

Campus Information

District Name	Wharton ISD	Campus Name	Wharton Elementary	Superintendent	Tina Herrington	Principal	Pamela Lechler
District Number		Campus Number		District Coordinator of School Improvement (DCSI)	Patricia Brown	ESC Support	Lynn Guerra

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.	Patricia Brown
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.	Tina Herrington
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.	Pamela Lechler
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 - 71 Domain 2 - 75 Domain 3 - 71
	What changes in student group and subject performance are included in these goals?	All students and subjects
	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.	3

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	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.	3
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	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.
Rationale	We had new administration for the last 3 years, and this year there are 2 new admin. members. Also, the principal wants to clearly define the admin. and facilitator roles and responsibilities.	Character building curriculum is important to the campus/district and provides a structured system based around our school's culture. It was started two years ago, but needs to be implemented with fidelity.	We want to see frequent checks for understanding in our weekly lesson plans and walk-throughs.
Desired Annual Outcome	During PLCs, the leadership team will keep a continuous focus on data analysis, collaborative planning, and formative assessments including a reflection of progress made from the previous agenda. It is a priority for every leader to be present at PLCs and leadership meetings.	As a campus, we will have fidelity of implementation with our character building curriculum. All stakeholders will utilize a campus survey to collect and analyze data to improve the campus climate and culture.	Daily lesson planning will include an ongoing check for understanding/Exit Ticket to finalize the lesson as a form of data for formative assessments.
Barriers to Address During the Year	There are job descriptions given but the roles and responsibilities and actions were not aligned to those descriptions consistently. Our "crisis/fire" supersedes our priority/action that was already scheduled.	There were other priorities that were given attention rather than giving key climate indicators, such as low staff morale, attention.	There was a lack of focus when it came to ongoing daily formative assessment and the daily closure piece of each lesson.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of the campus leader and instructional support staff, and the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), and district policies and practices support effective instruction in schools then the campus will be able to establish, consistently maintain, and monitor strong data-driven instructional practices, improve the quality of lesson plan delivery and the use of formative assessments. The campus leadership, instructional coaches and teachers will effectively implement positive school culture and climate systems, as well as, effectively engage in formative assessments to effectively drive data informed instruction on a consistent basis.

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			

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

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
K	Math	Other	30		Other	30		Other	30		Other	30	
K	Reading	Other	61		Other	61		Other	61		Other	61	
1st	Math	Other	30		Other	30		Other	30		Other	30	
1st	Reading	Other	48		Other	48		Other	48		Other	48	
2nd	Math	Other	40		Other	40		Other	40		Other	40	
2nd	Reading	Other	65		Other	65		Other	65		Other	65	
3rd	Math	Other	38		Benchmark	38		STAAR	38		STAAR	38	
3rd	Reading	Other	42		Benchmark	42		STAAR	42		STAAR	42	
4th	Math	Other	36		Benchmark	36		STAAR	36		STAAR	36	
4th	Reading	Other	38		Benchmark	38		STAAR	38		STAAR	38	
4th	Writing	Other	29		Benchmark	29		STAAR	29		STAAR	29	
5th	Math	Other	49		Benchmark	49		STAAR	49		STAAR	49	
5th	Reading	Other	46		Benchmark	46		STAAR	46		STAAR	46	
5th	Science	Other	39		Benchmark	39		STAAR	39		STAAR	39	
6th	Math	Other	48		Benchmark	48		STAAR	48		STAAR	48	
6th	Reading	Other	33		Benchmark	33		STAAR	33		STAAR	33	
6th	Science	Other	37		Benchmark	37		Benchmark	37		Other	37	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	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.
Desired Annual Outcome	During PLCs, the leadership team will keep a continuous focus on data analysis, collaborative planning, and formative assessments including a reflection of progress made from the previous agenda. It is a priority for every leader to be present at PLCs and leadership meetings.	As a campus, we will have fidelity of implementation with our character building curriculum. All stakeholders will utilize a campus survey to collect and analyze data to improve the campus climate and culture.	Daily lesson planning will include an ongoing check for understanding/Exit Ticket to finalize the lesson as a form of data for formative assessments.
Desired 90-day Outcome	To have all of our PLCs schedule with a formalized agenda that includes targeted topics and reflection questions and sign-in sheet. The PLC designated leader responsibilities include creating the agenda and pre-work plan for teachers. The teacher responsibilities include completing the pre-work assigned prior to the PLC date.	To collect and analyze data from stakeholders found within climate and culture surveys.	To provide professional development around formative assessments that will train and provide support to staff. Leadership will check for implementation of formative assessments in weekly lesson plans.
Barriers to Address During this Cycle	The Principal supervisor will insure that times are protected for these campus.	The barriers are the utilization of technology for the survey and parent participation.	The barriers are the teachers' varying levels of knowledge with formative assessments and completion of lesson plans by end of day Thursday.
District Actions for this Cycle	The district will support the creation of the surveys and also technology support. The district will also help with delivering the results to the campus.		The district will provide the instructional facilitators have the professional development to provide support to the teachers on formative assessments.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader and instructional support staff, and the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), and district policies and practices support effective instruction in schools then the campus will be able to establish, consistently maintain, and monitor strong data-driven instructional practices, improve the quality of lesson plan delivery and the use of formative assessments. The campus leadership, instructional coaches and teachers will effectively implement positive school culture and climate systems, as well as, effectively engage in formative assessments to effectively drive data informed instruction on a consistent basis.		

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
Establish the schedule for PLCs	1 and 3	Sept. 27th	Calendar, Agenda	Leadership Team (Admin/Facilitators)	Agendas with Notes Sign-in Sheets	On-going	On Track	PLC schedules were developed on 10/15/19.
Establish the schedule for Leadership team meetings every Friday	1	Sept. 27th	Calendar, Agenda	Principals (Lechler/Foyt)	Agendas with Notes Sign-in Sheets	On-going	Significant Progress	Weekly LT meetings have been established as of 10/4/19
Creation of Agenda for leadership meetings and PLCs including prioritized levers from TIP	1 and 3	Sept. 27th	Agenda Template	Principals (Lechler/Foyt)	Agendas	On-going	Some Progress	Have both agendas, but ESY frame pieces are missing
Create the climate and culture survey	2	Oct. 3rd	Leader in Me	Anita Garza (Sivells) Donna Grissom (WES) Cindy Mahalitc (District)	Survey	Oct. 3rd	Met	Leader in Me survey completed

Administer climate and culture survey	2	Oct. 3rd	Leader in Me	Anita Garza (Sivells) Donna Grissom (WES) Cindy Mahalitc (District)	Results from Survey	Oct. 3rd	Met	Review disaggregated data and determine campus next steps as a result of the survey. Results have not
Providing teachers with professional development and resources around formative assessments	1 and 3	Sept. and Oct.	Training with Various Strategies	Pat Brown (District)	PLC Agenda Sign-in Sheet	Oct. 31st	Met	Pat Brown provided all teaching staff from all content areas with PD on formative assessments on
Begin monitoring lesson plans for formative assessments	1 and 3	Sept. - Nov.	Lesson Plans	Leadership Team (Admin/Facilitators)	Formative Assessment Piece in Lesson Plans filled out	On-going (Weekly)	Some Progress	Follow up with teacher via shared lesson plans weekly.
Develop a tool for campus leadership to use for formative assessments for walkthroughs	1 and 3	Sept. 30th	ESF Walkthrough Template	Pat Brown (District)	ESF Walkthrough Template Created	Oct. 4th	Some Progress	Draft sent for admin. approval.
Begin walkthroughs for formative assessments	1 and 3	Sept. - Nov.	ESF Walkthrough Template	Administrators	Completed ESF Walkthroughs	On-going	Some Progress	Walk through schedule will
Implement student data tracker and teacher data reflection for unit assessments, I-Station and Imagine Math	1 and 3	Oct. and Nov.	Student Data Tracker Teacher Data Reflection Tool	Leadership Team (Admin/Facilitators) Teachers	Completed Data Trackers (Teachers/Students)	On-going	Some Progress	Teachers have trackers and need to implement with students for unit test and module assesement data.
Develop a data reflection tool for teachers to reflect on unit/module data with a focus on students making growth	1 and 3	October 4th	Teacher Data Reflection Tool	Facilitators (WES) Facilitator and AP (Sivells)	Teacher Data Reflection Tool Created	Oct. 4th	No Progress	Admin. is providing 3-5 reflection questions for scheduled data talks with teachers.

Reflection and Planning for Next 90-Day Cycle

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

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	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.
Desired Annual Outcome	During PLCs, the leadership team will keep a continuous focus on data analysis, collaborative planning, and formative assessments including a reflection of progress made from the previous agenda. It is a priority for every leader to be present at PLCs and leadership meetings.	As a campus, we will have fidelity of implementation with our character building curriculum. All stakeholders will utilize a campus survey to collect and analyze data to improve the campus climate and culture.	Daily lesson planning will include an ongoing check for understanding/Exit Ticket to finalize the lesson as a form of data for formative assessments.
Desired 90-day Outcome	PLC meetings will shift from planning to implementation with a focus on data analysis from unit assessments and benchmarks.	Analyze data from surveys from all stakeholders and determine and implement next steps.	Shift from observations conducted routinely for all teachers to more frequent observations for hot spots.
Barriers to Address During this Cycle	The barrier is a lack of time to conduct the PLC and reflect on the data.	The barrier is a lack of time to analyze data.	The barrier is to make sure more teachers feel supported, not targeted.
District Actions for this Cycle	District will provide district wide data tools.	The district will support with the next step plan based off survey results.	The district will provide support and resources during instructional facilitator meetings. The district will support the coaching of new teachers, and provide ILT meetings.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader and instructional support staff, and the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), and district policies and practices support effective instruction in schools then the campus will be able to establish, consistently maintain, and monitor strong data-driven instructional practices, improve the quality of lesson plan delivery and the use of formative assessments. The campus leadership, instructional coaches and teachers will effectively implement positive school culture and climate systems, as well as, effectively engage in formative assessments to effectively drive data informed instruction on a consistent basis.		

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
Determine a data analysis schedule for PLCs including teacher pre-work plan and data reflection tool	1	Dec. 6 (WES) Jan. 9 (Sivells)	Data Reflection Template Prewrite Plan	Leadership Team (Admin/Facilitator)	Schedule	Sivells (Monthly) WES Dec 6		
Prioritize observations and coaching for teachers with lower student growth rates.	1	Dec 9th-13th (WES) Jan 13th-17 (Sivells)	Notes from Leadership Meeting	Leadership Team (Admin/Facilitator)	Coaching Notes	On-going		
Coaching focuses and documentation shift to instructional responses and reteach plans based on formative assessment data	1 and 3	Dec.-Feb.	Coaching Notes	Facilitators	Coaching Notes	On-going		
Review progress of culture and climate survey data	2	Dec.-Feb.	Survey Data	Leadership Team (Admin/Facilitator) Lighthouse Team (with Parent)	Survey Data	On-going		
Conduct on-campus meeting to establish next steps from culture and climate survey including all stakeholders	1	Dec.-Feb.	Survey Data	Leadership Team (Admin/Facilitator) Lighthouse Team (with Parent)	Survey Data	On-going		

Target hotspots and include any additional coaching and professional development	1	Dec.-Feb.	Coaching Notes Observations Student/Teacher Tracker	Leadership Team (Admin/Facilitator)	Coaching Notes	On-going		
Utilize PLC time for increased professional development for entire staff	1	Dec.-Feb.	Coaching Notes Observations Student Data Tracker Teacher Data Reflection Tool	Leadership Team (Admin/Facilitator)	Agendas Sign-in Sheets	On-going		
Continue to track data utilizing student and teacher tracking tool	1 and 3	Dec.-Feb.	Coaching Notes Observations Student Data Tracker Teacher Data Reflection Tool	Teachers	Student Tracker, Teacher Tracking Tool	On-going		
Display Lead4ward academic STAAR growth chart (Imagine Math and I-Station for Sivells) in the data room	1 and 3	Dec.-Feb.	Lead4ward Academic Growth Chart	Leadership Team (Admin/Facilitators) Teachers	Lead4ward Academic Growth STAAR Chart	On-going		

Reflection and Planning for Next 90-Day Cycle

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

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	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.
Desired Annual Outcome	During PLCs, the leadership team will keep a continuous focus on data analysis, collaborative planning, and formative assessments including a reflection of progress made from the previous agenda. It is a priority for every leader to be present at PLCs and leadership meetings.	As a campus, we will have fidelity of implementation with our character building curriculum. All stakeholders will utilize a campus survey to collect and analyze data to improve the campus climate and culture.	Daily lesson planning will include an ongoing check for understanding/Exit Ticket to finalize the lesson as a form of data for formative assessments.
Desired 90-day Outcome	Continue with the PLC meeting focused on STAAR objectives from benchmarks, analyzing data and adjusting instruction.	Formalize procedures for climate and culture for next year based on climate and culture survey.	Increase the level of rigor on formative assessments to the level of STAAR. Target walkthroughs with specific STAAR objectives.
Barriers to Address During this Cycle	The barriers are time management, clear defined roles for campus leaders and facilitators.	The barrier will be identified via the survey.	The barriers are teacher implementation and administrators monitoring of lesson plans.
District Actions for this Cycle	The district will provide support with resources through IFT and ILT meetings.	The district will provide targeted resources and support based on the survey results.	The district will support with various data tools to assist with formative assessments.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader and instructional support staff, and the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate), and district policies and practices support effective instruction in schools then the campus will be able to establish, consistently maintain, and monitor strong data-driven instructional practices, improve the quality of lesson plan delivery and the use of formative assessments. The campus leadership, instructional coaches and teachers will effectively implement positive school culture and climate systems, as well as, effectively engage in formative assessments to effectively drive data informed instruction on a consistent basis.		

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
Continue with student data tracking and teacher data tracking	1 and 3	March-May	Student Data Tracker Teacher Data Reflection Tool	Leadership Team (Admin/Facilitators) Teachers	Student Data Tracker Teacher Data Reflection Tool	On-going		
Continue with scheduled PLCs to look for data trends to improve instruction	1 and 3	March-May	Student Data Tracker Teacher Data Reflection Tool PLC Agenda	Leadership Team (Admin/Facilitators)	Agendas Sign-in Sheets	On-going		
Continue with focused and targeted walkthroughs to assess the growth of formative assessments	1	March-May	ESF Walkthrough Template	Administrators	ESF Walkthroughs	On-going		
Continue coaching cycles with targeted feedback	1 and 3	March-May	Coaching Notes	Leadership Team (Admin/Facilitators)	Coaching Notes	On-going		
Develop any changes to the climate and culture plan for the next school year	3	March-May	Leader In Me Survey	Administrators	Leader In Me Survey	May		

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	During PLCs, the leadership team will keep a continuous focus on data analysis, collaborative planning, and formative assessments including a reflection of progress made from the previous agenda. It is a priority for every leader to be present at PLCs and leadership meetings.	As a campus, we will have fidelity of implementation with our character building curriculum. All stakeholders will utilize a campus survey to collect and analyze data to improve the campus climate and culture.	Daily lesson planning will include an ongoing check for understanding/Exit Ticket to finalize the lesson as a form of data for formative assessments.
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.

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	To have all of our PLCs schedule with a formalized agenda that includes targeted topics and reflection questions and sign-in sheet. The PLC designated leader responsibilities include creating the agenda and pre-work plan for teachers. The teacher responsibilities include completing	To collect and analyze data from stakeholders found within climate and culture surveys.	To provide professional development around formative assessments that will train and provide support to staff. Leadership will check for implementation of formative assessments in weekly lesson plans.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	?							
	?							
	?							
	?							

	?							
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	?							
	?							

Reflection and Planning for Next 90-Day Cycle

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

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the '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.