

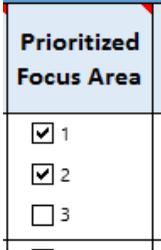
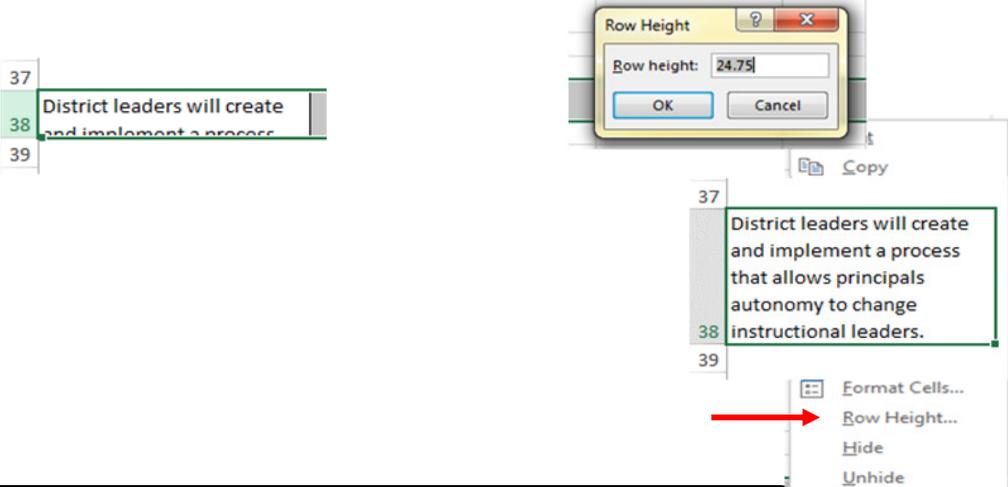
Campus Targeted Improvement Plan

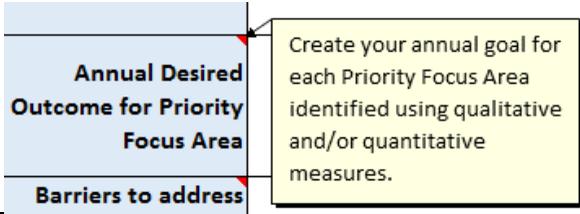
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

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	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	

<p>Viewing cell tips</p>	<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>	
<p>Printing the Template</p>	<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>

Campus Information							
District Name	Wichita Falls ISD	Campus Name	Kate Burgess	Superintendent	Michael S. Kuhrt	Principal	Jeff Hill
District Number	243905	Campus Number	00000111	District Coordinator of School Improvement (DCSI)	Deborah Dipprey	ESC Support	Region 9

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. <p style="text-align: right;">Deborah Dipprey 9/27/19</p>
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. <p style="text-align: right;">Debbie Dipprey 9/27/19</p>
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. <p style="text-align: right;">Jeff Hill 9/27/19</p>
Board Approval Date	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Improve all Domain scores as follows: Domain 1 : 70 (2019 Domain 1 score = 56) Domain 2 : 70 (2019 Domain 2 score = 58) Domain 3: 65 (2019 Domain 3 score = 59)
	What changes in student group and subject performance are included in these goals?	Seventy percent of our students across all student groups will perform at "meets" and/or "masters" level on the 2020 STAAR reading and math assessments.
	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)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Roles and Responsibilities for Campus Leaders are well defined.
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - The campus lacks systems to effectively support new and struggling teachers.

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3 - The campus lacks a systemic approach to ensuring a safe and collaborative culture that aligns with vision and goals.	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		4 - The campus implements TEKS aligned curriculum. Assessments are aligned with the TEKS.	
5.1 Objective-driven daily lesson plans with formative assessments.		3 - The campus has systems in place to support an ongoing teacher feedback cycle to ensure that lesson plans and formative assessments are appropriate and aligned to the TEKS.	
5.3 Data-driven instruction.		3 - Systems are in place to facilitate an ongoing review of a variety of assessment data that is utilized to inform instruction and intervention for both students and teachers.	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data Driven Instruction	
Rationale	Given the turnover rate on the campus and the lack of applicants available in the North Texas area, it is critical that campuses support and develop new teachers. The number of teachers working with an alternative certification program and those hired under DIO provisions also contribute to the need for intensive support for new teachers at the campus and district levels.	Assessments and analysis of resulting data were not frequent enough to ensure that all students were on track for success. Delays in implementation of interventions due to infrequent assessment resulted in gaps in student learning.	
Desired Annual Outcome	New teachers having been supported through the mentoring program and having been provided with individual feedback and aligned professional development experiences will improve their instructional practice and implement strategies that will yield improved student performance. The campus culture will be enhanced as teachers enjoy a supportive environment that is dedicated to common desire to better serve students through improved teacher performance. A system of PLCs based on the HRS model will provide additional support for new teachers in developing assessments, analyzing resulting data and building lessons that will ensure that individual needs of students are met.	Frequent, scheduled assessments that align to the TEKS to include unit tests and an annual benchmark assessment will be designed by the district curriculum department with assistance from teachers. Additionally campuses will administer TEA Interim Assessments. Assessment results will be reviewed immediately to inform lesson planning and intervention planning. A system of PLCs that are monitored and supported by district administrators, campus administrators, and Region 9 staff will ensure that the focus on the effective use of formative assessment data to drive instruction is consistent on the campus.	
Barriers to Address During the Year	WFISD has made every effort to increase salaries to a level that will attract new teachers to the district. However, WFISD still does not mirror salaries in the Dallas/Fort Worth Metroplex.	Developing and maintaining schedules that provide protected time for review of data and development of lessons and interventions will be key to success. Collaboration and honest conversations regarding progress will be essential.	
District Commitment Theory of Action:		If the DCSI provides regular support to the principal on the implementation of DDI and the development and implementation of a teacher mentoring program, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, and the district commits to support the principal in monitoring implementation of effective PLC practice that is aligned with the HRS model, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and develop and retain a teaching staff who are committed to the common goal of effective, rigorous instruction in all classrooms.	
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		

Cycle 1 90-day Action Plan (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data Driven Instruction	
Desired 90-day Outcome	All new teachers will meet at least every other week with a mentor as assigned by the campus principal. Mentors may include instructional coaches, peers, or outside providers. Teachers will receive campus and district led walkthrough visits and be provided feedback and job embedded professional development. PLC teams will provide additional support to new teachers in the areas of data driven instruction to include lesson plan creation, assessment development, and data analysis.	Unit assessments will begin the first six weeks of school. Data will be reviewed within two days of the assessment date. Interventions will begin on day three of the assessment cycle. PLC Teams will be trained and implementing the HRS model for PLCs on a weekly basis. Campus, district and Region 9 staff will monitor and support implementation of PLC practice on the campus.	
Barriers to Address During this Cycle	System will need to be in place at the campus in order to seek ongoing feedback from mentors and new teachers to ensure that all pairings are optimal. Effective time management in order to fully support new teachers, provide job embedded professional development, and monitor PLCs while conducting observations and providing needed feedback in order to support teacher progress will be key to the success of this focus area.	Teachers may require additional training to fully understand the data that the unit assessments will provide. Additionally teachers may need assistance in building appropriate interventions and lessons based on the data. Teachers who are lacking content knowledge may need additional intensive support. PLCs that were in place last year may need to review on the HRS model for PLCs in order to assure that practice is optimal.	
District Actions for this Cycle	District staff will train instructional coaches to ensure that mentoring activities are aligned to best practice. District staff will support and monitor PLC teams throughout this cycle.	District curriculum supervisors will collaborate with teachers in PLCs as needed to build assessments, review data, design instruction and build interventions after each unit assessment. District staff will provide content mapping training for those teachers who lack content knowledge or who struggle to align instructional practice to the TEKS.	
District Commitments Theory of Action	If the DCSI provides regular support to the principal on the implementation of DDI and the development and implementation of a teacher mentoring program, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, and the district commits to support the principal in monitoring implementation of effective PLC practice that is aligned with the HRS model, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and develop and retain a teaching staff who are committed to the common goal of effective, rigorous instruction in all classrooms.		

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
All new teachers will be assigned and will meet with a mentor before the first day of classes.	#1	Aug-19	List of new teachers and assigned mentor. Schedule of initial meetings between mentor and new teacher.	Campus Principal	Notes of meetings with both mentors and new teachers.	1-Sep-19		
Instruction Coaches and Campus Instructional Leaders will attend training to ensure appropriate support is provided to new teachers.	#1	Aug-19	Training materials and checklists	District Curriculum Staff	Training Sign In Sheets.	1-Sep-19		

Campus principals will provide a written schedule of meetings with campus mentors and new teachers in order to assess mentoring progress and to provide additional support to both mentors and new teachers.	#1	August - November 2019	Schedule or calendar detailing meeting times	Campus Principal	Notes of meetings with both mentors and new teachers.	September - November 2019		
TEKS aligned unit assessments will be administered and resulting data will be used to inform instruction and intervention planning.	#2	In progress by September 30,2019	Unit assessments, Eduphoria Data Analysis, TEKS Resource System Documents, Instructional resources	Campus Leaders, District Curriculum Staff, Teachers	Unit Assessments and resulting data analysis.	30-Sep-19		
Campus leaders will monitor lesson plans to ensure that use of assessments are reflected. Teachers will receive timely lesson plan feedback.	#2	In progress by September 30, 2019	Copies of lesson plans and assessment data.	Campus Leaders	Unit assessments, lesson plans, assessment data	ongoing		
PLC Teams will meet weekly to review formative assessment data, exit ticket data, common assessment data, and unit assessment data in order to inform instructional practice and to identify students in need of intervention support. PLC will focus on alignment of the TEKS, assessment and instructional planning. PLC practice will be support by campus, district and Region 9 staff.	#2	In progress by September 30, 2019	PLC minutes, assessment data, TEKS Resource System Guidance Documents	PLC Teams, Instructional Coaches, Campus administrators, District Administrators, Region 9 staff	Unit assessment data, common assessment data, formative assessment data, exit tickets, lesson plans, PLC agendas, sign in sheets, and minutes.	ongoing		
Campus Leaders will conduct weekly classroom walkthrough visits to ensure the integrity of implementation of lesson plans and formative assessments. Campus Leaders will provide informal or formal feedback in a timely manner following visits.	#2	In progress by August 26, 2019	Copies of lesson plans and formative assessments. Walkthrough documentation system TTESS or other common campus developed template	Campus Leaders	Data collected from walkthrough visit documentation.	ongoing		

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 Action Plan (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data Driven Instruction	
Desired 90-day Outcome	Campus administrators, district administrators, and Region 9 staff will see evidence of teachers refining their instructional practice as a result of feedback and implementation of mentor recommended strategies and job embedded professional development. Evidence of refinement will be collected via walkthrough visits, TTESS observations, and minutes of meetings with teachers and PLC teams. 95% of new teachers will report via a campus developed survey that they have benefitted from having been assigned a mentor.	Unit assessments will continue throughout this cycle Data will be reviewed within two days of the assessment date. Interventions will begin on day three of the assessment cycle. A mid year review of all assessment data to date will reflect that students are progressing. TEA Interim Assessments will be administered. PLC Teams will continue to implement the HRS model for PLCs on a weekly basis. Campus, district and Region 9 staff will continue to monitor and support implementation of PLC practice on the campus.	
Barriers to Address During this Cycle	Effective time management in order to fully support new teachers, provide job embedded professional development, and monitor PLCs while conducting observations and providing needed feedback in order to support teacher progress will be key to the success of this focus area.	It is essential that the assessments in use are valid measures of student progress. Honest conversations regarding student progress are essential. Continual monitoring of interventions and ongoing adjustments to instruction are key. Assessments, instruction, and intervention strategies must be TEKS aligned.	
District Actions for this Cycle	District staff will monitor campus progress via scheduled visits with the campus principal. District staff will conduct classroom visits and provide feedback to the campus principal. Additionally, district staff will continue to support and monitor PLCs.	District curriculum supervisors will conduct a mid-year review of all assessment data to date in order to identify professional development needs and to provide support to teachers. District staff will continue to monitor and support PLCs in order to assure that instruction, assessments and interventions are aligned.	
District Commitments Theory of Action	If the DCSI provides regular support to the principal on the implementation of DDI and the development and implementation of a teacher mentoring program, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, and the district commits to support the principal in monitoring implementation of effective PLC practice that is aligned with the HRS model, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and develop and retain a teaching staff who are committed to the common goal of effective, rigorous instruction in all classrooms.		

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
New teacher surveys will be developed and distributed.	#1	Dec-19	Surveys	Campus Principal	Survey data	15-Jan-20		
Survey results will be reviewed with mentors in order to inform any needed changes to the mentoring program.	#1	Jan-20	Survey Data	Campus Principal	Survey results and notes of review session with mentors.	1-Jan-20		
A campus level mid-year review of student progress will demonstrate that lesson plans and interventions are effective. The review will also inform possible adjustments to the curriculum calendars.	#2	Complete by February 14, 2020	Assessment data	District Curriculum Specialist	Eduphoria data demonstrating student progress.	27-Feb-20		

<p>PLC Teams will meet weekly to review formative assessment data, exit ticket data, common assessment data, and unit assessment data in order to inform instructional practice and to identify students in need of intervention support. PLC will focus on alignment of the TEKS, assessment and instructional planning. PLC practice will be support by campus, district and Region 9 staff.</p>	#2	<p>In progress by September 30, 2019</p>	<p>PLC minutes, assessment data, TEKS Resource System Guidance Documents</p>	<p>PLC Teams, Instructional Coaches, Campus administrators, District Administrators, Region 9 staff</p>	<p>Unit assessment data, common assessment data, formative assessment data, exit tickets, lesson plans, PLC agendas, sign in sheets, and minutes.</p>	<p>ongoing</p>		
<p>Campus Instructional Leaders and Instructional coaches will conduct instructional rounds aligned to the HRS model in order to provide feedback to new teachers.</p>	#1	<p>December 2019 - February 2020</p>	<p>Substitutes for teacher members.</p>	<p>Campus Principal</p>	<p>Notes from Instructional Rounds.</p>	<p>Feb-20</p>		

Reflection and Planning for Next 90-Day Cycle

<p>Did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>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?</p>	Carryover Milestones	New Milestones

Cycle 3 90-Day Action Plan (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.3 Data Driven Instruction	
Desired 90-day Outcome	New teachers will indicate their intention to return to the campus for the 2020-2021 school year. Additionally, they will provide end of year feedback to inform planning for the mentoring program for the coming school year. The campus culture will be enhanced as new teachers who were supported throughout the school year begin to improve their instructional practice. The PLC focus on collaboration and use of data to inform instructional practice will characterize the campus. Teachers will enjoy increased capacity to facilitate learning for all students. Student achievement will improve due to improved teacher performance.	Benchmark assessment data will indicate that 70% of students are on track to perform at the "meets" or "masters" levels on STAAR 2020. Benchmark data will be used along with other formative assessment data to plan whole group, small group and individual instruction. PLCs analyze assessment data to identify key TEKS that with targeted intervention strategies will have optimal impact on STAAR 2020 performance.	
Barriers to Address During this Cycle	Survey data may not accurately reflect actual experience. Again, salaries differences among districts may influence the new teacher's decision to remain.	Integrity in the administration of the benchmark and appropriate analysis of resulting data. Identifying small groups or individual tutoring needs will be key.	
District Actions for this Cycle	District staff will monitor campus progress via end of the year summary meetings with the campus principal. District staff will review individual teacher with the campus principal in order to identify needs that will inform district planning for the coming year.	District supervisors will review benchmark data with campus principals and review the campus plan for intervention, tutorials, and instruction. District staff will meet with PLCs to ensure that instruction, assessments, and interventions are aligned and provide individual teacher support as needed.	
District Commitments Theory of Action	If the DCSI provides regular support to the principal on the implementation of DDI and the development and implementation of a teacher mentoring program, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, and the district commits to support the principal in monitoring implementation of effective PLC practice that is aligned with the HRS model, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of lesson plans and formative assessments and develop and retain a teaching staff who are committed to the common goal of effective, rigorous instruction in all classrooms.		

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
An end of year reflection survey will be developed and provided to all new teachers and mentors.	#1	May-20	Campus Developed Survey	Campus Principal	Survey Data	1-Jun-20		
Campus principal will review survey data with mentors and district administrators in order to assess the effectiveness of the mentoring program.	#1	Jun-20	Survey Results	Campus Principal	Survey Data and notes from data review with mentors and district staff.	Jun-20		
Benchmark assessments will administered in the spring semester. Resulting data will be reviewed at the campus and district level.	#2	March 2020- May 2020	Benchmark assessment and resulting data in Eduphoria	District and Campus Administrators	Assessment data in Eduphoria	Ongoing after each benchmark is administered.		
Teachers and campus leaders will develop written intervention plans for student groups and identify students who need individual support in preparation for the STAAR assessment	#2	March 2020- May 2020	Assessment Data, Intervention Resources	Campus Principal and Teachers	List of student groups developed and descriptions of the interventions that will be in place.	May-20		

<p>PLC Teams will meet weekly to review formative assessment data, exit ticket data, common assessment data, and unit assessment data in order to inform instructional practice and to identify students in need of intervention support. PLC will focus on alignment of the TEKS, assessment and instructional planning. PLC practice will be support by campus, district and Region 9 staff.</p>	#2	<p>In progress by September 30, 2019</p>	<p>PLC minutes, assessment data, TEKS Resource System Guidance Documents</p>	<p>PLC Teams, Instructional Coaches, Campus administrators, District Administrators, Region 9 staff</p>	<p>Unit assessment data, common assessment data, formative assessment data, exit tickets, lesson plans, PLC agendas, sign in sheets, and minutes.</p>	<p>ongoing</p>		
--	----	--	--	---	---	----------------	--	--

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?

<p>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?</p>	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	<p>New teachers having been supported through the mentoring program and having been provided with individual feedback and aligned professional development experiences will improve their instructional</p>	<p>Frequent, scheduled assessments that align to the TEKS to include unit tests and an annual benchmark assessment will be designed by the district curriculum department with assistance from teachers. Additionally campuses will administer TEA Interim</p>	
Did the campus achieve the desired outcome? Why or why not?			

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 ' <i>Self-Assessment</i> ' section. Continue to the next section titled, ' <i>ESF Diagnostic Results</i> '
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. 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.