

Pasadena Campus							
<b>District Name</b>	Richard Milburn Academy	<b>Campus Name</b>	Richard Milburn Academy Pasadena	<b>Superintendent</b>	Armard Anderson	<b>Principal</b>	Sandra J. Nix
<b>District Number</b>	014-801-009	<b>Campus Number</b>	000000009	<b>District Coordinator of School Improvement (DCSI)</b>	Amanda McQuade	<b>ESC Support</b>	ESC 4 ESC 20

Assurances	
<b>DCSI</b>	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.  <b>Amanda McQuade, 9/16/19</b>
<b>Principal Supervisor</b> <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.  <b>Amanda McQuade, 9/16/19</b>
<b>Principal</b>	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.  <b>Sandra J. Nix 9/16/19</b>
<b>Board Approval Date</b>	2019-11-08

Needs Assessment	
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year? Domain 1: 74, Domain 2: 50, Domain 3: 50; Increase from 66%-74% for Domain 1, Increase Domain 2 from 43%-50%, Increase Domain 3 from 0% to 10%. CCMR will improve from 4%-10% and TELPAS scores will increase from 0%-15%.
	What changes in student group and subject performance are included in these goals? Increasing scores for sub groups(ELLs and Sped); Increase each sub group by 10%
	If applicable, what goals has your campus set for CCMR and Graduation Rate? Increase CCMR from 4% to 10%

**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**

<b>Essential Action</b>	<b>Implementation Level (1 Not Yet Started - 5 Fully Implemented)</b>
1.1 Develop campus instructional leaders with clear roles and responsibilities.	<b>3</b>

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.		4	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		2	
5.1 Objective-driven daily lesson plans with formative assessments.		2	
5.3 Data-driven instruction.		1	
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Rationale</b>	Lesson plans will have clear objectives that will meet the needs of students in special populations such as sped, ELLs, 504, and RtI.	PLCs will help establish a protocol for analyzing student data and restructuring instruction based on the needs of the students' data.	Teachers must stay on target with aligned TEKS in order for students to master the necessary material tested on EOC exams.
<b>Desired Annual Outcome</b>	Teachers will develop lesson plans that contain formal or informal assessments with exit tickets or using diagnostic tests and then implementing interventions to re-teach objectives whenever necessary.	Teachers will use recent STAAR and Interim data to drive their instruction to focus on closing the gaps by focusing on Tiers.	Staying aligned will help the flow of instruction so teachers can focus on the TEKS necessary for mastery of objectives needed for students to pass their EOC exams but also understand that there will be times that lessons need to be re-taught and reviewed daily.
<b>Barriers to Address During the Year</b>	New teachers that are not familiar with using clear and precise objectives and understanding the lesson plan cycle.	Teachers constantly focusing on data presented to them and focusing on those areas throughout the year.	Teacher not using the curriculum presented or making use of resources provided to them during training during campus and district PLCs.
<b>District Commitment Theory of Action:</b>		If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, and the district provides the campus the a standard-aligned and viable curriculum, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.	





Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Lesson Plans will improve student performance by 3%	Teachers will use formative assessment data to create SMART goals and increase student performance by 3%.	All core teachers will administer weekly assessments that are aligned to the scope and sequence to determine mastery of TEKS for areas of intervention.
<b>Desired 90-day Outcome</b>	Lesson plans will include formative assessments with exemplar responses and turned in weekly, revised, and then adjusted.	Formative assessment data will be used to create lessons that show differentiation of instruction and lead to 3% growth.	Teachers will pace the level of instruction to stay on target for mastery of TEKS using weekly lesson plans that are reviewed and revised.
<b>Barriers to Address During this Cycle</b>	Teachers are unfamiliar with instructional strategies and scaffolding and lack the tools to implements formative assessments.	Recognizing the need to reteach a lesson based on the data and the lack of mastery of TEKS in clo	The inexperience of current teachers and lack of knowledge of the subject area curriculum.
<b>District Actions for this Cycle</b>	Instructional Service Coordinator will provide support to the instructional coach and core teachers with using formative assessments and scaffolding lessons.	DSCI and Instructional Service Coordinator will ensure all district assessment data is provided within two instructional days and assistance will be provided over data disaggregation and using data to identify struggling learners.	Instructional service coordinator will provide the instructional coach assistance with utilizing TEKS resource and the district's scope and sequence/paving guides.
<b>District Commitments Theory of Action</b>	If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, and the district provides the campus the a standard-aligned and viable curriculum, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.		

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 meetings to establish feedback opportunity on lesson plans.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	27-Aug	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	Every Monday at 12:00PM	Some Progress	Provide feedback in smaller chunks

Training of lesson plan cycle	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	30-Jul	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	30-Jul	Significant Progress	Continue reviewing the lesson plan cycle during PLC
Weekly trainings of exit tickets and /or formative assessments	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	31-Jul	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	Every Tuesday after school	No Progress	Adjust the PLC to provide more time for exit ticket examples and formative assessments
Training on the use of data to drive instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Aug	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	1-Aug	Some Progress	Provide the teachers with opportunities to review data
Reviewing the effectiveness of PLC protocol	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 3	16-Sep	PLC Calendar, Agenda, Minutes	Instructional Coach and Principal	PLC Calendar, Agenda, Minutes	Every Monday at 2:30PM	Some Progress	Get feedback from teachers on what they feel they need more training in and adjust the PLC agendas to fit their needs
Creating lessons with built-in exemplars	<input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	31-Jul	PLC Calendar, Agenda, Minutes	Instructional Coach and Principal	PLC Calendar, Agenda, Minutes	Every Monday at 12:00PM	Some Progress	Continuing to work on lesson plans so that teachers not only build in the exemplars but learn to carry them out with fidelity.
Improving the delivery of instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Nov	Lesson Plans, Data	Teachers, Instructional Coach, and Principal	Interim testing	Every Tuesday after school	Some Progress	Working with teachers on the best practices of delivering instruction to the different sub pops within their classroom.
Curriculum resources are being implemented during PLC time	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	22-Aug	PLC Agenda, Scope and Sequence	District Instructional Coach, Campus Instructional Coach	Lesson Plans, Scope and Sequence	Every Tuesday after school	Some Progress	Resources need to be stressed more during PLC time and given time to evaluate these resources prior to putting to use.

Implementation of scope and sequence in core subject areas during professional development	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	31-Jul	District calendar	Instructional Coach, Teachers, Principal	Lesson Plans, Scope and Sequence	Every Tuesday after school	No Progress	There was no opportunity during this period due to weather conditions; however, they will be evaluated and implemented during the upcoming professional development
Lessons are aligned to the district scope and sequence aligned to state assessments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	22-Aug	Scope and Sequence	District Instructional Coach, Instructional Coach, Teachers	Lesson Plans, Scope and Sequence	Every Thursday	Significant Progress	Teachers were provided with a binder to follow the scope and sequence and during individual PLC time the lesson plans are evaluated to follow the scope and sequence or

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?  
 Some progress was made in six of the milestones while no progress was made in two of the milestones. Significant progress was made overall in two of the milestones. The district PLC are covering the scope and sequence in their weekly meetings and the exit tickets and formative assessments are not being implemented with fidelity because the teachers have not come far enough in their progress in their teaching.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?  
 No, we did not. Part of the reason is the lack of attendance from students and another part is the lack of teachers teaching their lesson plans with fidelity.

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?	<b>Carryover Milestones</b>	<b>New Milestones</b>
	All milestones will be carried over with the exception of the last one of the scope and sequence aligned with state assessments since the district covers those in PLCs.	Teachers and IC will meet with the Principal over lesson plans because lesson plans have not been turned in a timely manner for the five tested STAAR areas.

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Lesson Plans will improve student performance by 3%	Teachers will use formative assessment data to create SMART goals and increase student performance by 3%.	All core teachers will administer weekly assessments that are aligned to the scope and sequence to determine mastery of TEKS for areas of intervention.
<b>Desired 90-day Outcome</b>	Exit tickets will be used daily as evidence of formative assessments.	Teachers will break down the data and will focus on the specific needs of each student by creating smart goals for each student after each district assessment.	Teachers and the IC will adjust intervention time after receiving interim assessment data. After reviewing the data from the formative assessments, students will be regrouped into tiers weekly for STAAR intervention Fridays.
<b>Barriers to Address During this Cycle</b>	Teachers will need to become familiar and recognize the needs of each individual subgroup in order to re-teach a particular lesson.	Teachers may not keep up with the vast turnover of students and their data.	Teaching multiple preps and not being able to focus on just STAAR tested areas.
<b>District Actions for this Cycle</b>	District led PLCs will review a variety of formative assessments that teachers can use to check for understanding and will provide examples for teachers to refer to when planning lessons.	The district will ensure staff have access to all data systems, know how to pull their data from each system, and have a basic understanding for how to read and use the data to drive instruction.	The Instructional Service Coordinator will assist the instructional coach and teachers will developing lesson plans that incorporate time-frames to ensure there is intervention time within each class period.
<b>District Commitments Theory of Action</b>	If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, and the district provides the campus the a standard-aligned and viable curriculum, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.		

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 meetings to establish feedback opportunity on lesson plans.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	27-Aug	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	Every Monday at 12:00PM		
Training of lesson plan cycle	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	30-Jul	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	30-Jul		
Weekly trainings of exit tickets and /or formative assessments	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	31-Jul	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	Every Tuesday after school		

Training on the use of data to drive instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Aug	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	1-Aug		
Reviewing the effectiveness of PLC protocol	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	16-Sep	PLC Calendar, Agenda, Minutes	Instructional Coach and Principal	PLC Calendar, Agenda, Minutes	Every Monday at 2:30PM		
Creating lessons with built-in exemplars	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	31-Jul	PLC Calendar, Agenda, Minutes	Instructional Coach and Principal	PLC Calendar, Agenda, Minutes	Every Monday at 12:00PM		
Improving the delivery of instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Nov	Lesson Plans, Data	Teachers, Instructional Coach, and Principal	Interim testing	Every Tuesday after school		
Curriculum resources are being implemented during PLC time	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	22-Aug	PLC Agenda, Scope and Sequence	District Instructional Coach, Campus Instructional Coach	Lesson Plans, Scope and Sequence	Every Tuesday after school		
Lessons are aligned to the district scope and sequence aligned to state assessments	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	31-Jul	District calendar	Instructional Coach, Teachers, Principal	Lesson Plans, Scope and Sequence	Every Tuesday after school		
Teachers and IC will meet with the Principal over lesson plans because lesson plans have not been turned in a timely manner for the five tested STAAR areas.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	12-Nov	Lesson Plans, Eduphoria	Principal, Instructional Coach, Teachers	Lesson Plans, Scope and Sequence	Every Tuesday during PLC		

**Improving the delivery of instruction**

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?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
<b>Desired Annual Outcome</b>	Teachers will develop lesson plans that contain formal or informal assessments with exit tickets or using diagnostic tests and then implementing interventions to re-teach objectives whenever necessary.	Teachers will use recent STAAR and Interim data to drive their instruction to focus on closing the gaps by focusing on Tiers.	Staying aligned will help the flow of instruction so teachers can focus on the TEKS necessary for mastery of objectives needed for students to pass their EOC exams but also understand that there will be times that lessons need to be re-taught and reviewed
<b>Desired 90-day Outcome</b>			
<b>Barriers to Address During this Cycle</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>	If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, and the district provides the campus the a standard-aligned and viable curriculum, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.		

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
	<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							
	<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							
	<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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	Teachers will develop lesson plans that contain formal or informal assessments with exit tickets or using diagnostic tests and then implementing interventions to re-teach objectives whenever necessary.	Teachers will use recent STAAR and Interim data to drive their instruction to focus on closing the gaps by focusing on Tiers.	Staying aligned will help the flow of instruction so teachers can focus on the TEKS necessary for mastery of objectives needed for students to pass their EOC exams but also understand that there will be times that lessons need to be re-taught and reviewed
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**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
<b>Essential Action</b>	Lesson plans will include formative assessments with exemplar responses and turned in weekly, revised, and then adjusted.	Formative assessment data will be used to create lessons that show differentiation of instruction and lead to 3% growth.	Teachers will pace the level of instruction to stay on target for mastery of TEKS using weekly lesson plans that are reviewed and revised.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**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
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
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	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							

**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?	<b>Carryover Milestones</b>	<b>New Milestones</b>

TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	<b>If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'</b>
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
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.
<b>Cycle 4 90-day Action Plan</b>	
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. 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.