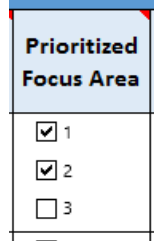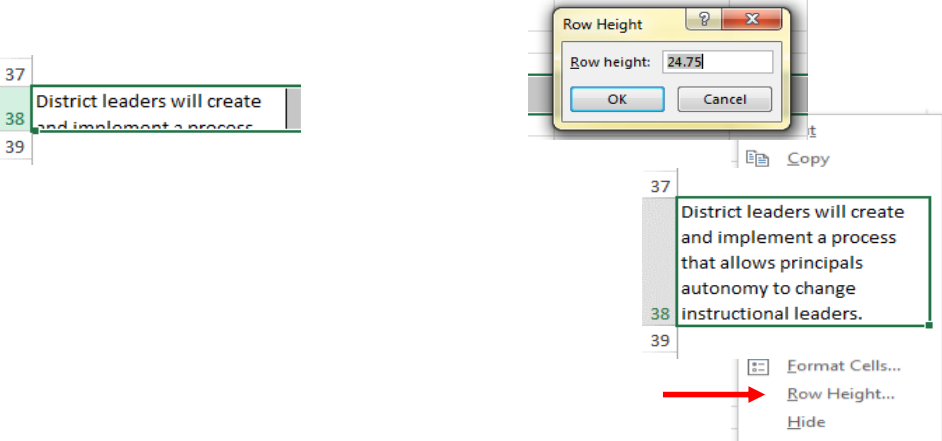## Campus Targeted Improvement Plan
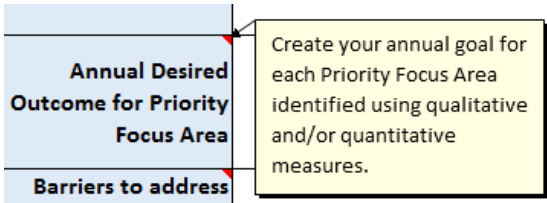
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

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.	

Viewing cell tips	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. To view the information in the notes box, hover your mouse over the cell.	**Annual Desired Outcome for Priority Focus Area** Create your annual goal for each Priority Focus Area identified using qualitative and/or quantitative measures. **Barriers to address**
Printing the Template	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. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	San Antonio ISD	Campus Name	Ogden Academy	Superintendent	Pedro Martinez	Principal	Nikki Martinez (Elementary) Rachelle Davis (Middle)
District Number	015907	Campus Number	000000157	District Coordinator of School Improvement (DCSI)	Angelica Romero	ESC Support	20

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.	**Angelica Romero - October 25, 2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Chris Fraser - October 25, 2019**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Nikki Martinez (Elementary) - October 25, 2019** **Rachelle Davis (Middle) - October 25, 2019**
Board Approval Date	2019-11-11	

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Domain 1 :75; Domain 2: 80, Domain 3: 73
Data Analysis Questions	What changes in student group and subject performance are included in these goals?	Our student achievement outcomes are below where they need to be across the board, so we want to see at least 75% of students performing better on STAAR this year than last year, which will inform our Domain 2 goal in all tested grades, and clear the targets for all subgroups, for Domain 3: *66%of all scholars show growth in Reading. (242 scholars); 71%of all scholars show growth in Math.(261 scholars) *65%of Hispanic scholars show growth in Reading. (239 scholars); 69%of Hispanic scholars show growth in Math.(253 scholars) *64%of eco dis scholars show growth in Reading.(235 scholars); 68%of eco dis scholars show growth in Math. (250 scholars) *9%of SPED scholars show growth in Reading.(18 scholars); 61%of SPED scholars show growth in Math. (18 scholars) *64%of ELL scholars in US 4+ yrs show growth in Reading.(83 scholars); 68%of ELL scholars in US 4+ yrs show growth in Math. (88 scholars) *66%of controlled scholars show growth in Reading. (203 scholars); 71%of controlled scholars show growth in Math.(218 scholars) *67%of non-controlled scholars show growth in Reading. (40 scholars); 70%of non-controlled scholars show growth in Math. (42 scholars) *36%of TELPAS test takers will make progress over last year.
	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.	4
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	3
5.3 Data-driven instruction.	3

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Rationale	In our progress monitoring for 2018-19, we failed to assess and address the strongest measures associated with STAAR and TEKS performance. We are in the process of developing strong interim assessments (benchmarks), aligned to the content being covered on the STAAR exams, and specific plans for how, when, and what resources to utilize when spiraling, reteaching, and reassessing the TEKS with which our scholars struggle. Last year, our teachers and leaders implemented strong systems to collectively and regularly analyze assessments to determine student misconceptions, identify instructional gaps, and create detailed action plans to address particular knowledge and skills with specific scholars and groups of scholars. Stronger TEKS alignment and a focus on STAAR will help optimize these systems, and will inform how and when to modify the research-based core curriculum for students versus how and when to utilize designated remediation sessions to close these gaps.	Though we made positive strides to improve student culture and saw growth, particularly in middle school in 2018-19, classroom management in many classrooms at Relay Lab Schools continues to be more reactive than proactive, teachers and leaders struggle with managing persistent misbehaviors, and not all scholars are academically engaged during instruction and practice.	It is difficult to establish strong culture, institutional knowledge, and curricular expertise when staff turnover is high. If we could retain high-performing staff at a higher rate, then we could launch each school year with a baseline of principles and cultures to continue to build our staff culture, rather than having to start over and repeat basic trainings each year. Research supports the positive effects of retaining long-term staff versus training new staff. We believe we would see more consistency with high behavioral and expectations for students that would, ultimately, lead to stronger emotional, social, and academic outcomes for our students. We could leverage more peer-to-peer observation and build stronger classroom and grade level leaders.
Desired Annual Outcome	Students are able to complete rigorous work aligned to grade-level standards: Each grade-level will meet individual grade-level thresholds that are detailed in the "Student Data" tab, which reflect 5-15% growth of standards mastery from quarter to quarter. All subgroups (Hispanic, EcoDis, ELL, SPED, TELPAS) will meet state target for Reading and Math growth in Closing the Gap domain. (This could be the specificity under the Data Analysis section above. Just clarify the numbers needed and the change that will be required to hit the targets.) Standards Mastery will be assessed in quarterly trackers that are sourced from TEKS-aligned interim assessments (benchmarks) given quarterly and content-specific remediation lessons. We will see 75% of scholars meet the growth measure in both reading and math by end of year.	We create an inclusive culture of positive, clear expectations that allows all students to be engaged and feel supported at school. We will work with external partners to acquire, implement and test student-driven quantitative and qualitative data collection tools. This will allow us to gauge student engagement directly and get student guidance in setting goals in this focus area. Pending confirmation of data tools, we want to see at least 90% of students agree or strongly agree that they feel supported at school.	We will improve support for teachers and leaders with tools to drive student, growth, and achievement. We will create an environment that allows staff to feel consistently engaged and supported at school. When teachers are more supported, they will be successful with kids, and they will stay with our schools for the long term. Therefore, 90% of lead teachers will lead their students to grade-level threshold goals (see "Student Data" tab), which reflects 5-15% growth from quarter to quarter. Standards Mastery will be tracked through quarterly trackers (largely driven by Interim Assessments), and instructional leadership will be deployed based on student outputs.
Barriers to Address During the Year	While we want to ensure we have plenty of data points and constantly drive instructional decisions with data, we also want to balance the volume of data and the amount of time spent testing with actually coaching teachers to effectively respond to the data. We will have to strategically maximize and balance coaching and analysis meetings. In addition, we are working to avoid over-testing in order to (A) reduce testing fatigue with our scholars, and (B) maximize instructional time to ensure that we cover content and have time to remediate as needed.	We have not yet acquired all the management strategies to adequately address and redirect students, especially addressing persistent misbehaviors, and creating an inclusive, culturally responsive environment for ALL students. Far too much instructional time is wasted simply managing, rather than teaching. Often, our leaders exhaust all the resources they have trying to reshape persistent scholar behavior. Rather than having teachers depend on leader intervention or student removal, we need to do a better job of engaging ALL stakeholders--teachers, parents, students AND leaders--in developing and constantly communicating about strategies to help these scholars academically re-engage and reshape behavior patterns.	While instructional leadership teams offer layers of support based around observation-feedback and weekly data meetings, we are eager to put student outcomes first and foremost in our teacher coaching. This is a shift from the primarily input-driven coaching. In regards to retention and recruitment, because so many other schools in the San Antonio area--within and outside of SAISD--competitively recruiting great talent, it is difficult to source and recruit strong teachers willing to take on the challenges of working in a multi-year IR campus. We have experienced challenges in hiring up our residents at our schools and have faced challenges crafting the most sensible gradual on ramp for our residents. Our challenge is to create a staff culture that is so strong that high-performing teachers want to choose to stay at Ogden because they deeply respect and care for the leadership, other staff, and students.

District Commitment Theory of Action:	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Ogden Academy across contents and grade levels.

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

Date of ESF Diagnostic	2019-10-15

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	3.1 Positive School Culture During each of the focus meetings, staff was unable to recite the mission and vision of the campus or state the creation and refinement of each. Staff looked for evidence of the mission and vision but was unable to locate these electronically or hard copy. No artifacts were provided. There was no consistency in processes between the elementary and secondary grade levels. The elementary demonstrated standardized implementation of the 3 year influence of the Relay tenets but grades 5-8 observations/artifacts reflected an inconsistent implementation.	5.3 Data-Driven Instruction No visible student progress tracking artifact, which is regularly updated was provided or observed. No campus hallways displayed any visible student progress tracking artifacts. No TEKS digs or utilization. No artifacts or observations to support campus reteaching practices/strategies/techniques.	
Barriers to Address During the Year	3.1 Positive School Culture Orden Academy leadership perceives school culture as a work in progress, with a number of practices in formative stages of implementation. Classroom structures and routines are inconsistently implemented across the campus. Campus leadership and the staff shared the need for clear, specific, high expectations for adults and students in the building. At the post-site visit, the DCSIs stated that mission, vision and value work had been completed during the summer but had not been shared with campus staff.	5.3 Data-Driven Instruction was Staff expressed a lack of confidence in the previous year's assessments and were hopeful that campus work in this area would improve student data used to drive instruction and monitor learning. A lack of accurate and effective assessments is a barrier to targeted instruction and improved student performance. During the site visit, the staff stated that a lack of training for all staff in TEKS unpacking, usage and effective implementation was a significant impact on the effectiveness of instruction and the progress of student learning. Leadership discussed a need for targeted campus wide training and support of reteaching and intervention processes	

District Commitment Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Ogden Academy across contents and grade levels.

Prioritized Focus Areas for Improvement	Capacity Builder
3.1	
5.3	

	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment			
Grade level / Subject tested	Cycle 1			Cycle 2			Cycle 3			Summative			
	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Floor	Goal	Actual
Grade 8 Math	Other	20	16	STAAR Simulation	30	17	Other	40		STAAR	27	50	
Grade 8 Science	MAP	30	12	MAP	40	12	Other	50		STAAR	19	60	
Grade 8 Social Studies	Other	30	2	No new assessment	40	*	Other	50		STAAR	20	60	
Grade 8 Reading	Other	20	13	STAAR Simulation	30	13	Other	40		STAAR	24	50	
Grade 7 Math	Other	25	18	RLS Interim	35	20	Other	45		STAAR	27	50	
Grade 7 Writing	Other	20	4	STAAR Simulation	30	0	Other	40		STAAR	18	50	
Grade 7 Reading	Other	20	15	RLS Interim	30	8	Other	40		STAAR	24	50	
Grade 6 Math	Other	35	12	RLS Interim	45	13	Other	55		STAAR	27	60	
Grade 6 Reading	Other	35	11	RLS Interim	45	15	Other	55		STAAR	24	60	
Grade 5 Math	Other	20	17	STAAR Simulation	30	8	Other	40		STAAR	27	50	
Grade 5 Reading	Other	20	12	STAAR Simulation	30	19	Other	40		STAAR	24	50	
Grade 5 Science	MAP	20	0	MAP	30	6	Other	40		STAAR	19	50	
Grade 4 Math	Other	30	12	RLS Interim	40	19	Other	50		STAAR	24	60	
Grade 4 Writing	Other	20	0	STAAR Simulation	30	1	Other	40		STAAR	18	50	
Grade 4 Reading	Other	30	8	RLS Interim	40	7	Other	50		STAAR	24	60	
Grade 3 Math	Other	30	7	RLS Interim	40	5	Other	50		STAAR	27	60	
Grade 3 Reading	Other	20	8	RLS Interim	30	10	Other	40		STAAR	24	50	

* Will take Social Studies in March

Cycle 1 90-day Action Plan (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired 90-day Outcome	80%(16 of 20) of Each class/cohort of students will meet or exceed grade-level thresholds (5-15%) growth from interim assessment (benchmark) 1 to interim assessment (benchmark) 2 in every subject. Campus leaders and teachers regularly review student data and monitor progress for all groups. Students are monitoring their own progress toward measurable outcomes to foster ownership and goal setting.	We will implement one round of the Stanford PERTS (substituted with Social Emotional Academic Development survey) student engagement survey to gauge student culture directly from students. This will help foster a shared ownership of school culture amongst teachers, leaders, and students, with a common lens of high expectations.	80% of teachers (16 of 20) will lead their class/cohort of students to meet or exceed grade-level thresholds (5-15%)growth from interim assessment (benchmark) 1 to interim assessment (benchmark) 2 in every subject. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.
Barriers to Address During this Cycle	Math, Science, and Social Studies interim assessments cover new content each round (as distinct content is taught each unit), so it may be difficult to make 10% growth from IA 1 to IA 2.	As it is the start of the school year, some scholars will not have fully adjusted to the behavior expectations reestablished for their new grade levels and classrooms. Leaders and teachers will need to build strong relationships with each scholar, quickly, in order to reinvest scholars who are struggling to fully engage in instruction because of their inability to meet behavioral expectations. Likewise, newer staff also struggle with management at the beginning of the year and do not utilize enough Tier 1 interventions to prevent misbehaviors. They may not respond in ways that are culturally responsive or mission-aligned.	As it is the beginning of the year and many of our veteran staff are new to Ogden systems and culture, these are lofty goals. Instructional leaders will need to build and improve on a culture of practice and feedback in coaching meetings and provide adjusting feedback to veteran teachers before student outcomes come out to ensure teachers are clear on specific strengths, areas for growth, and strategies to improve. With Interim Assessment data coming, coaches will then tie actions to improving student outcomes.
District Actions for this Cycle	Ogden instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative assessment data aligned to the interim assessment data to better monitor progress and will engage teachers in weekly, real-time coaching of instruction to effectively respond to this data. The RLS instructional superintendent will meet regularly with school principals to review data and plans to respond to trends in interim assessment data and will conduct informal walkthroughs will leaders to ensure normed rigor in coaching and evaluation.	Ogden school leaders (principals, instructional leaders, coaches, and deans of culture) will collaborate to train and real-time coach staff struggling to build strong classroom culture and management with culturally responsive, positive, proactive strategies to minimize instructional time lost redirecting and addressing student misbehaviors. The RLS instructional superintendent will evaluate culture regularly and provide clear recommendations and action plans to address trends that may be impeding learning. The instructional superintendent will hold school leaders accountable for following-through with these plans and will help troubleshoot issues as they arise. SAISD will provide support and guidance to school principals at Ogden (as needed) to help create intervention plans for students whose behavior persistently disrupts their own learning, as well as their peers.	Instructional coaches will observe and provide informal feedback to every teacher at weekly intervals. Instructional leaders will model key strategies for and provide real-time feedback to teachers who are struggling in specific domains to ensure growth between informal and formal observations, and between Interim Assessments. The Instructional Superintendent, in collaboration with principals, will reflect on State of Schools dashboard, weekly surveys, and weekly data to ensure all teacher concerns are addressed in a timely and supportive fashion.
District Commitments Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Ogden Academy across contents and grade levels.		

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
Culture Bellwether Walkthrough 1 complete and all follow-up action steps executed	☐ 1 ☑ 2 ☑ 3	Four Thursdays in September for all grade-levels	Bellwether walkthrough evaluation protocol and rubric(s)	Instructional Superintendent	Bellwether Culture Rubric and Action Plan	27-Sep	Met	None
MAP Analysis completed in conjunction with SAISD, with action-step and instructional grouping completed	☑ 1 ☐ 2 ☑ 3	Sept- early October	SAISD, MAP data	Instructional Superintendent, Director of Special Projects	MAP Analysis and Action Plan	15-Oct	Met	Analyze and compare growth results from BOY MAP to MOY MAP.

Milestone	Check	Timeline	Resources	Owner	Evidence	Due Date	Status	Notes
State of Schools meetings occur weekly with school leadership teams, utilizing fully-functioning and weekly-updated dashboard, with weekly tracking of action steps for all leaders on student/staff culture and DDI/Instruction	☑1 ☑2 ☑3	Weekly, Aug. - Nov	Dashboard, MDIs	Instructional Superintendent	State of Schools dashboard and weekly agenda	26-Sep	On Track	Meetings occur every Thursday, with action steps executed weekly
Interim Assessment 1 Cycle complete (Interim assessments administered, data collected in Eduphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on); Develop and test standards mastery tracking system	☑1 ☑2 ☑3	9/16-9/24	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	15-Oct	On Track	Make more user friendly for the network leaders. Next steps: Monitor action plans that result from the Interim Assessment Cycle.
Culture Bellwether Walkthrough 2 complete and all follow-up action steps executed	☑1 ☑2 ☑3	Oct-Nov	Bellwether walkthrough evaluation protocol and rubric(s)	Instructional Superintendent	Bellwether Culture Rubric and Action Plan	20-Nov	On Track	Creation of 6-8 weeks playbooks that identify specific instructional leader goals and teacher action steps they need to meet to improve student academic culture. Next Steps: Monitor goals that resulting from the Bellwether and campus walkthroughs.
Interim Assessment 2 Cycle complete (Interim assessments administered, data collected in Eduphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on)	☑1 ☐2 ☑3	11/5-11/20	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	25-Nov	On Track	Aligned Interim Assessments created; currently testing IA cycle 1 for ways to improve cycle
Coaching meetings executed weekly with all teachers and grade-levels, with Weekly Data Meetings starting Week 9 to tie together Observation Feedback meetings (aligned to Get Better Faster) and T-TESS	☑1 ☑2 ☑3	Aug-Sept	RLS Leadership Team, Relay NPAF Team	Instructional Leaders (led by Principals)	State of Schools: WDMs, OFMs, Action Steps, Whetstone	15-Oct	On Track	OFM meetings off to a good start with all teachers; leaders are getting coached on WDM execution. Adjustment: Look Forward Meetings have taken the place of Weekly Data Meetings
Explore student survey options to establish student voice and valid student-led culture metric	☐1 ☐2 ☑3	Sept- Oct	Deans of Culture; Dallas ISD; TNTP	Executive Director, Executive Principal	Analysis of student surveys and implementation plan	30-Oct	Met	Adjustment made of using the district SEAD Survey versus the Stanford PERTS Survey.
Round 1 of T-TESS Observations complete	☑1 ☑2 ☑3	Sept- Jan	RLS Leadership Team, Relay NPAF Team	Instructional Leaders (led by Principals)	Leader Calendars, Performance Matters	20-Nov	Significant Progress	Norming has begun with leadership team on observations

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Priority Area 1 has been partially met. Adjustments were made to align the desired 90 day outcomes for priority 1 and 3. Of the tests taken so far 4/11 (36%) of teachers met or exceeded Grade level threshold performance increase goals from Interim Assessment 1 to Interim Assessment 2 (Math, Reading, Writing). Elementary ELA and 7th grade writing Interim Assessments will be available the first week of December and an update will be provided. Campus leaders and teachers regularly review student data and monitor progress for all groups. We are at the beginning stages of students monitoring their own progress toward measurable outcomes because we are revamping the structure of goal setting to reflect specific skill mastery as opposed to setting goals regarding percentage increase that lack meaning for students. We met Priority Area 2. In lieu of the Stanford PERTS, we administered the district required SEAD Survey that provided similar data. 3rd-5th Graders scored the following: self-awareness scored at 56%, Self monitoring was at 54%, Growth mindset was at 49%, 72% feel they have a positive student-teacher relationship, 62% feel they belong and 41% feel safe at school. In 6th-8th, Self awareness was at 45%, Self management was at 48%, Growth mindset scored at 38%, 45% have grit, 52% feel they have a positive student teacher relationships, 36% feel they belong and 48% feel their school is safe. This results were in alignment with those of the district. In regards to Focus Area 3, we have met it and made an adjustment. As opposed to focusing on weekly Data Meetings we are now having Look Forward Meetings to help teachers plan for upcoming lessons. Campus leaders are implementing targeted and personalized strategies to support and retain staff [Anonymous Staff Survey (modeled off of Insight Survey), Weekly Survey, Campus Leadership Team].
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, students did not meet the Meets or Exceeds rating on the Interim Assessment. The reteach data has shown improvement in standards, however Tier 1 instruction needs to improve. Teachers need to look at data daily to determine what to reteach the following day, versus waiting for the interim assessments.
	Carryover Milestones	**New Milestones**

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?	Complete TTESS Observations (This was scheduled to be completed in January.)	1. Utilize Lead4ward student learning continuum to revamp the structure of goal setting to reflect specific skill mastery as opposed to setting goals regarding percentage increase that lack meaning for students. 2. Campus leaders are implementing targeted and personalized strategies to support and retain staff [Anonymous Staff Survey (modeled off of Insight Survey), Weekly Survey, Campus Leadership Team]. 3. Monitor action plans that result from the Interim Assessment Cycle.

Cycle 2 90-Day Action Plan (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired 90-day Outcome	Each class/cohort of students will meet or exceed grade-level thresholds (5-15%) growth from interim assessment (benchmark) 2 to interim assessment (benchmark) 3 in every subject.	We will explore data analysis tools and systems to gather goals and metrics directly tied to student voice of their classroom culture. We will implement at least one form of qualitative or quantitative data collection directly from students.	80% of lead teachers will lead their class/cohort of students to meet or exceed grade-level thresholds (5-15%) growth from interim assessment (benchmark) 2 to interim assessment (benchmark) 3 in every subject.
Barriers to Address During this Cycle	As we progress to the new calendar year, there might be a need to redistribute teachers, students, and leadership resources to best suit student needs, which might lead to some continuity challenges. Math, Science, and Social Studies interim assessments cover new content each round (as distinct content is taught each unit), so it may be difficult to make 10% growth from IA 1 to IA 2.	As we have found, the start of the new calendar year is a vital opportunity to reset expectations and culture, so will emphasize the importance of this with all teachers. It is still unclear on the exact tool for using student-directed goals and data collection for student culture, so difficult to project the data analysis for December onward.	The past two academic years, we have faced unexpected transitions with teachers, so will be important to ensure we are proactively avoiding teacher departures, filling in teacher holes as quickly and strategically as possible, and best supporting all teachers throughout the year. Similarly to Cycle 1, these are lofty goals, and maximizing time in instructional coaching meetings and regular internalization meetings will be paramount.
District Actions for this Cycle	Ogden instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative assessment data aligned to the interim assessment data to better monitor progress and will engage teachers in weekly, real-time coaching of instruction to effectively respond to this data. The RLS instructional superintendent will meet regularly with school principals to review data and plans to respond to trends in interim assessment data and will conduct informal walkthroughs will leaders to ensure normed rigor in coaching and evaluation.	Ogden school leaders (principals, instructional leaders, coaches, and deans of culture) will collaborate to train and real-time coach staff struggling to build strong classroom culture and management with culturally responsive, positive, proactive strategies to minimize instructional time lost redirecting and addressing student misbehaviors. The RLS instructional superintendent will evaluate culture regularly and provide clear recommendations and action plans to address trends that may be impeding learning. The instructional superintendent will hold school leaders accountable for following-through with these plans and will help troubleshoot issues as they arise. SAISD will provide support and guidance to school principals at Ogden (as needed) to help create intervention plans for students whose behavior persistently disrupts their own learning, as well as their peers.	Instructional coaches will observe and provide informal feedback to every teacher at weekly intervals. Instructional leaders will model key strategies for and provide real-time feedback to teachers who are struggling in specific domains to ensure growth between informal and formal observations, and between Interim Assessments. The Instructional Superintendent, in collaboration with principals, will reflect on State of Schools dashboard, weekly surveys, and weekly data to ensure all teacher concerns are addressed in a timely and supportive fashion.
District Commitments Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Ogden Academy across contents and grade levels.		

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
MAP MOY Analysis and Action Plan	☑1 ☐2 ☑3	January	SAISD Research Team, Dashboard	Instructional Superintendent	MAP Analysis and Action Plan	31-Jan	Met	Continue to work with leaders on executing the action steps planned. Adjust leadership responsibilities to focus on areas of greatest need at each campus.
Interim Assessment 3 Cycle complete (Interim assessments administered, data collected in Euphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on)	☑1 ☐2 ☑3	1/14/20-2/12/20	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	28-Feb	On Track	Our IA Cycle was moved back to allow us to complete the district STAAR Simulation. Now that all assessments are taken, we are in the midst of Specific Teacher and campus Action Plan creation related to adjusting tutoring groups, areas of focusing for tutoring and identifying areas of need for specific grade levels and teaching (coaching/teaching assignments).

Action Step	Progress (1/2/3)	Timeline	Resources	Owner	Evidence	Date	Status	Notes
State of Schools meetings occur weekly with school leadership teams, utilizing fully-functioning and weekly-updated dashboard, with weekly tracking of action steps for all leaders on student/staff culture and DDI/Instruction	☑1 ☑2 ☑3	Weekly, Jan-Feb	Dashboard, MDIs	Instructional Superintendent	State of Schools dashboard and weekly agenda	31-Jan	On Track	Meetings occur every Wednesday and Thursday, with action steps executed weekly. We made significant changes to the State of the Schools meeting template based on data and feedback received by staff (For example we are no longer focusing on completion of interventions, we are looking at mastery as indicated by students exit tickets).
Implement Round of Student Culture data collection	☐1 ☑2 ☐3	Jan-Feb	External vendor or partner, students	Executive Director, Executive Principal	Data Analysis and Action Steps	28-Feb	On Track	We have decided not to use an external vendor for a student culture survey this year, however we look at student culture data including behavior and attendance as part of weekly State of the Schools meetings. In addition, leaders have held informal roundtable conversations with students about improving student culture. These roundtable conversations have led us to revamp our student culture rubric document, include specific elements to the rubric on the need for increasing student voice, student engagement, and proactive measures to student discipline. This revised rubric is being used in our culture walkthroughs we are facilitating.
Utilize Lead4ward student learning report to track student progress towards mastery of specific skills in math.	☑1 ☐2 ☐3	Dec-Feb	Lead4ward Learning Continuum, Analysis and instructional plans for each Interim Assessment Cycle, Interim assessment Data	Managing Director of Instruction, Teachers	Data Analysis, Student Goal Sheets, Teacher Goal Sheets, classroom display	2--Feb.	Some Progress	We have provided time for students to make specific goals around MAP and specific goals related to ELA and Math State test prep data we are collecting weekly. Now that we are completing our IA cycle, we want our teachers and students to use this new and fresh data to determine specific student friendly language goals that they will monitor weekly following each exit ticket in ELA and Math. To do this, we are revising the lead4ward document so that it specifies the specific skill students are working to master weekly. They will be provided a moment after completing exit tickets and receiving data to self-assess whether they mastered the skill(s).
Campus leaders are implementing targeted and personalized strategies to support and retain staff (Anonymous Staff Survey (modeled off of Insight Survey), Weekly Survey, Campus Leadership Team)	☐1 ☐2 ☑3	Dec-Feb	Weekly Survey	Principals	CLT Minutes, Weekly Survey Link	31-Jan	On Track	This past month school leaders had face to face conversations with most staff members asking about their likelihood of staying. For staff we want to retain we are engaging with different opportunities at the school. We are continuing our weekly surveys and CLT meetings to get regular feedback from staff. In addition, we have included a tracker to ensure leaders are following up with teachers around feedback/concerns they provide to us.
Monitor action plans that result from the Interim Assessment Cycle.	☑1 ☑2 ☐3	Dec-Feb	Action Plan	Instructional Coaches, MDI	Walkthroughs with a focus on implementation of action plan (Goals), Student Data	31-Jan	Met	Interim assessment cycle is complete.

Milestone	Status	Timeframe	Who	Lead	Evidence	Date	Met/Not Met	Necessary adjustments/next steps
Round 1 of T-TESS Observations complete	☐1 ☑2 ☑3	Sept- Jan	RLS Leadership Team, Relay NPAF Team	Instructional Leaders (led by Principals)	Leader Calendars, Performance Matters	30-Jan	Met	Round 1 of T-TESS observations is complete.
Culture Bellwether Walkthrough 2 complete and all follow-up action steps executed	☑1 ☑2 ☑3	Oct-Nov	Bellwether walkthrough evaluation protocol and rubric(s)	Instructional Superintendent	Bellwether Culture Rubric and Action Plan	25-Feb (One per month)	Met	School leadership team does a culture walkthrough twice a month and uses their focus of the week to collect data. In Middle School this has resulted in a shift in our focus to the following three components: student joy and engagement, increasing student voice, and improving our proactive behavior strategies. In ES we realized there is a need to refine our consequence system in 5th grade.
January PD Day differentiated for common action steps, specific content foci, and to bring teachers together to revitalize community	☑1 ☐2 ☑3	6-Jan	External facilitators, instructional leadership team, MDIs	Instructional Superintendent	Exit Tickets from teachers on January PD Day	7-Jan	Met	The PD day in January was successful in that teachers received differentiated content and action steps and we built community as a school. One piece of feedback from teachers was the need to increase work time during PD days and upcoming PDs. As a result, we are now integrating at least an hour of work time during every

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	Priority Area 1 has been partially met. Adjustments were made to align the desired 90 day outcomes for priority 1 and 3. Of the tests taken (Interim Assessments or STAAR Released assessments 5/22 (23%) of teachers met or exceeded Grade level threshold performance increase goals from Assessment 2 to Assessment 3 (Math, Reading, Writing). Campus leaders and teachers regularly review student data and monitor progress for all groups. Students monitoring their own progress toward measurable outcomes and have revamped the structure of goal setting to reflect specific skill mastery as opposed to setting goals regarding percentage increase that lack meaning for students. We didn't fully meet our goal because while we are monitoring student progress, teachers and leaders are not yet hyper focused on individual student progress skill to skill. As a result of this, we are looking to create more student friendly specific goals, create trackers with specific student information so we are constantly mindful of each student's need, and we've adjusted our goal setting so that this is done week to week versus Interim Assessment to Interim Assessment. We met Priority Area 2 and continue to use data from the first 90 days to integrate into look fors for these next 90 days. we also continue to utilize district support through other surveys required by the district as well as integrating professional development from the Districts Special Education department, with a focus in SEAD and Communities in schools. In regards to Focus Area 3, we have met it and made an adjustment. we are now including both Weekly Data Meetings and Look Forwards for 5th and 8th grade due to the earlier testing dates. In December we began talking to staff about returning next year and are engaging with them to see what opportunities there are next year.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	No, students did not meet the Meets or Exceeds rating on the Interim Assessment or Simulation Data. The reteach data has shown improvement in standards, however Tier 1 instruction continues to be a focus of improvement. Teachers will continue to look at data daily to determine what to reteach the following day, versus waiting for the interim assessments. We are also focusing on level of student engagement in the lesson . We didn't fully meet our goal because while we are monitoring student progress, teachers and leaders are not yet hyper focused on individual student progress skill to skill. As a result of this, we are looking to create more student friendly specific goals, create trackers with specific student information so we are constantly mindful of each student's need, and we've adjusted our goal setting so that this is done week to week versus Interim Assessment to Interim Assessment.

	Carryover Milestones	New Milestones
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?	We are going to utilize the Lead4ward student learning report and modifying the format to track student progress towards mastery of specific skills weekly in math.	Use student daily Trackers to assess mastery of skills weekly and to inform reteaches for the following week and the content of d

Cycle 3 90-Day Action Plan (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.5.3 Data-driven instruction.	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Desired 90-day Outcome	Each class/cohort of students will meet or exceed grade-level thresholds (5-15%)growth from interim assessment (benchmark) 3 to interim assessment (benchmark) 4 in every subject.	We will move from data collection to action with student culture, particularly emphasizing student voice in improving their engagement and experience. Once we gather the tools, we will set metrics to monitor ourselves against.	80% of lead teachers will lead their class/cohort of students to meet or exceed grade-level thresholds (5-15%) growth from interim assessment (benchmark) 3 to interim assessment (benchmark) 4 in every subject.
Barriers to Address During this Cycle	In the push to STAAR, we will be very data-rich, but must ensure we are information and insight-rich as well in order to equip teachers and leaders with the highest leverage data to drive toward successful outcomes on the end-	Once the end of the school year hits, there is often a laser-like focus on STAAR, which can inadvertently create extra pressure for students and teachers. We have seen this negatively impact student culture and take priorities away from classroom management.	Similar to student culture, we often see a dip in staff culture as the focus overwhelmingly becomes STAAR. Teachers and leaders also start looking toward the following school year and their roles- either at our school or another. Challenges will be to keep teacher focus on their students' growth and
District Actions for this Cycle	Ogden instructional leaders (principals, coaches, and directors of instruction) will hold analysis meetings with all teachers after each round of interim assessments and will craft specific action plans for reteaching, readdressing, and spiraling the skills on which students struggle. Instructional leaders will meet weekly with all teachers (weekly data meetings) to respond to formative	Ogden school leaders (principals, instructional leaders, coaches, and deans of culture) will collaborate to train and real-time coach staff struggling to build strong classroom culture and management with culturally responsive, positive, proactive strategies to minimize instructional time lost redirecting and addressing student misbehaviors. The RLS instructional superintendent will evaluate culture regularly and provide clear	Instructional coaches will observe and provide informal feedback to every teacher at weekly intervals. Instructional leaders will model key strategies for and provide real-time feedback to teachers who are struggling in specific domains to ensure growth between informal and formal observations, and between Interim Assessments. The Instructional Superintendent, in collaboration with principals, will reflect on State of Schools dashboard, weekly surveys
District Commitments Theory of Action	If the principal supervisor (Relay Lab Schools) provides regular coaching to the principals on the implementation of strong culture-building and behavior management strategies and data-driven instruction principles, the principals develop the instructional leadership team to effectively use data and positive discipline strategies to coach, develop plans, and hold themselves and teachers accountable for constantly collecting and responding to student data, and if the district (SAISD) connects the campus with district resources to support special populations, aides with Progress Monitoring that is TEKS-aligned, aides in recruitment of high-performing teachers, and assists with navigating the district process for supporting teachers whose students are not mastering grade level content, we believe we will see dramatic improvement in culture and accelerated student achievement at Ogden Academy across contents and grade levels.		

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
Interim Assessment 4 Cycle complete (Interim assessments administered, data collected in Eduphoria, data processed and entered into trackers, analysis meetings conducted, action plans created, key actions executed on)		3/4/20-3/31/20	External curriculum consultants, teachers	Instructional Superintendent, Managing Directors of Instruction	Interim Assessment trackers and action plans	15-Apr		
State of Schools meetings occur weekly with school leadership teams, utilizing fully-functioning and weekly-updated dashboard, with weekly tracking of action steps for all leaders on student/staff culture and DDI/Instruction		Weekly, Mar-May	Dashboard, MDIs	Instructional Superintendent	State of Schools dashboard and weekly agenda	15-Apr		
Convening of students and campus leadership teams to assess progress to student culture data collection and student-led goals		March-May	External vendor or partner, students	Executive Director, Executive Principal	Data Analysis and Action Steps	31-May		
Re-prioritize daily internalization/tutoring blocks (3:15-4:00) to optimize teacher preparation and student remediation		Daily, Mar-May	Principals, MDIs	Instructional Superintendent	Formal Relay Lab Schools' rubric-based evaluation of daily internalization/remediation blocks	31-May		
Use student daily Trackers to assess mastery of skills weekly and to inform reteaches for the following week and the content of our 10 Day ramp towards state exams (TELPAS Practice, Integrating the 7 steps, Better Lesson PD around the 5 practices for Math & utilizing the STAAR Test Prep Frameworks)		Daily, Mar-May	PD, Trackers	MDI's Coaches, Teachers	Student Trackers	31-May		
Increase student engagement and student accountable talk during class periods to improve progress in our IAs and towards our STAAR goals		Daily, Mar-May	Trackers, lead4ward	MDI's Coaches, Teachers	Student Trackers	31-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?		
	Carryover Milestones	**New Milestones**
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?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	0	0	0
Desired Annual Outcome	Students are able to complete rigorous work aligned to grade-level standards: Each grade-level will meet individual grade-level thresholds that are detailed in the "Student Data" tab, which reflect 5-15% growth of standards mastery	5.3 Data-Driven Instruction No visible student progress tracking artifact, which is regularly updated was provided or observed. No campus hallways displayed any visible student progress tracking artifacts. No	
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.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	80%(16 of 20) of Each class/cohort of students will meet or exceed grade-level thresholds (5-15%) growth from interim assessment (benchmark) 1 to interim assessment (benchmark) 2 in every subject. Campus leaders and teachers	We will implement one round of the Stanford PERTS (substituted with Social Emotional Academic Development survey) student engagement survey to gauge student culture directly from students. This will help foster a shared ownership of school culture amongst teachers	80% of teachers (16 of 20) will lead their class/cohort of students to meet or exceed grade-level thresholds (5-15%)growth from interim assessment (benchmark) 1 to interim assessment (benchmark) 2 in every subject. Campus leaders implement targeted and
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	0		

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

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
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.
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
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	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