	No expectation that teachers lesson plan, no feedback on lesson plans existed. Observations show that it's likely that many do not understand lesson planning. Campus administration and instructional specialists will work to strengthen both lesson plans, and provide feedback to teachers.	Lack of data literacy campus-wide, no campus-wide direction for data driven instructional protocols. New and novice teachers lack training to disaggregate data and use to inform instructional changes.	
Desired Annual Outcome	Teachers use recurring PLC planning meetings to collaboratively plan lessons according to district approved curriculum and campus protocol. (including YAG, year at a glance, WAG week at a glance, know & show charts, objectives, and exit tickets) and CLT (campus leadership team) leading meeting and give feedback in meetings to help improve lesson plans.	Teachers will be well-versed and feel skilled in taking current data and using it to inform instructional changes including reteach and strengthening Tier 1 instruction. Teachers will use data to quickly turn around needed adjustments into classroom instructional delivery and assessment.	
Barriers to Address During the Year	Teachers feel overwhelmed learning so much and not being able to put systems in place all at once, new and novice teachers unfamiliar with planning protocol	Teachers feel overwhelmed as new and novice teachers and do not yet recognize the value of data driven instructional planning and delivery.	
District Commitment Theory of Action:		The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.	

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	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome			

Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers use recurring PLC planning meetings to collaboratively plan lessons according to district approved curriculum and campus protocol. (including YAG, year at a glance, WAG week at a glance, know & show charts, objectives, and exit tickets) and CLT (campus leadership team) leading meeting and give feedback in meetings to help improve lesson	Teachers will be well-versed and feel skilled in taking current data and using it to inform instructional changes including reteach and strengthening Tier 1 instruction. Teachers will use data to quickly turn around needed adjustments into classroom instructional delivery and assessment.	
Desired 90-day Outcome	PLCs prioritize planning (creating Know & Show charts for prioritized standards and creating exit ticket banks) every third meeting, w/ feedback on rigor and alignment to standards from PLC district Planning protocol	Administrators will conduct classroom observation walkthroughs, look for and record evidence of Data Assessment Protocol reteach, changes in instruction, and record observation and feedback in Eduphoria Strive	
Barriers to Address During this Cycle	PLC leads content knowledge for Knows & Shows creation; buy in for stronger PLC protocols (teacher perceived loss of autonomy?)	Knowledge and comfort level for using data to inform instruction. Data assessment protocol mandate may have resistance, data will be public	
District Actions for this Cycle	The district has provided PD for teachers and IS (Instructional Specialists) to ensure planning protocol and planning mats are available for ELAR/Math as well as other contents. Principals have been trained as well to lead and facilitate the planning session with Knows & Shows.	The district has created STAAR-release, Short Cycle Assessment assessments to be administered every three weeks and is aligned to the district scope and sequence. The district ED (Executive Director -DCSI) will attend, support and coach campus principal in PLC/Data meetings. ED will provide feedback on the data assessment protocol and walkthrough process for evidence gathering.	
District Commitments Theory of Action	The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.		

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 PLC Agenda with emphasis on Focus, Priorities and Evidence instructional planning and delivery, and data	5.1, 5.3	Weekly	n/a	Principal, IS, campus ILT (instructional leadership team)	Weekly Agendas, Walkthroughs	Ongoing Aug-Nov	On Track	continue
Teachers Trained in Campus Lesson Plan protocol in weekly PLCs	5.1, 5.3	August 12th and ongoing	Planning mats, textbook, Google classroom access	District, Principal, IS (instructional specialist), campus ILT team	Lesson Plans in Eduphoria, minutes from PLC	Ongoing Aug-Nov	Met	monior lesson plan protocol
Instructional Specialists provide targeted lesson modeling for new and novice teachers, and teachers in need.	5.1, 5.3	Beginning Week of September 23rd and ongoing.	Planning mats, markers chart paper, ipads, google classroom	IS	Lesson Plans from IS, Teachers observation - sheet, Admin observation of Teacher implementation	Ongoing Aug-Nov based on request, admin request	On Track	continue

PLCs are led by Principal and ILT and follow campus data protocol after all SCA (short cycle assessments) and interim/district tests. EL and student subgroups will be targeted and monitored closely.	5.1, 5.3	Weekly and after each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, IS, campus ILT team	current data, data protocol sheets, lesson plans	Ongoing Sept-Nov after each SCA PLC content/grade	On Track	continue
Conduct walkthrough observations and document implementation of data protocol process and impact on instructional delivery.	5.1, 5.3	Weekly and after each SCA Data Assessment Protocol process	copies of SCA data and Data Protocol sheets by teacher	Principal, Assistant Principal, Executive Director	Walkthroughs by Principal, Assistant Principal in Eduphoria	Ongoing Aug-Nov after each SCA data protocol PLC	Some Progress	continue
Upon receipt of SCA (Short Cycle Assessment) data every three weeks, teachers will work with Principal and Instructional Specialists to complete the campus Data Process Protocol	5.1,5.3	After each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, Instructional Specialists,	current data, data protocol sheets, lesson plans	Ongoing Aug-Nov after each SCA data protocol PLC	Significant Progress	continue

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	We made significant progress on the prioritized focus area number 5.1, and met area 5.3. Plans are put in place to continue training and coaching of staff who need support in these areas listed.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, progress seen on istation and 5th Grade met their goal.
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
	PLC, Lesson Plan Protocol and monitoring, Data Process Protocol,
	New Milestones
	Depth of Knowledge training for rigor, and Lesson Plans due Thursday evening.

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers use recurring PLC planning meetings to collaboratively plan lessons according to district approved curriculum and campus protocol. (including YAG, year at a glance, WAG week at a glance, know & show charts, objectives, and exit tickets) and CLT (campus leadership team) leading meeting and give feedback in meetings to help improve lesson	Teachers will be well-versed and feel skilled in taking current data and using it to inform instructional changes including reteach and strengthening Tier 1 instruction. Teachers will use data to quickly turn around needed adjustments into classroom instructional delivery and assessment.	
Desired 90-day Outcome	Teachers will have a better understanding of Depth of Knowledge and will have implemented into two DOK daily in lesson plans in order to improve rigor of understanding as evident in improved SCA scores.	Teachers will be well-versed and feel skilled in taking current data and using it to inform instructional changes including reteach and strengthening Tier 1 instruction. Teachers will use data to quickly turn around needed adjustments into classroom instructional delivery.	
Barriers to Address During this Cycle	Teachers will have to understand the depth of knowledge questioning process first before being able to implement effectively in lesson planning and instructional delivery.	December through February will have many testing occurring in December and in January which will take away from instructional delivery. iStation, Imagine Math, District Benchmark testing will occur in December and February.	
District Actions for this Cycle	The DCSI will conduct classroom walkthroughs and coach principal to ensure teachers are using DOK questions in classroom instructional delivery.	The district has created STAAR-release, Short Cycle Assessment assessments to be administered every three weeks, Middle of the Year istation and imagine math. The district testing is aligned to the district scope and sequence. The district ED (Executive Director -DCSI) will attend, support and coach campus principal in PLC/Data meetings. ED will provide feedback on the data assessment protocol and walkthrough process for evidence gathering.	
District Commitments Theory of Action	The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.		

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
Principal and ILT will train teachers on Depth of Knowledge questioning, question stems, and how to use to raise rigor level and assess student understanding of key concepts.	5.1, 5.3	December 10th teachers trained in PLCs	Depth of Knowledge charts, ring-bound and laminated, with Lead4ward stems for Els	Principal, IS, campus ILT team	teachers will have Depth of Knowledge questions written in daily lesson plans.	December 17th - Ongoing in weekly lesson plans		
PLCs are led by Principal and ILT and follow campus lesson plan protocol and monitored by IS and Admin.	5.1, 5.3	December and ongoing	Planning mats, textbook, Google classroom access	District, Principal, IS (instructional specialist), campus ILT team	Lesson Plans in Eduphoria, minutes from PLC	Ongoing Dec-Feb		
Principal, Assistant Principal and Executive Director conduct walkthrough observations and document implementation of data protocol process and impact on instructional delivery.	5.1, 5.3	Weekly and after each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, IS, campus ILT team	current data, data protocol sheets, lesson plans	Ongoing Dec-Feb after each SCA PLC content/grade		

Principal, Assistant Principal and Executive Director conduct walkthrough observations and document implementation of Depth of Knowledge Questioning and impact on instructional delivery.	5.1, 5.3	Weekly and after each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, IS, campus ILT team	current data, data protocol sheets, lesson plans	Ongoing Dec-Feb after each SCA PLC content/grade		
Upon receipt of SCA (Short Cycle Assessment) data every three weeks, teachers will work independently with support from Principal and Instructional Specialists to complete the campus Data Process Protocol. EL and student subgroups will be targeted and monitored closely.	5.1,5.3	After each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, Instructional Specialists,	current data, data protocol sheets, lesson plans	Ongoing Dec-Feb after each SCA data protocol PLC		
Work with new teachers to bring them to Thursday submission of lesson plans	5.1, 5.3	Weekly - Thursday 5:00p.m.	TEKS, scope and sequence, planning time,	Principal, AP, Instructional Specialists,	lesson plan verification, walkthroughs from Principal, AP, DCSI	Ongoing Dec-Feb weekly		

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	5.1 Objective-driven daily lesson plans with formative assessments.5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.5.3 Data-driven instruction.	
Desired Annual Outcome	Teachers use recurring PLC planning meetings to collaboratively plan lessons according to district approved curriculum and campus protocol. (including YAG, year at a glance, WAG week at a glance, know & show charts, objectives, and exit tickets) and CLT (campus leadership team) leading meeting and give feedback in meetings to help improve lesson plans.	Teachers will be well-versed and feel skilled in taking current data and using it to inform instructional changes including reteach and strengthening Tier 1 instruction. Teachers will use data to quickly turn around needed adjustments into classroom instructional delivery and assessment.	
Desired 90-day Outcome	Student data has showed consistent growth as teachers have mastered the PLC planning process.	Teachers have used data from current SBAs to pull small groups targeting learning gaps for students.	
Barriers to Address During this Cycle	Teachers will have a hard time prioritizing what items to focus on as the last month before STAAR testing begins.	The limited time will prevent all the needed groups to be pulled effectively.	
District Actions for this Cycle	DCSI will provide coaching and suggestions for targeted TEKS to prioritize at campus.	DCSI will assist with effective and efficient ways to pull small group and provide extended intervention time during the day and after school.	
District Commitments Theory of Action	The district ensures access to high-quality common formative assessment resources aligned to state standard for all tested areas, as well as, providing a principal coach to support the campus principal with individual and campus growth. The principal coach (DCSI/Executive Director of Elementary Leadership) will also attend PLCs, do teacher walk-throughs, collaborate in campus planning and participate in campus data analysis. The district will remove barriers to ensure campus progress.		

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
Students are pulled for small group to received Targeted Intervention based on current district assessment	5.3	After Spring District Benchmark	space for teachers to tutor, additional adults to tutor	Principal, IS, campus ILT team	current Spring District Benchmark showing student expectation breakdown	Ongoing March-May after each SCA PLC content/grade		
PLCs are led by Principal and ILT and follow campus data protocol after all SCA (short cycle assessments) and interim/district tests. EL and student subgroups will be targeted and monitored closely.	5.1, 5.3	Weekly and after each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, IS, campus ILT team	current data, data protocol sheets, lesson plans	Ongoing March-May after each SCA PLC content/grade		
Principal, Assistant Principal and Executive Director conduct walkthrough observations and document implementation of data protocol process and impact on instructional delivery.	5.1, 5.3	Weekly and after each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, IS, campus ILT team	current data, data protocol sheets, lesson plans	Ongoing March-May after each SCA PLC content/grade		
Principal, Assistant Principal and Executive Director conduct walkthrough observations and document implementation of Depth of Knowledge Questioning and impact on instructional delivery.	5.1, 5.3	Weekly and after each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, IS, campus ILT team	current data, data protocol sheets, lesson plans	Ongoing March-May after each SCA PLC content/grade		

Upon receipt of SCA (Short Cycle Assessment) data every three weeks, teachers will work independently to complete the campus Data Process Protocol	5.1,5.3	After each SCA	copies of SCA data and Data Protocol sheets by teacher	Principal, Instructional Specialists,	current data, data protocol sheets, lesson plans	Ongoing Aug-Nov after each SCA data protocol PLC		
New teachers will bring them to Thursday submission of lesson plans	5.1, 5.3	Weekly - Thursday 5:00p.m.	TEKS, scope and sequence, planning time,	Principal, AP, Instructional Specialists,	lesson plan verification, walkthroughs from Principal, AP, DCSI	Ongoing Dec-Feb weekly		

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	Teachers use recurring PLC planning meetings to collaboratively plan lessons according to district approved curriculum and campus protocol. (including YAG, year at a glance, WAG week at a glance, know & show	Teachers will be well-versed and feel skilled in taking current data and using it to inform instructional changes including reteach and strengthening Tier 1 instruction. Teachers will use data to quickly turn around needed adjustments into classroom	

Did the campus achieve the desired outcome? Why or why not?			
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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 '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	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.