

Campus Information							
District Name	Elgin ISD	Campus Name	Elgin Middle School	Superintendent	Dr. Jodi Duron	Principal	Mrs. Riza Cooper
District Number	011902	Campus Number	000000041	District Coordinator of School Improvement (DCSI)	Dr. Shannon Luis	ESC Support	Ms. Kendra Monk

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.
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.
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.
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?
	What changes in student group and subject performance are included in these goals?
	If applicable, what goals has your campus set for CCMR and Graduation Rate?

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.	4
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.	4
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	3

Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
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Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Since we are unified as a campus in retaining and developing teachers who will truly grow and benefit our students, having a compelling and aligned vision will continue to propel EMS in the direction of quality instruction, student success, and student growth. While we are consistent with communicating PBIS procedures, we want to increase the consistent communication about the mission, vision, and core values of EMS, so that ALL staff can acknowledge and identify those declared values.	We've realized that while we put a lesson plan template in place as well as the IPAC process being implemented more, feedback for teachers on their lesson plans is currently limited. Current lesson plans are sometimes not as detailed as possible for optimal effectiveness. Increased feedback will help address this. Considering that strong lesson planning is a critical component, we need to develop stronger systems here as well.	We are buliding on last year's data digs and implementing a digital data wall which core teachers will update after each unit assessment. We've partnered with MatrixED a student data software that will be implemented in all core classes. Looking deeply at student data and making strong instructional decisions based on that data is what is ultimately going to lead to improvement for our campus.
Desired Annual Outcome	Our staff and all stakeholders knows the district vision, mission and REACH. A student creed is adopted and students utlize it regularly. Parents are included in climate surveys and there is an increase in communication between parents and the campus. Increase positive outlook of community/parents on the campus.	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by ILT (Instructional Leadership Team) and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.
Barriers to Address During the Year	On the campus climate survey, both students and staff were largely unable to identify the vision, mission, goals, and values of EISD. Teachers may not see the value or purpose of being able to identify the vision, mission, goals, and values of EISD.	"Teachers expressing concern around the time required to lesson plan. Feedback for lessons plans has not been consistent among departments Lack of consistent formative assessment (variety as well) across the campus" There is tension between the time it takes to complete lesson planning with fidelity and the preceived value of doing it with fidelity not matching.	"Teachers expressing concern around the time required to lesson plan. Feedback for lessons plans has not been consistent among departments Lack of consistent formative assessment (variety as well) across the campus" Some teachers struggled with the tension between staying on pace with the YAG, and also devoting time to reteach and intervention.

District Commitment Theory of Action:	If the DCSI supports the principal with obtaining participation from parents via upcoming campus events and provides assistance with reviewing the survey data and planning next steps, the DCSI and principal supervisor commit to ensuring the continued funding for Master Teachers at the middle school campus, and the DCSI supports DDI at the campus by funding a data software system teachers and campus leaders will use to track data at the student level then the campus will be able to establish a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations, have objective-driven lesson plans with formative assessments created by teachers that will lead to data-driven instruction.
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ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	
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Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
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Essential Action			
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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Our staff and all stakeholders knows the district vision, mission and REACH. A student creed is adopted and students utilize it regularly. Parents are included in climate surveys and there is an increase in communication between parents and the campus. Increase positive outlook of community/parents on the campus.	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by ILT (Instructional Leadership Team) and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.
Desired 90-day Outcome	Create Climate Survey and establish timeline for administering and reviewing results. This allows for monitoring and adjusting our campus practices.	PLCs prioritize lesson planning (creating exemplars for prioritized standards and creating formative assessments such as exit ticket banks) w/ weekly feedback on implementation of EMS Instructional Playbook.	Creating data templates for streamlined data talks
Barriers to Address During this Cycle	Participation from parents and students.	Vague and sparse lesson plans, teachers inputting lesson plans on-time	Time and means of communication
District Actions for this Cycle	DCSI commits to supporting principal with obtaining participation from parents via upcoming campus events. Assistance with reviewing the survey data and planning next steps based on the data will be provided by DCSI.	DCSI and principal supervisor commit to ensuring the continued funding for Master Teachers at the middle school campus. The additional leadership positions aide the campus in providing weekly feedback on lesson plans, assisting teachers with exemplars, and leading PLCs.	DCSI will support DDI at the campus by funding a data software system teachers and campus leaders will use to track data at the student level. This was a request by the principal that will be supported at the district level.
District Commitments Theory of Action	If the DCSI supports the principal with obtaining participation from parents via upcoming campus events and provides assistance with reviewing the survey data and planning next steps, the DCSI and principal supervisor commit to ensuring the continued funding for Master Teachers at the middle school campus, and the DCSI supports DDI at the campus by funding a data software system teachers and campus leaders will use to track data at the student level then the campus will be able to establish a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations, have objective-driven lesson plans with formative assessments created by teachers that will lead to data-driven instruction.		

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
Parent climate survey regarding orientation/beginning of school given at open house	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	3-Sep-19	climate survey (Google form), Chromebooks, QR code/link	ILT (Cooper, Colunga, Hodges, Cole, Croteau, Uballe) and Negro	300 parents will participate	Send out survey 9/23/2019; Evidence collected on 10/1/19		
Lesson plans for 9/9-9/20 are due by 9/6	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	6-Sep	Forethought	Uballe - science, Croteau - ELA, Hodges - Math, Cole - social studies	100% of all lesson plans are input on time	Weekly, every Monday		
Weekly feedback and vetting of lessons	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Every Friday until November	Forethought	ILT (Cooper, Colunga, Hodges, Cole, Croteau, Uballe) and Negro	Comments of feedback in lesson plan have been answered and resolved	Weekly, every Friday		
Vetting of data template	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Tuesday 9/3	Data template	ILT (Cooper, Colunga, Hodges, Cole, Croteau, Uballe)	Scheduled data talks for following week	Data collection after every UA		

EMS ELA & Math Parent Nights	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	2nd 6-weeks 9/30-11/1	CIS and ACE for food, NJHS for child care, various activities, student work displayed, cafeteria, social media and phone blasts	Instructional coaches and Math PLC	Participation by parents	Following day (sign-in sheet)		
	<input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Our staff and all stakeholders knows the district vision, mission and REACH. A student creed is adopted and students utilize it regularly. Parents are included in climate surveys and there is an increase in communication between parents and the campus. Increase positive outlook of community/parents on the campus.	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by ILT (Instructional Leadership Team) and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.
Desired 90-day Outcome	Host Science Fair	Exemplars produced by PLC	Having list of targeted students to support for intervention, monitor groups in Edupho
Barriers to Address During this Cycle	Scheduling conflicts with extracurriculars, money to purchase science fair project materials	Time to produce and fidelity of exemplars	Time and number of students needed to target
District Actions for this Cycle	DCSI will work with principal to identify funding/supply needs in advance of the science fair to ensure that is not a barrier to its implementation.	DCSI and principal supervisor commit to ensuring the continued funding for Master Teachers at the middle school campus. The additional leadership positions aide the campus in providing weekly feedback on lesson plans, assisting teachers with exemplars, and leading PLCs. Progress monitoring of the master teachers is conducted via monthly meetings between the DCSI and the principal.	DCSI will support DDI at the campus by funding a data software system teachers and campus leaders will use to track data at the student level. This was a request by the principal that will be supported at the district level. DCSI will ensure that training dates are secured once funding is in place.
District Commitments Theory of Action	If the DCSI supports the principal with obtaining participation from parents via upcoming campus events and provides assistance with reviewing the survey data and planning next steps, the DCSI and principal supervisor commit to ensuring the continued funding for Master Teachers at the middle school campus, and the DCSI supports DDI at the campus by funding a data software system teachers and campus leaders will use to track data at the student level then the campus will be able to establish a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations, have objective-driven lesson plans with formative assessments created by teachers that will lead to data-driven instruction.		

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
Science Fair	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Prior to February	Judges, science fair projects,	Uballo	number of participating students, quality of science fair projects	Day after Science Fair is complete		
Exemplars	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	2 per week, on-going	Content experts for exemplars, time to complete, and training/modeling from ILT	ILT	completed and quality/accurate exemplars	January 7th PD day		
List of students targeted for small group intervention	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	After first semester data has been collected, intervention begins in January	staff, data from UA, activities for interventions	teachers and ILT	pre and post test results indicate growth	February or when intervention program ends		
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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	Our staff and all stakeholders knows the district vision, mission and REACH. A student creed is adopted and students utilize it regularly. Parents are included in climate surveys and there is an increase in communication between parents and the campus. Increase positive	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of monitoring student understanding.	PLCs will be led by ILT (Instructional Leadership Team) and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common assessments include retest on reteach items.
Desired 90-day Outcome	Host History Fair	Aggressive monitoring of student understanding using exemplars created in PLC	Identified intervention groups, STAAR review, test-taking strategies
Barriers to Address During this Cycle	Student participation, materials, structured check points, clear and concise rubric	fidelity and complete lesson plans	student attendance, engaging curriculum, funds for student incentives
District Actions for this Cycle	DCSI will work with principal to identify funding/supply needs in advance of the history fair to ensure that is not a barrier to its implementation.	DCSI and principal supervisor commit to ensuring the continued funding for Master Teachers at the middle school campus. The additional leadership positions aide the campus in providing weekly feedback on lesson plans, assisting teachers with exemplars, and leading PLCs. Progress monitoring of the master teachers and exemplar implementation is conducted via monthly meetings between the DCSI and the principal.	DCSI will support DDI at the campus by funding a data software system teachers and campus leaders will use to track data at the student level. This was a request by the principal that will be supported at the district level. DCSI will assist in teacher implementation of data software system as needed by the principal.
District Commitments Theory of Action	If the DCSI supports the principal with obtaining participation from parents via upcoming campus events and provides assistance with reviewing the survey data and planning next steps, the DCSI and principal supervisor commit to ensuring the continued funding for Master Teachers at the middle school campus, and the DCSI supports DDI at the campus by funding a data software system teachers and campus leaders will use to track data at the student level then the campus will be able to establish a compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations, have objective-driven lesson plans with formative assessments created by teachers that will lead to data-driven instruction.		

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
History Fair	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Prior to May	Cafeteria, completed era projects, costumes, artifacts, presentation boards, RUBRICS	SS dept chair (Cansler) and Instructional Coach (Cole)	# of students participating, quality of products	Week of April 27- May 1		
Aggressive monitoring with exemplars	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly, on-going	Step 5 of IPAC, exemplars	ILT, teachers	PLC notes, positive change in data for students, change in lesson plans, strive data, exemplars present and in use by teacher/aide, in PLC binder	Weekly, on-going		
Identify intervention groups for STAAR review (6th & 7th grade math/reading and writing, 8th math & reading, 8th algebra, science and social studies)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	7th writing, 8th math/reading first week of March 6th/7th math & reading, 8th alg/sci/ss April 9	Assessment data from UA, Eduphoria, analyze data by grade level	ILT, teachers	Interventions in place to support students	First week of March and April 9		

STAAR review with intervention groups (target students based on growth or meets to masters)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	3 weeks prior to STAAR exam: Week of March 9, week of April 13, week of April 20th	intervention curriculum, STAAR camps, student incentives, facility use with locations identified, communication (special invites)	ILT, teachers	student attendance, post assessment			
Test-taking strategies	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Advisory, 8th grade CCR, 7th grade TBD, 6th grade MAPS	Math - UPS check and brain dump, ELA - cave man talk, annotation strategies, Science - brain dump, SS - Pegs & brain dump, hand	ILT, teachers	In data digs, present in student work			
	<input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
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	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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	Our staff and all stakeholders knows the district vision, mission and REACH. A student creed is adopted and students utilize it regularly. Parents are included in climate surveys and there is an increase in	Teachers will receive weekly feedback on daily lesson plans. Formative assessments will increase and be utilized by teachers to drive instruction, re-teach, and extension. Teachers will create exemplars in PLC and utilize in the classroom for the purpose of	PLCs will be led by ILT (Instructional Leadership Team) and will follow the data-driven instruction protocol for Unit Assessments. Teachers will be able to target specific students and create individualized plans for growth and content retention. Common
Did the campus achieve the desired outcome? Why or why not?			

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

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.