

# Hirsch Elementary Targeted Improvement Plan 2019-2020



TIP Components	Notes
<b>Foundations</b>	
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.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
<b>Cycle 4</b>	

Not to filled out until summative process has been completed

Campus Information							
<b>District Name</b>	San Antonio Independent School District	<b>Campus Name</b>	Herman Hirsch Elementary	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Mary L. Rodriguez
<b>District Number</b>	015907	<b>Campus Number</b>	000000137	<b>District Coordinator of School Improvement (DCSI)</b>	Kathleen St Clair	<b>ESC Support</b>	Shannon Allen Jamie Goodwin
Assurances							
<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				<b>Kathleen St. Clair</b>		
<b>Principal Supervisor</b> <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				n/a		
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.				<b>Mary L. Rodriguez</b>		
<b>Board Approval Date</b>	2019-11-11						
Needs Assessment							
<b>Data Analysis Questions</b>		What accountability goals for each Domain has your campus set for the year?	Domain 1: 70, Domain 2: 85 , Domain 3: 70.				
		What changes in student group and subject performance are included in these goals?	Our student outcomes are below across the board, so on average, we want to see a 10 percentage point increase in each STAAR tested subject area and grade level.				
		If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A				

<b>Self-Assessment Results</b> (To be completed if the campus HAS NOT had an ESF Diagnostic)			
<b>Use the completed Self-Assessment Tool to complete this section</b>			
<b>Essential Action</b>		<b>Implementation Level (1 Not Yet Started - 5 Fully Implemented)</b>	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		1	
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.		3	
5.3 Data-driven instruction.		3	
<b>Prioritized Focus Area #1</b>		<b>Prioritized Focus Area #2</b>	
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
<b>Rationale</b>	High quality experiences will evolve from effective lesson planning to promote to promote critical thinking skills with differentiated and scaffolded supports.	Development of CIAP is inconsistent. Data from assessments not informing day to day instruction. Corrective instruction action planning occurs too late.	Campus practices and policies do not demonstration high expectations and shared ownership for student success. Staff members are not aligned to a common understanding of the mission, vision, and values.
<b>Desired Annual Outcome</b>	Teachers will use PLC time to collaborate and discuss lessons planned: TEK alignment with lesson activity and exit ticket. Teachers will receive differentiated targeted feedback based on observation data and assessment data.	Teachers use of the correction action planning process to identify trends in students misconceptions and determine the root cause to why students may not have learned the concept.	When staff all have a common understanding and belief of the mission, vision, and values and can explain how they are present in the daily life of school the school culture and climate will reflect a positive environment for student, families, and staff to thrive.
<b>Barriers to Address During the Year</b>	Teachers receptive to planning and feedback from instructional leaders. Instructional leaders confidence in giving feedback on lesson plans to teachers.	Immediate Feedback, PLC, Overwhelming demands, never ending to do lists, learning to properly analysis data, time for corrective instruction, GRR stuck in I do, over planning, student gaps	Positive mindsets of staff is inconsistent, student behaviors, discipline supports (consequences), Mission, Vision on shared, students don't know the mission, vision
<b>District Commitment Theory of Action:</b>		SAISD provides access to high quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd math and reading, provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, provides access to assessments aligned to the standards and the expected level of rigor, provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), provides campuses with access to external student support services, and ensures that campus buildings are well maintained, safe, and conducive to learning , Hirsch student achievement will increase to 65% approaches, 40% meets, and 20% masters.	

<b>ESF Diagnostic Results</b> (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	
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	District Interim	10	9%	Other	15		Benchmark	20		STAAR	28	
4th	Reading	District Interim	10	37%	Other	15		Benchmark	20		STAAR	28	
5th	Reading	District Interim	10	1%	Other	15		Benchmark	20		STAAR	28	
3rd	Math	District Interim	15	16%	Other	20		Benchmark	25		STAAR	31	
4th	Math	District Interim	15	31%	Other	20		Benchmark	25		STAAR	31	
5th	Math	District Interim	15	21%	Other	20		Benchmark	25		STAAR	31	
5th	Science	District Interim	10	8%	Other	13		Benchmark	15		STAAR	17	
4h	Writing	District Interim	10	0%	Other	12		Benchmark	15		STAAR	15	
Kinder	Reading	Other	40	48%	Other	50		Other	60		Other	65	
1st	Reading	Other	40	43%	Other	50		Other	55		Other	60	
2nd	Reading	Other	40	41%	Other	50		Other	55		Other	60	
Kinder	Math	Other	40	20%	Other	50		Other	60		Other	70	
1st	Math	Other	40	42%	Other	50		Other	55		Other	60	
2nd	Math	Other	40	51%	Other	50		Other	55		Other	60	
ECE	LAP-3/Language	Other	40	46%	Other	50		Other	65		Other	75	
ECE	LAP-3/Cognitive	Other	40	66%	Other	50		Other	60		Other	90	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
<b>Desired Annual Outcome</b>	Teachers will use PLC time to collaborate and discuss lessons planned: TEK alignment with lesson activity and exit ticket. Teachers will receive differentiated targeted feedback based on observation data and assessment data.	Teachers use of the correction action planning process to identify trends in students misconceptions and determine the root cause to why students may not have learned the concept.	When staff all have a common understanding and belief of the mission, vision, and values and can explain how they are present in the daily life of school the school culture and climate will reflect a positive environment for student, families, and staff to thrive.
<b>Desired 90-day Outcome</b>	Look fors will be developed by staff. Teachers needing support will be identify or targeted feedback based on student data and classroom observation data.	The use of calendar and data analysis format will enable teachers to develop corrective instructional action plans. Students will utilize goal trackers for to articulate goals and track progress.	The mission and vision will be reviewed and updated. It will be shared with all staff: teachers, instructional assistants, parents, students, custodians, and cafeteria staff.
<b>Barriers to Address During this Cycle</b>	Teachers receptive to planning and feedback from instructional leaders. Feedback turnaround time and follow up to ensure teachers are taking feedback and making adjustments to instruction.	The implementation of the corrective instructional action plan to address students gaps based on data. Teachers unaware of how to address the gaps differently (lack of varied instructional practices, strategies, and recourses).	Consistency and fidelity to the mission and vision statement. Staff will have to change mindset and ensure decisions made on campus are aligned with the mission and vision statement.
<b>District Actions for this Cycle</b>	The district provides access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).
<b>District Commitments Theory of Action</b>	SAISD provides access to high quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd math and reading, provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, provides access to assessments aligned to the standards and the expected level of rigor, provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), provides campuses with access to external student support services, and ensures that campus buildings are well maintained, safe, and conducive to learning , Hirsch student achievement will increase to 65% approaches, 40% meets, and 20% masters.		

**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
100% of teacher staff will collaborate to develop a problem of practice in order to identify look fors in lesson plans and instruction to provide teachers targeted feedback.	1	September 20 ,2019	Writing/Recording Materials Protocols	Classroom teachers	Agenda Sign In	End of Cycle		
100% of leadership teacher collaborated to identify and provide differentiated support for teachers on planning and implementation of lessons and best practices based on observations and student assessment data.	1	October 3, 2019 Admin Meeting	Classroom Observations	M. Rodriguez N. Demby J. Fisher C. Law M. Adams	Agendas Feedback to Teachers CBA / Assessment Data	End of Cycle		
100% of students will be able to able articulate their progress referencing their current level and what they need to reach their goal.	1	September 20 ,2019 Set Goals	Student assessment data	Classroom teachers	Agenda Sign In	End of Cycle		
100% of classrooms (K-5th) will have a data wall that will track student progress on benchmarks for 3rd to 5th and MAPs progress for K-2nd.	2	October 14, 2019 PD	Data	Staff	Data Walls in classrooms Pictures of Data Walls	End of Cycle		
100% of teachers in Kinder to 5th will be introduced to the for data analysis process to be used during PLC to discuss student data from exit tickets, unit assessment, and benchmarks.	2	September 23, 2019 PLC	Writing/Recording Materials Protocols	Instructional Coaches	Agenda Sign In	End of Cycle		

100% of teachers will review the assessment calendar for all grade levels with embedded data analysis days.	2	PLCs Weekly October 15, 2019 Calendar Shared	Calendar YAG	Instructional Coaches	PLC Agenda Sign In Assessment Calendar	End of Cycle		
100% of teachers will collaborate to develop a student goal tracker.	2	PLC October 15, 2019	Lead4ward Student Learning Reports	Instructional Coaches	PLC Agenda Goal Tracker Sign In	End of Cycle		
100% of teachers will develop data driven corrective instruction action plans (CIAP) based utilizing Exit Ticket, unit, and benchmark assessment data.	2	October 14, 2019 CBA CIAP After each assessment	Assessment Data Data Analysis Form	Teachers	Agenda/Sign In Data Analysis Forms Student Assessment Data CIAP	End of Cycle		
100% of students will collaborate to review and revise the Hirsch vision and mission statement.	3	October 14, 2019 PD	Mission and Vision Poster Sheets Markers	Campus Staff	Agenda/Sign In Mission and Vision Updated Version	End of Cycle		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		



Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
<b>Desired Annual Outcome</b>	Teachers will use PLC time to collaborate and discuss lessons planned: TEK alignment with lesson activity and exit ticket. Teachers will receive differentiated targeted feedback based on observation data and assessment data.	Teachers use of the correction action planning process to identify trends in students misconceptions and determine the root cause to why students may not have learned the concept.	When staff all have a common understanding and belief of the mission, vision, and values and can explain how they are present in the daily life of school the school culture and climate will reflect a positive environment for student, families, and staff to thrive.
<b>Desired 90-day Outcome</b>	Teachers make adjustments to lesson plans based on recurring analysis lesson activity and exit tickets during PLCs.	Teachers will implement correction instructional action plans.	Staff will know and understand the mission and vision for Hirsch Elementary.
<b>Barriers to Address During this Cycle</b>	Follow up with feedback on instruction based on discussions from PLC. Adjusting lessons based on PLC discussions.	Time to implement the corrective action plans with fidelity and assessing to check for mastery.	100% of staff living the mission and vision due to differences in mindsets.
<b>District Actions for this Cycle</b>	The district provides access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).
<b>District Commitments Theory of Action</b>	SAISD provides access to high quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd math and reading, provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, provides access to assessments aligned to the standards and the expected level of rigor, provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), provides campuses with access to external student support services, and ensures that campus buildings are well maintained, safe, and conducive to learning , Hirsch student achievement will increase to 65% approaches, 40% meets, and 20% masters.		

**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
Conduct an internal instructional rounds to collect data on instructional practices to update look fors to provide targeted feedback to teachers.	1	Date for internal Rounds	Student assessment data	Classroom teachers	Agenda Sign In	End of Cycle		
Leadership team will analyze CBA results and arrange observations calendar to prioritize feedback to teachers with lower student mastery.	1	20-Dec-19	Classroom Observations	M. Rodriguez N. Demby J. Fisher C. Law M. Adams	Agenda Sign In Data Analysis	End of Cycle		
100% of PLCs will focus on planning TEK, lesson activity, and exit tickets alignment or exit ticket analysis and reteach.	1	Weekly PLC meetings	Student assessment data	Classroom teachers	Agenda Sign In	End of Cycle		
100% of students in 3rd to 5th will utilize their goal trackers to articulate their progress in reading, math, science (5th), and writing (4th).	2	18-Nov-19	Data Goal Trackers	Classroom Teachers Instructional Coaches Administration	Student Goal Trackers	End of Cycle		
100% of Classroom data walls will be updated with current assessment data.	2	5-Jan-20	Data Walls	Instructional Coaches	Agenda Sign In	End of Cycle		
100% of teachers will collaborate to develop a school wide student tracker with teacher input.	2	15-Nov	Calendar YAG	Instructional Coaches	PLC Agenda/Sign In Assessment Calendar	End of Cycle		

100% of Teachers will use the data analysis format when reviewing data from assessments using the form.	2	October 14 and ongoing	Lead4ward Student Learning Reports	Instructional Coaches	PLC Agenda/Sign In Goal Tracker	End of Cycle		
100% of Hirsch events will share the mission and vision: before every campus meeting, PLC, Faculty Meeting, CLT, community events, and students will read the mission during morning announcements.	3	December 1 and on going	Mission and Vision Poster Sheets Markers	Campus Staff	Agenda/Sign In Mission and Vision Updated Version	End of Cycle		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
<b>Desired Annual Outcome</b>	Teachers will use PLC time to collaborate and discuss lessons planned: TEK alignment with lesson activity and exit ticket. Teachers will receive differentiated targeted feedback based on observation data and assessment data.	Teachers use of the correction action planning process to identify trends in students misconceptions and determine the root cause to why students may not have learned the concept.	When staff all have a common understanding and belief of the mission, vision, and values and can explain how they are present in the daily life of school the school culture and climate will reflect a positive environment for student, families, and staff to thrive.
<b>Desired 90-day Outcome</b>	Teachers make adjustments to lesson plans based on recurring analysis lesson activity and exit tickets.	85% of assessments will show students have met expected growth.	Campus is making decisions aligned with the mission and vision.
<b>Barriers to Address During this Cycle</b>	Balancing planning adjustments with master schedule and time to make adjustments; teacher buy in to	Lack of resources to continue developing corrective instruction action plan.	100% buy in
<b>District Actions for this Cycle</b>	The district provides access to assessments aligned to the standards and the expected level of rigor.	For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days	The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).
<b>District Commitments Theory of Action</b>	SAISD provides access to high quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd math and reading, provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence, provides access to assessments aligned to the standards and the expected level of rigor, provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures), provides campuses with access to external student support services, and ensures that campus buildings are well maintained, safe, and conducive to learning , Hirsch student achievement will increase to 65% approaches, 40% meets, and 20% masters.		

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
Conduct an internal rounds and compare the findings for improvement in instructional practices.	1	Mar-19		Classroom teachers Instructional Coach's Admin	Agenda Sign In	End of Cycle		
Continue to provide targeted, differentiated support for teachers on planning and implementation of lessons, best practices based on internal instructional rounds, classroom observations, and student assessment data.	1	On going	Classroom Observations	Instructional Coach's Admin	Performance Matters Data	End of Cycle		
Students will utilize their goal trackers to articulate their progress in reading, math, science (5th), and writing (4th).	1	On going	Data	Teachers Students	Students asked to articulate their goals. Student Data Trackers	End of Cycle		
Classroom data walls will be updated with current assessment data.	2	On going	Assessment Data Student Profile Cards	Teachers Students	Student Data Wall Assessment Data	End of Cycle		
The school wide student tracker will be utilized to track student progress.	2	On going	Assessment Data Student Profile Cards	Teachers Admin Instructional Coaches	Tracker Student Data	End of Cycle		
100% of teachers will use data analysis format when reviewing data from assessments to develop corrective instructional action plans.	2	On going	Lead4ward Student Learning Reports Lead4ward Playlist Strategies	Instructional Coaches	PLC Agenda / Sign In Goal Tracker	End of Cycle		

100% of school decisions will be guided by the Hirsch Mission and vision to develop a positive school culture/climate.	2	on going	Mission and Vision Poster Sheets Markers	Campus Staff	Agenda / Sign In Mission/Vision Posters Mission and Vision Updated Version	End of Cycle		

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

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

**END OF YEAR REFLECTION**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>	Teachers will use PLC time to collaborate and discuss lessons planned: TEK alignment with lesson activity and exit ticket. Teachers will receive differentiated targeted feedback based on observation data and assessment	Teachers use of the correction action planning process to identify trends in students misconceptions and determine the root cause to why students may not have learned the concept.	When staff all have a common understanding and belief of the mission, vision, and values and can explain how they are present in the daily life of school the school culture and climate will reflect a positive environment for student, families, and staff to thrive.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**Cycle 4 90-Day Action Plan (June-August)**

The purpose of this 90-Day action plan is to prepare for the upcoming school year.  
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Look fors will be developed by staff. Teachers needing support will be identify or targeted feedback based on student data and classroom observation data.	The use of calendar and data analysis format will enable teachers to develop corrective instructional action plans. Students will utilize goal trackers for to articulate goals and track progress.	The mission and vision will be reviewed and updated. It will be shared with all staff: teachers, instructional assistants, parents, students, custodians, and cafeteria staff.
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**Action plan-Milestones**

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


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

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