

Steele Montessori 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	SAISD	Campus Name	Steele Montessori Academy	Superintendent	Pedro Martinez	Principal	Laura Christenberry
District Number	015907	Campus Number	015907166	District Coordinator of School Improvement (DCSI)	Angelica Romero	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.	Angelica Romero, 9/20/19
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.	Laura Christenberry, 9/20/19
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 1: 70, Domain 2: 70, Domain 3: 65
	What changes in student group and subject performance are included in these goals?	Students will show less than a 10 point difference between Economically Disadvantaged group and non-Economically Disadvantaged group on the ELA STAAR test. 50% of our students will score at Meets or higher on ELA STAAR.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		4	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		4	
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.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	
Rationale	PLCs currently focus on 3 points of data throughout the year (BOY, MOY, and EOY) along with daily observations. Teachers need more information and coaching around how to utilize daily observations and MAP data in order to match students to Montessori lessons. While teachers take daily observations, training in learning how to synthesize those observations is needed.	Teachers currently design individual lesson plans based on student data which includes daily observations, MAP data, IEP progress data, and a student tracking system. However, we have not created schoolwide common formative assessments along with the Montessori curriculum.	
Desired Annual Outcome	Instructional Leadership Team (ILT) will utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Writing. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will be geared toward specific lessons that are showing low student mastery.	Teachers will use recurring PLC meetings to collaboratively plan regular common assessments at certain points along the Montessori scope and sequence collecting data in a common location for entire grade level to see. As students complete an agreed upon number of lessons, a common assessment will follow within a predetermined window of time.	
Barriers to Address During the Year	1. We want to make sure that we maintain the integrity of the the Montessori method as we collect data and adjust instruction based on these assessments and progress monitoring. 2. Staff currently lacks a deep understanding of the Texas accountability system.	1. Maintaining the balance between school-wide assessments and allowing every child to work at their own pace 2. Teacher's confidence and efficacy to design quality assessments that align with TEKS and Montessori scope and sequence.	
District Commitment Theory of Action:		If the district provides the tools and autonomy necessary for utilizing the district data analysis systems and provides training regarding the multiple data systems available in the district, then the campus will achieve its targets. If the principal supervisor and coordinator provide feedback regarding ELA assessments for alignment and conduct joint walk-throughs focused on the adjustments made for student learning and mastery of ELA content, then the campus will meet the targets.	

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
Kinder MAP	Reading	Other	50%	64%	Other	57%		Benchmark	64%		Other	75	
Kinder MAP	Math	Other	50%	43%	Other	57%		Benchmark	64%		Other	55	
Grade 1 MAP	Reading	Other	54%	30%	Other	61%		Benchmark	68%		Other	50	
Grade 1 MAP	Math	Other	50%	30%	Other	57%		Benchmark	64%		Other	50	
Grade 2 MAP	Reading	Other	20%	22%	Other	27%		Benchmark	34%		Other	50	
Grade 2 MAP	Math	Other	30%	28%	Other	37%		Benchmark	44%		Other	55	
Grade 3 MAP	Reading	Other	45%	41%	Other	52%		Benchmark	60%		STAAR	70	
Grade 3 MAP	Math	Other	52%	38%	Other	59%		Benchmark	70%		STAAR	70	
Grade 3	Reading				Benchmark	50%		Benchmark	57%		STAAR	70%	
Grade 3	Math				Benchmark	60%		Benchmark	67%		STAAR	70%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	
Desired Annual Outcome	Instructional Leadership Team (ILT) will utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Writing. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will be geared toward specific lessons that are showing low student mastery.	Teachers will use recurring PLC meetings to collaboratively plan regular common assessments at certain points along the Montessori scope and sequence collecting data in a common location for entire grade level to see. As students complete an agreed upon number of lessons, a common assessment will follow within a predetermined window of time.	
Desired 90-day Outcome	ILT will establish recurring weekly meetings that focus on reviewing student progress using Transparent Classroom (student tracking system) and daily observation notes.	PLCs will design 1 common assessment for ELA 3rd grade and will determine when this will be given within the Montessori scope and sequence.	
Barriers to Address During this Cycle	1. We want to make sure that we maintain the integrity of the Montessori method as we collect data and adjust instruction based on these assessments and progress monitoring. 2. Staff currently lacks a deep understanding of the Texas accountability system.	1. Maintaining the balance between school-wide assessments and allowing every child to work at their own pace 2. Teacher's confidence and efficacy to design quality assessments that align with TEKS and Montessori scope and sequence.	
District Actions for this Cycle	District provides resources to facilitate the use of data in the classroom and training for staff regarding the state accountability system. District supports autonomy of the campus that gives the time needed for weekly recurring meetings and daily schedule. Principal Supervisor and Coordinator conduct joint walk-throughs with members of the ILT.	Principal Supervisor and Coordinator will provide feedback regarding design of common assessment and analysis process.	
District Commitments Theory of Action	If the district provides the tools and autonomy necessary for utilizing the district data analysis systems and provides training regarding the multiple data systems available in the district, then the campus will achieve its targets. If the principal supervisor and coordinator provide feedback regarding ELA assessments for alignment and conduct joint walk-throughs focused on the adjustments made for student learning and mastery of ELA content, then the campus will meet the targets.		

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
Provide lower elementary staff with training regarding accountability system	1	September - October	District Accountability, Research and Evaluation Team (ARET) representative	Accountability, Research, Evaluation and Testing (ARET) lead	Sign-In sheets	September 27		
Provide lower elementary with training to set teacher and student level goals that align to the campus performance objectives.	1	October	District Accountability, Research and Evaluation Team (ARET) representative	ARET lead	Sign-In sheets	October 29		
Teachers establish an observation notebook in which daily observations are recorded for all children.	1	November 1	Notebooks, Montessori training	IC: Pat Forero	Observation Notebooks checked by a peer review committee, PLC agenda	November 1		
Create standard PLC agenda format	1	October 18	PLC agenda templates	IC: Pat Forero	PLC Agenda	Weekly PLCs		

Teachers and PLC leads will establish criteria for their daily observation notebooks.	1	November 8	Notebooks, Montessori training, examples	IC: Pat Forero	Observation notebooks, criteria sheet	November 8		
Student action plans, based upon the MAP Learning Continuum, are placed in the Transparent Classroom by lower elementary teachers.	1,2	October 11, November 1	Transparent Classroom, Action Plans	Principal: Laura Christenberry	Action Plans, Progress in Transparent Classroom	Ongoing, every 3 weeks		
ILT will establish a recurring agenda item that will review student progress from Transparent Classroom.	1	November	Transparent Classroom, Action Plans	IC: Pat Forero	Recurring agenda item and PLC Notes	Ongoing, every 3 weeks		
Establish a protocol and create assessment for ELA 3rd grade common assessment.	2	November 1	DDI protocol, Montessori albums, alignment document, calendar	IC: Pat Forero	1 ELA assessment for 3rd grade, 1 ELA assessment for 2nd grade	November 1		
Student work plans will show alignment with Student Action Plans	1	November 1	None	Admin Team: Laura Christenberry, Crystal Hillhouse, Anthony Rodriguez, Pat Forero	Student work plans	Ongoing every 3 weeks		
Teachers and IC use data tracker for all common assessments and unit tests	1,2	November 15	Data tracker/Transparent Classroom	Principal: Laura Christenberry	Data tracker	Ongoing		
Alignment of TEKS to Montessori scope and sequence	1,2	November 22	Alignment Documents	IC: Pat Forero	TEKS aligned to ELA Montessori lessons	November 22		
Teachers will develop a calendar for the common assessment window for the first common assessment.	2	November 22	Calendar	ILT and Teachers	Calendar	November 22		
Teachers will have parent conferences to inform them of their child's progress.	1,2	October	None	Teachers	Sign-in sheets	End of each nine weeks		
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	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	
Desired Annual Outcome	Instructional Leadership Team (ILT) will utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Writing. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will be geared toward specific lessons that are showing low student mastery.	Teachers will use recurring PLC meetings to collaboratively plan regular common assessments at certain points along the Montessori scope and sequence collecting data in a common location for entire grade level to see. As students complete an agreed upon number of lessons, a common assessment will follow within a predetermined window of time.	
Desired 90-day Outcome	Teachers will continue daily observation notes and student tracking system. Teachers will synthesize observation notes to adjust instruction for each student and track progress and mastery in The Transparent Classroom.	PLCs will design common assessments for ELA 3rd grade and will determine when this will be given within the Montessori scope and sequence.	
Barriers to Address During this Cycle	1. We want to make sure that we maintain the integrity of the Montessori method as we collect data and adjust instruction based on these assessments and progress monitoring. 2. Staff currently lacks a deep understanding of the Texas accountability system.	1. Maintaining the balance between school-wide assessments and allowing every child to work at their own pace 2. Teacher's confidence and efficacy to design quality assessments that align with TEKS and Montessori scope and sequence.	
District Actions for this Cycle	Principal Supervisor and Coordinator conduct joint walk-throughs with members of the ILT and participate in PLCs.	Principal Supervisor and Coordinator will provide feedback regarding design of common assessment and analysis process.	
District Commitments Theory of Action	If the district provides the tools and autonomy necessary for utilizing the district data analysis systems and provides training regarding the multiple data systems available in the district, then the campus will achieve its targets. If the principal supervisor and coordinator provide feedback regarding ELA assessments for alignment and conduct joint walk-throughs focused on the adjustments made for student learning and mastery of ELA content, then the campus will meet the targets.		

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
Every 3 weeks, PLCs review common assessment data, add data to the tracker, and plan next common assessment.	1,2	December 6	PLC calendar and PLC agendas	Teachers, Lead Teacher, IC	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing		
Every three weeks, teachers update student action plans.	2	December 6	None	Teachers, Lead Teacher, IC	Student Action Plans, Assessment Results	December 20		
Instructional Coach and PLC team will introduce protocol for analyzing common assessment.	2	December 6	Protocol	IC: Pat Forero, Lead Teacher	Agendas, protocol	December 20		
Lesson study with low mastery Montessori lessons will be conducted by teachers. As teachers see several students not showing mastery, a lesson study will be conducted to make sure all teachers are presenting the lesson the same way and are calibrating	2	January 6	Lesson study protocol, meeting agenda	IC: Pat Forero, Lead Teacher	Observation of lesson study, Admin walkthroughs of lesson after	Ongoing		
Develop a flowchart to show the relationship between The Transparent Classroom, Student Action Plans and Common Assessments.	1,2	December 20	Word, The Transparent Classroom, Action Plan Template	Teachers in PLC	Flowchart	December 20		

Teachers will continue observation notebook in which daily observations are recorded for all children.	1	December 6	Notebooks, Montessori training	IC: Pat Forero	Observation Notebooks checked by a peer review committee, PLC agenda	November 1		
Student action plans, based upon the MAP Learning Continuum, are placed in the Transparent Classroom by lower elementary teachers.	1,2	December 20, January 24, February 14	Transparent Classroom, Action Plans	Principal: Laura Christenberry	Action Plans, Progress in Transparent Classroom	Ongoing, every 3 weeks		
PLCs will review their student work plans and show alignment with Student Action Plans	1	November 1	None	IC: Pat Forero and teachers	Student work plans and PLC agenda and notes	Ongoing every 3 weeks		
ILT will review student progress from Transparent Classroom.	1	December	Transparent Classroom, Action Plans	IC: Pat Forero	Recurring agenda item and PLC Notes	Ongoing, every 3 weeks		
Teachers and IC use data tracker for all common assessments and unit tests	1,2	Nov. 15	Data tracker/Transparent Classroom	Principal: Laura Christenberry	Data tracker	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 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	
Desired Annual Outcome	Instructional Leadership Team (ILT) will utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans based on observations and common assessment in the areas of Reading and Writing. Lesson studies (a Montessori process in which teachers present lessons to each other to calibrate and align with the Montessori scope and sequence) will be geared toward specific lessons that are showing low student mastery.	Teachers will use recurring PLC meetings to collaboratively plan regular common assessments at certain points along the Montessori scope and sequence collecting data in a common location for entire grade level to see. As students complete an agreed upon number of lessons, a common assessment will follow within a predetermined window of time.	
Desired 90-day Outcome	ILT will establish recurring weekly meetings that focus on reviewing student progress using Transparent Classroom (student tracking system) and daily observation notes.	PLCs will design 1 common assessment for ELA 3rd grade and will determine when this will be given within the Montessori scope and sequence.	
Barriers to Address During this Cycle	1. We want to make sure that we maintain the integrity of the Montessori method as we collect data and adjust instruction based on these assessments and progress monitoring. 2. Staff currently lacks a deep understanding of the Texas accountability system.	1. Maintaining the balance between school-wide assessments and allowing every child to work at their own pace 2. Teacher's confidence and efficacy to design quality assessments that align with TEKS and Montessori scope and sequence.	
District Actions for this Cycle	District provides resources to facilitate the use of data in the classroom and training for staff regarding the state accountability system. District supports autonomy of the campus that gives the time needed for weekly recurring meetings and daily schedule. Principal Supervisor and Coordinator conduct joint walk-throughs with members of the ILT.	Principal Supervisor and Coordinator will provide feedback regarding design of common assessment and analysis process.	
District Commitments Theory of Action	If the district provides the tools and autonomy necessary for utilizing the district data analysis systems and provides training regarding the multiple data systems available in the district, then the campus will achieve its targets. If the principal supervisor and coordinator provide feedback regarding ELA assessments for alignment and conduct joint walk-throughs focused on the adjustments made for student learning and mastery of ELA content, then the campus will meet the targets.		

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
Every 3 weeks, PLCs review common assessment data, add data to the tracker, and plan next common assessment.	1,2	March 6	PLC calendar and PLC agendas	Teachers, Lead Teacher, IC	PLC calendar and PLC agendas; principal observation of PLCs	Ongoing		
Administer STAAR simulation	1	March	TEA Released test or TEA Interim Assessment	Principal: Laura Christenberry	Release test, simulation schedule, SPED accommodations	April 3		
IC and PLC Team analyze student results of simulation.	1	April	Data from released test	IC: Pat Forero	Release test, data	April 3		
Every three weeks, teachers update student action plans.	1,2	Ongoing	None	Teachers, Lead Teacher, IC	Student Action Plans, Assessment Results	May 8		

Teachers will reflect on the past year's common assessments, notate things that worked for students, and define changes for next year.	2	May 8	none	IC: Pat Forero, PLCs	PLC agenda, reflection from teachers	May 8		
The common assessment process will be published in Staff Handbook to onboard new staff.	2	June 1	Draft of process	IC: Pat Forero	Staff Handbook, Reflection	May 25		
PLCs will review their student work plans and show alignment with Student Action Plans	1	Ongoing	None	Teachers and IC	Student work plans	Ongoing every 3 weeks		
Student action plans, based upon the MAP Learning Continuum, are placed in the Transparent Classroom by lower elementary teachers.	1,2	March, April and May	Transparent Classroom, Action Plans	Principal: Laura Christenberry	Action Plans, Progress in Transparent Classroom	Ongoing, every 3 weeks		

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
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?	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	Instructional Leadership Team (ILT) will utilize Professional Learning Community (PLC) time to hold discussions with teachers about student progress every 3 weeks. Teachers will adjust individual student work plans	Teachers will use recurring PLC meetings to collaboratively plan regular common assessments at certain points along the Montessori scope and sequence collecting data in a common location for entire grade level to see. As students complete an agreed upon	
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	ILT will establish recurring weekly meetings that focus on reviewing student progress using Transparent Classroom (student tracking system) and daily observation notes.	PLCs will design 1 common assessment for ELA 3rd grade and will determine when this will be given within the Montessori scope and sequence.	
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	If the district provides the tools and autonomy necessary for utilizing the district data analysis systems and provides training regarding the multiple data systems available in the district, then the campus will achieve its targets. If the principal supervisor and coordinator provide feedback regarding ELA assessments for alignment and conduct joint walk-throughs focused on the adjustments made for student learning and mastery of ELA content, then the campus will meet the targets.		

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
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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