Woodlawn Academy
Targeted Improvement Plan
2019-2020

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the '*Self-Assessment*' section. Continue to the next section titled, '*ESF Diagnostic Results*'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information

District Name	San Antonio ISD	Woodlawn Academy	Superintendent	Pedro Martinez	Principal	Karen Rose
District Number	015907	000000175	District Coordinator of School Improvement (DCSI)	Dr. Courtney Gober	ESC Support	Jamie Goodwin
						Shannon Allen

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.	**Courtney Gober, 9/26/19**
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.	**Margaret Davis, 9/26/19 (1882 Partner: Texas Council for International Studies, TCIS)**
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.	**Karen Rose, 9/26/19**
Board Approval Date	2019-11-11	

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	Student Achievement Domain: 68. School Progress Domain: 75. Closing the Gap Domain: 77.
Data Analysis Questions	What changes in student group and subject performance are included in these goals?	All student groups were given ambitious achievement goals at the "meets" level. The goals are delineated in the student data section and have a graduated timeline. The campus has set the goal of having an overall rating of "C" at the end of the school 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.	1
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	1
5.3 Data-driven instruction.	1

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	

Rationale	In reflecting upon last year, many key components were not in place such as a comprehensive list of responsibilities, weekly focus on student progress, and deliberate observation and feedback cycles. Focusing on this area allows us to establish systems centered on student performance and progress and teacher performance and growth in the classroom.	In reflecting upon last year, 90 minute PLCs were embedded in the master schedule but every week was not focused on student data. An assessment calendar was established but conversations remained focus on the disaggregation of student data without structures to support a corrective instruction action plan. Individualized student data was not monitored on a weekly basis. Focusing on this area allows us to establish a DDI calendar, structured PLC protocols with an emphasis on a corrective instruction action plan, and individualized tracking of student and teacher data.	
Desired Annual Outcome	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.	
Barriers to Address During the Year	Leadership was inconsistent with expectations, discipline, and presence in the classroom. Plans were completed on paper but not implemented during daily activities. Teachers were not held accountable for lessons plans. Lesson plans that are developed don't always follow the backwards design approach and don't always align to the rigor of the standard. There's also no scheduled time for collaborative planning on lesson plans and assessments. Data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction. Action plans were not required. Grade level teams also didn't collaborate on the test after assessments were given.	Data was not used to develop a corrective instruction action plan for whole group, small group, and individualized instruction. Action plans were not required. Grade level teams also didn't collaborate on the test after assessments were given. Data is reviewed but no action plan is in place. Teachers are not held accountable. Data is used once and never used reviewed again. All the students need help. I don't need the data to see that. I know my kids can do better but they have a bad day. It's the student's fault. Lack of available test, training on what rigorous questioning should look like on an assessment and the time to create an assessment.	

District Commitment Theory of Action:	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.

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		

		% of Students at Campus Determined Proficiency Level										% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative			
Grade level	Subject tested	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	
3rd	Reading	Other	26	16	State Interim	35		Other	40		STAAR	40		
3rd	Math	Other	28	19	State Interim	30		Other	35		STAAR	35		
4th	Reading	Other	26	33	State Interim	50		Other	55		STAAR	55		
4th	Math	Other	28	36	State Interim	42		Other	50		STAAR	50		
4th	Writing	Other	10	14	State Interim	30		Other	35		STAAR	35		
5th	Reading	Other	20	30	State Interim	26		Other	31		STAAR	31		
5th	Math	Other	22	18	State Interim	28		Other	33		STAAR	33		
5th	Science	Other	21	24	State Interim	24		Other	x		STAAR	30		
6th	Reading	Other	23	25	Other	28		State Interim	33		STAAR	33		
6th	Math	Other	23	13	Other	28		State Interim	33		STAAR	33		
7th	Reading	Other	23	35	Other	26		State Interim	30		STAAR	30		
7th	Writing	Benchmark	23		Benchmark	26		State Interim	30		STAAR	30		
7th	Math	Other	23	27	Other	28		State Interim	35		STAAR	35		
8th	Reading	Other	25	28	Other	28		State Interim	32		STAAR	32		
8th	Math	Other	23	21	Other	28		State Interim	33		STAAR	33		
8th	Science	Other	23		Other	26		State Interim	30		STAAR	30		
8th	Social Studies	District Interim	12		Benchmark	15		State Interim	18		STAAR	18		

Cycle 1 90-day Outcomes (September - November)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.	
Desired 90-day Outcome	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis.	
Barriers to Address During this Cycle	Logistical concerns for scheduling and calendars. Team leaders implementing the agendas and meeting minutes with fidelity.	Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.	
District Actions for this Cycle	Establish clear expectations for principals to implement the necessary systems to create the schedules, calendars, roles, responsibilities for team leaders and admin team. Expect admin team to submit all documentation by the end of September.	Mandate that the campus submit PLC protocols, norms, and schedules to DCSI by the end of September. Spot check PLC minutes with the principal on a bi-weekly basis.	
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.		

Action plan-Milestones							
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Establish clear, written, transparent roles and responsibilities for the leadership team and have weekly meetings scheduled on the calendar.	1.1	August 30, 2019	Sample roles and responsibilities	Principal- Karen Rose	Schedules; Roles and Responsibilities; and calendars	September 30, 2019		
Establish performance expectations and goals that match job responsibilities for AP, counselor, and Instructional Coaches.	1.1	October 18, 2019	Job descriptions	Principal- Karen Rose	Evaluations and BOY meeting notes	October 31, 2019		
Campus team leaders create written protocols for their teams/PLCs and meet on a weekly basis to study student data.	1.1	October 18, 2019	Sample written protocols	Principal- Karen Rose	Written protocols and processes and schedules.	October 31, 2019		

Provide campus leaders with job-embedded PD and create a PD calendar	1.1	October 18, 2019	PD Opportunities	Principal- Karen Rose	Instructional Snapshot Calibration; Modeling of PLCs; Monthly meetings with district leaders, PD calendar	October 31, 2019		
Create a DDI calendar and establish a PLC room with a data wall.	5.3	October 18, 2019	Empty classroom, pocket charts, student assessment data, chart tablets, bulletin boards	Principal (Rose), Instructional Coaches (Uriegas, Hernandez, Ituah, FeMath), Grade Level Team Leaders	PLC Room, DDI Calendar, and established Data Walls	October 31,2019		
Teachers are trained and begin development of a Corrective Instruction Action Plan. Master schedule is developed with built in time for A week 90 minute PLCs for Elementary and 45 minute PLCs weekly for Middle School.	5.3	November 15, 2019	Action Plan Template, Master schedule and enrollment data	Principal (Rose), Counselor (Gandaria), Instructional Coaches (Uriegas, Hernandez, Ituah, FeMath), and Grade Level Team Leaders	Master Schedule; Corrective Instruction Action Plan	November 29, 2019		

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

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.	
Desired 90-day Outcome	Monitor and adjust rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers, as needed.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 70% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 80%.	
Barriers to Address During this Cycle	Other events may come up that interfere with our calendars and schedules. Instructional leaders may not fulfill their responsibilities.	Teachers coming to PLCs prepared and bringing the proper evidence / data with them to the PLC. Understanding how/where to find the necessary data. Gaining teacher buy-in to PLC roles and expectations. Gaining familiarity with Google Classroom.	
District Actions for this Cycle	Monthly review of effectiveness of rosters, assignments, roles, responsibilities, calendars and schedules.	DCSI will sit in and observe all PLCs.	
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
85% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly.	1.1	January 31, 2020	Team protocols and student data	Grade Level Team Leaders	PLC Meeting Minutes	February 28, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	February 14, 2020	PD Calendar	Principal- Karen Rose	PD Calendar, PD Transcripts	February 28, 2020		
6 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	February 26, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal (Karen Rose), Instructional Coaches (Hernandez, Uriegas, Ituah, Femath), and Grade Level Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	February 28, 2020		

60% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	January 31, 2020	Action Plan Template, Master schedule	Principal (Rose), Counselor (Gandaria), Instructional Coaches (Uriegas, Hernandez, Ituah, FeMath), and Grade Level Team Leaders	Corrective Instruction Action Plan	February 28, 2020		

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

Cycle 3 90-Day Outcomes (March-May)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.	Campus leadership disaggregates data for students throughout the year by monitoring student progress. Leadership will provide evidence-based feedback to teachers. Create an action plan for PLCs, data analysis, and processes for improving student performance.	
Desired 90-day Outcome	Evaluate the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Monitor and adjust meeting schedules and norms as needed. Monitor meeting agendas and minute-taking template effectiveness. 95% of PLCs can manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis at a rate of 95%.	
Barriers to Address During this Cycle	Instructional leadership team may not agree on the effectiveness on each of these components.	Teachers not responding well to adjustments to schedule and norms. Teachers not filling in agendas and minutes appropriately. Grade levels struggling to facilitate their own PLCs. Quality feedback by administrators not being given to grade levels on PLC implementation.	
District Actions for this Cycle	Conference with principal on the effectiveness of rosters, assignments, calendars, schedules, roles and responsibilities.	Review effectiveness of PLCs with principal using the Google Classroom template.	
District Commitments Theory of Action	If the Assistant Superintendent provides regular coaching to the principal on the implementation of PLCs, Data Review and Unit Planning, and the district ensures that the campus has access to high-quality curriculum and unit tests for all tested grades and subjects, and the district commits to providing a principal coach to help principal develop the necessary systems to monitor PLCs, Data, and Unit Plans, then the campus will be able to establish strong data-driven instruction practices, improve the quality and frequency of use of unit/lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities using Instructional Snapshots and walkthroughs.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
95% of the campus team leaders have implemented the protocols for their teams/PLCs and meet weekly. Re-evaluate protocols for teams/PLCs.	1.1	April 30, 2020	Written Team Protocols	Grade Level Team Leaders	PLC Meeting Minutes and updated written protocol.	May 29, 2020		
Campus leaders were provided at least 8 job-embedded PD opportunities.	1.1	April 30, 2020	PD Agenda and Sign In Sheets	Principal- Karen Rose	PD Calendar, PD Transcripts	May 29, 2020		
10 CIAPs for Math and Reading will be developed and implemented by all teachers.	5.3	March 8, 2020	CIAP Template, Assessment Data, Instructional Strategies, TEKS	Principal (Rose) , Instructional Coaches (Uriegas, Hernandez, Ituah, FeMath), and Grade Level Team Leaders	Completed CIAPs, Instructional Snapshots, completed rubric	May 29, 2020		

85% of grade levels will facilitate the development of quality CIAPs on their own with input from the ILT when needed.	5.3	April 24, 2020	Action Plan Template, Master schedule	Principal (Rose), Counselor (Gandaria), Instructional Coaches (Uriegas, Hernandez, Ituah, FeMath), and Grade Level Team Leaders	Corrective Instruction Action Plan	May 15, 2020	

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

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction	
Desired Annual Outcome	Developing campus leadership clear, written, and transparent roles and responsibilities. Using weekly calendars to show observations, feedback and leadership meetings. Communicate performance expectations for all staff with matching job responsibilities. Grade level leaders and campus leaders use consistent protocols and processes for PLCs. Campus leadership teams meet weekly to focus on student progress and formative data. The principal providing professional development and coaching feedback to all teachers.		
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	Create rosters, assignments, calendars, schedules, roles and responsibilities for the campus leadership team and teachers.	Establish meeting schedules and norms. Develop the meeting agenda and minute-taking templates. Training staff to manage and facilitate their own PLCs. Admin in attendance or providing feedback to PLCs on a weekly basis.	
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

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

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?		
	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?		