

Margil 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 Independent School District	Campus Name	Margil Academy	Superintendent	Pedro Martinez	Principal	Sandra Galinzoga	
District Number	015907	Campus Number	00000149	District Coordinator of School Improvement (DCSI)	Dr. Judith Solis	ESC Support	Region 20	
							Jamie Goodwin	
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.					Dr. Judith Solis, November 11, 2019		
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					n/a		
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.					Sandra Galinzoga, November 11, 2019		
Board Approval Date	2019-11-11							
Needs Assessment								
Data Analysis Questions			What accountability goals for each Domain has your campus set for the year?	Domain I goal is 72 Domain II goal is 82 Domain III goal is 77				
			What changes in student group and subject performance are included in these goals?	All student groups and subject performances are expected to move up at least 5% points in order for us to meet our achievement and progress goals.				
			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.		4	
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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	We recognize all stakeholders need to know and understand that a safe, professional and academic environment is conducive to meeting campus goals.	We realize that we have a need to consistently align our curriculum and assessments to the TEKS in order to improve student achievement.	We recognize that our lesson plans vary in quality and format, therefore, we need to purposefully plan with peers, specialists, and mentors in order to meet a selected set of criteria in our lesson plans and formative assessments.
Desired Annual Outcome	Involve all stakeholders in the revising of Margil's mission statement.	As a result of developing a system to ensure alignment of instructional materials and assessments, curriculum and assessments will be consistently aligned across campus to content and rigor of TEKS.	Margil will develop and implement a set of key criteria to be included in lesson plans with formative assessments. Campus will define purposeful planning and create a list of guiding questions for effective planning.
Barriers to Address During the Year	1. Not addressing the Margil mission in a consistent manner 2. Inconsistent expectations for students	1. Assumption that resources are aligned 2. Varied understanding of state standards and the rigor required 3. No set district curriculum, except the Year at a Glance and pacing calendar	1. Teachers are expressing concern around the time required to create a more detailed lesson plan 2. Lack of trust to express a need or concern
District Commitment Theory of Action:		The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.	

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		

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
PK	Math	BOY LAP	50%		MOY LAP	70%		EOY LAP	90%		EOY LAP	90%	
PK	Reading	BOY LAP	50%		MOY LAP	60%		EOY LAP	80%		EOY LAP	80%	
K	Math	BOY MAP	40%	20%	MOY MAP	55%		EOY MAP	75%		EOY MAP	75%	
K	Reading	BOY MAP	35%	19%	MOY MAP	45%		EOY MAP	60%		EOY MAP	60%	
1	Math	BOY MAP	35%	23%	MOY MAP	45%		EOY MAP	60%		EOY MAP	60%	
1	Reading	BOY MAP	35%	10%	MOY MAP	45%		EOY MAP	60%		EOY MAP	60%	
2	Math	BOY MAP	35%	33%	MOY MAP	45%		EOY MAP	60%		EOY MAP	60%	
2	Reading	BOY MAP	30%	25%	MOY MAP	35%		EOY MAP	50%		EOY MAP	50%	
3	Math	CBA1	20%	2.38%	CBA2	30%		CBA3	40%		STAAR	40%	
3	Reading	CBA1	20%	0%	CBA2	30%		CBA3	40%		STAAR	40%	
4	Math	CBA1	20%	14.10%	CBA2	30%		CBA3	40%		STAAR	40%	
4	Reading	CBA1	20%	43.75%	CBA2	30%		CBA3	40%		STAAR	40%	
4	Reading Spn	CBA1	20%	25.00%		30%			40%				
4	Writing	CBA1	20%		CBA2	30%		CBA3	40%		STAAR	40%	
5	Math	CBA1	20%	28.57%	CBA2	30%		CBA3	40%		STAAR	40%	
5	Reading	CBA1	20%	3.51%	CBA2	30%		CBA3	40%		STAAR	40%	
5	Reading Spn	CBA1	20%	60%	CBA2	30%		CBA3	40%		STAAR	40%	
5	Science	CBA1	20%		CBA2	30%		CBA3	40%		STAAR	40%	
6	Math	CBA1	20%	30.91%	CBA2	30%		CBA3	40%		STAAR	40%	
6	Reading	CBA1	20%	8.93%	CBA2	30%		CBA3	40%		STAAR	40%	
7	Math	CBA1	20%	20.83%	CBA2	30%		CBA3	40%		STAAR	40%	
7	Reading	CBA1	20%	18.31%	CBA2	30%		CBA3	40%		STAAR	40%	
7	Writing	CBA1	20%		CBA2	30%		CBA3	40%		STAAR	40%	

Cycle 1 90-day Outcomes (September - November)								
	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.		4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.			5.1 Objective-driven daily lesson plans with formative assessments.		
Desired Annual Outcome	Involve all stakeholders in the revising of Margil's mission statement.		As a result of developing a system to ensure alignment of instructional materials and assessments, curriculum and assessments will be consistently aligned across campus to content and rigor of TEKS.			Margil will develop and implement a set of key criteria to be included in lesson plans with formative assessments. Campus will define purposeful planning and create a list of guiding questions for effective planning.		
Desired 90-day Outcome	Margil's mission statement will be revised by gathering ideas as to what evidence and artifacts that would exemplify the mission. (What would it look like, feel like as you enter out doors, and sound like?)		Train ACTs on how to facilitate TEKS alignment conversations within grade level, resulting in the appropriate level of rigor within plans, delivery, and selection of common instructional materials.			Lesson plan key components will be selected and a unified template be voted on and presented by CLT team to the entire staff. Expectations for posting content objective will also presented.		
Barriers to Address During this Cycle	Not addressing the Margil Mission in a consistent manner. Inconsistent expectations for students. Not enough purposeful planning time in teacher daily schedule.		Assumption that resources are aligned. Varied understanding of state standards and the rigor required. No set district curriculum, except for YAG and pacing calendar			Teachers are expressing concern around the time required to create a more detailed lesson plan. Lack of trust to express a need or concern.		
District Actions for this Cycle	Person to work as a critical friend and give feedback on meetings held with all stakeholders to revise Margil Mission Statement. Person to support development of agendas targeting Margil Mission statement and what artifacts/evidence can be gathered to see if this is taking action on the campus.		Person to act as a critical friend in observing and providing feedback on training meetings with ACT's in order to improve the quality.			The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.		
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.							
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 teachers will meet to revise mission statement so it reflects kid friendly language.	1	November	Current mission statement, activity protocol to involve all stakeholders.	Faculty	Final Mission Statement, Faculty meeting agenda	November		
100% of all classrooms will have the content objective posted in their classroom, on a daily basis, and it will be written in student friendly language.	3	November	CO Handouts	Administration	Faculty meeting agenda/PD presentation, Draft of definition and purpose	November		
100% of campus ACTs will complete alignment training which will result in a written process to follow when discussing alignment for instructional materials, formative assessments, and content objective	2	November	TEKS by grade level and content	ACTS, Instructional Coaches	Written process for alignment	November		
A team of teacher leaders along with campus principal will participate in a PLC training at Region 20. They will be the official campus trainers for the entire staff.	1,2,3	October 29th	Training materials from Region 20	Teacher leaders and campus principal	Rollout training to staff, training materials, agenda, sign-in, minutes, and evidence of expected use.	By November 15th		
Campus lesson plan template creation roll-out	3	September-November	Lesson plan template, feedback, and lesson plan rubric	Teachers, & Leadership Team	Lesson plan template, feedback, and lesson plan rubric	By November 15th		

All teachers will be expected to prepare lessons, create assessments and use instructional material that is aligned to the standards.	2	Ongoing	Standards, lesson plans, resources, and written protocol	Teachers, & Leadership Team	Standards, lesson plans, resources, and written protocol	Ongoing		
Design professional development and model to support teachers as they scaffold instruction to the rigor of TEKS, in the learn-do-feedback cycle.	2,3	Ongoing to January- 2020	TEKS by content and grade level, District provided Unit Documents, Pacing documents	Leadership Team & Instructional Coaches	PD agendas and sign in sheets, coaching calendars, model videos	28-Feb-20		
Calendarized observations to include instructional rounds, as well PLC days.	2,3	November 15th	Calendar, observation lists, and instructional rounds process	Principal and Leadership Team	Calendar, observation lists, and instructional rounds process	Ongoing		

Reflection and Planning for Next 90-Day Cycle

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

Cycle 2 90-Day Outcomes (December-February)			
	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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Involve all stakeholders in the revising of Margil's mission statement.	As a result of developing a system to ensure alignment of instructional materials and assessments, curriculum and assessments will be consistently aligned across campus to content and rigor of TEKS.	Margil will develop and implement a set of key criteria to be included in lesson plans with formative assessments. Campus will define purposeful planning and create a list of guiding questions for effective planning.
Desired 90-day Outcome	Students will assist in developing the school's mission by providing input regarding the wording and content of the Margil mission statement	Student assignments and formative assessments to be aligned to the TEKS. Alignment process will be facilitated by ACTS and supported by Instructional Coaches.	The Dufour's PLC guiding questions will be use as a driving force to get clarification and maintain focus during planning.
Barriers to Address During this Cycle	Scheduling conflicts or full agendas for student council meetings, Fair sampling of student body	Varied comfort levels with collegial conversations among peers, lack of content expertise, and the inability to scaffold instruction to support the level of the TEKS.	Varied comfort levels with collegial conversations among peers, lack of content expertise, and the inability to scaffold instruction to support the level of the TEKS.
District Actions for this Cycle	Person to work as a critical friend and give feedback on meetings held with all stakeholders to revise Margil Mission Statement. Person to support development of agendas targeting Margil Mission statement and what artifacts/evidence can be gathered to see if this is taking action on the campus.	Person to act as a critical friend in observing and providing feedback on training meetings with ACT's in order to improve the quality. S	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback , and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.		

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
CLT will present revised mission statement to student council and seek feedback as the Mission statement is finalized.	1	January 15, 2020	Revised Mission statement	CLT, Student Counsel Sponsor & City Year	Agenda and sign in sheet from student council meeting principal	January 31, 2020		
Grade Level: Alignment meetings are taking place among grade levels resulting in aligned and quality lesson plans and the use of appropriate instructional materials.	2,3	Ongoing to February 28, 2020	Key criteria for plans, standards, lesson plan format, PLC guiding questions,	ACTS & Instructional Coaches	Agendas and sign in sheets, lesson plans and formative assessments	28-Feb-20		
Design professional development and model to support teachers as they scaffold instruction to the rigor of TEKS, in the learn-do-feedback cycle.	2,3	Ongoing to February 28, 2020	TEKS by content and grade level, District provided Unit Documents, Pacing documents	Leadership Team & Instructional Coaches	PD agendas and sign in sheets, coaching calendars, model videos	28-Feb-20		
Calendarized observations to include instructional rounds, as well PLC days.	2,3	November 15th	Calendar, observation lists, and instructional rounds process	Principal and Leadership Team	Calendar, observation lists, and instructional rounds process	Ongoing		
The team of teacher leaders along with campus principal will participate in a PLC training at Region 20. They will be the official campus trainers for the entire staff.	1,2,3	December 2, 2019	Training materials from Region 20	Teacher leaders and campus principal	Rollout training to staff, training materials, agenda, sign-in, minutes, and evidence of expected use.	By December 2nd		

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
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Involve all stakeholders in the revising of Margil's mission statement.	As a result of developing a system to ensure alignment of instructional materials and assessments, curriculum and assessments will be consistently aligned across campus to content and rigor of TEKS.	Margil will develop and implement a set of key criteria to be included in lesson plans with formative assessments. Campus will define purposeful planning and create a list of guiding questions for effective planning.
Desired 90-day Outcome	Parents and community members will assist in refining the school's mission by providing input regarding the wording and content of the Margil mission statement.	Formative assessments, content objective, and instructional materials will be aligned to the TEKS and at the same level of rigor.	Lesson plans for all grade levels will reflect key criteria and grade level planning time, with the use of guiding questions document, will result in purposeful planning conversations where clarity is achieved for all sections of the lesson plan and delivery is addressed in detail.
Barriers to Address During this Cycle	Scheduling conflicts, Spanish and English translations needed, possible need for literacy support	Knowledge of how to address needs of diverse learners in the classroom, Time for preparation and planning for all stakeholders, Concerns regarding potential resistance	Reluctance to change lesson plan criteria and current method of conducting grade level meetings, time to discuss lesson plans and resources in detail
District Actions for this Cycle	District assistance is obtaining a professional translation and support with the roll out.	The principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for for planning; PS also ensures that the district provides the school with a robust scope and sequence to assure it is aligned with the TEKS. Spot check PLC minutes with the principal every other week.	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.
District Commitments Theory of Action	The district provides opportunities for ongoing support and coaching of the campus leader; for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days; and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then achievement gaps at Lowell Middle School will close, providing more opportunities for our students.		

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
Principal will host a Cafecito for parents to present and refine the mission statement most closely aligns with their views of the school's mission.	1	March 6, 2020	School mission statement, method to collect feedback	Principal	agenda and parent sign in sheet	March 6, 2020		
Final new Margil Mission Statement presented to all stakeholders	1	March 31, 2020	collection of feedback from stakeholders, revised mission statement	Principal	finalized mission statement posted on district website	March 31, 2020		
Share Margil Mission statement with all stakeholders in multiple formats	1	March 31, 2020	collection of feedback from stakeholders, revised mission statement	Principal	finalized mission statement posted on district website	March 31, 2020		
Instructional Coaches will deliver professional development and model instructional expectations and procedures to support instruction at the rigor of the TEKS	2, 3	March 31, 2020	TEKS by content and grade level, District provided Unit Documents, Pacing documents	Instructional Coaches	PD agendas and sign in sheets, coaching calendars, model videos	March 31, 2020		
All teachers will participate in 2nd round of PLC training.	1,2,3	By March 6th	Training materials from Region 20	Teacher leaders and campus principal	Rollout training to staff, training materials, agenda, sign-in, minutes, and evidence of expected use.	By March 6th		

Calendarized observations to include instructional rounds, as well PLC days.	2,3	March -May	Calendar, observation lists, and instructional rounds process	Principal and Leadership Team	Calendar, observation lists, and instructional rounds process	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?	
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	0	0	0
Desired Annual Outcome	Involve all stakeholders in the revising of Margil's mission statement.	As a result of developing a system to ensure alignment of instructional materials and assessments, curriculum and assessments will be consistently aligned across campus to content and rigor of TEKS.	Margil will develop and implement a set of key criteria to be included in lesson plans with formative assessments. Campus will define purposeful planning and create a list of guiding questions for effective planning.
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			
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?		
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