## District Information

| District Name | Seguin ISD | Superintendent | | Dr. Matthew Gutierrez |
|---|---|---|---|---|
| District Number | 094901 | District Coordinator of School Improvement | Mark Cantu | ESC Support | Jamie Goodwin, ESC 20 |

## Assurances

| DCSI | I understand I am responsible for the implementation of all intervention requirements, including monitoring the implementation of this Targeted Improvement Plan. I understand that I am responsible for addressing district level actions to support improvement efforts and will remove barriers when needed to ensure the district is able to implement this plan. | Mark Cantu, 10-1-19 |
|---|---|---|
| Superintendent | I understand I am responsible for coordinating with the DCSI to oversee the implementation of all intervention requirements, including monitoring the implementation of this Targeted Improvement Plan. I understand that I am responsible for addressing district level action to support improvement efforts and will remove barriers when needed to ensure the district is able to implement this plan. | Matthew Gutierrez, 10-1-19 |
| Board Approval Date | Tuesday, October 29, 2019 | |

## Needs Assessment

| | What accountability goals for each Domain has your district set for the year? | Domain 1 = 80 (Approaches = 78, Meets = 45, Masters = 20); Domain 2 = 89 (Domain 2a = 75 Raw Score = 89 Scaled Score); Domain 3 = 68 |
|---|---|---|
| | What changes in student group and subject performance are included in these goals? | Domain 1 = Increase Approaches by 13%, Meets by 10%, Master by 5%; Domain 2 = Increase by 16%; Domain 3 = Increase Grade Level Performance in All Students, AA, Hispanic, Eco. Dis. |
| | What goals has your district set for CCMR and Graduation Rate? | CCMR = 45 Raw Score = 74 Scaled Score; Graduation Rate = 98% = 90 Scaled Score |

## District Needs Assessment Results

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 | Prioritized Focus Area #4 | Prioritized Focus Area #5 |
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| District Commitment | The district provides opportunities for ongoing support and coaching of the campus leader. | District policies support the effective use of standards-aligned GVC and assessments. | District policies and practices support effective instruction in schools. | | |

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| **Rationale** | This school year, SISD has seven first or second year principals, therefore, we need to provide intensive and consistent support for implementation of all our district-wide systems.  We also are building a foundation for instruction through ongoing coaching, which is a priority in order to increase student achievement. | One of the cornerstones of education is to provide access for all students to learn at deep levels. This will help ensure equity and opportunity for all learners in SISD. There is also a need to utilize the curriculum components already in place so that there is high fidelity to our curricular and instructional programs. | Currently, SISD has inconsistent levels of instruction without a common understanding of effective instruction for all students; therefore we need to increase district-wide practices to create the conditions for higher level of student achievement. | | |
| **Annual Desired Outcome for Prioritized Focus Area** | Our desired outcome is to increase our principal retention rate.  This year we inducted three new principals, and we want to keep 100% at the end of the school year.  Additionally, we want to create a district-wide system so that we have a road map for principals moving into the 2020- 2021 school year. | SISD will align written, taught, and tested curriculum across campuses, and campus leaders will serve as strong instructional leaders and advocates for all students by utilizing our curricular program. | We expect that all students are learning grade appropriate standards by implementing strong tier 1 instruction in all classrooms more than 80% of the time in order to increase a letter grade and earn a B or better. | | |
| **Barriers to address during the year to reach desired outcome** | Resistance from administrators because of campus autonomy; Central Office staff needs to maximize time; lack of central office staff to provide coaching support at high levels; need to develop stronger relationships | SISD central office staff sees trends of Pedagogy of Poverty; therefore, we need to work as a district to change the culture of low expectations and apathy. | Central Office staff face barriers monitoring on a consistent basis following a consistent instructional model.  We also face the possibility of initiative fatigue. | | |

| Grade level | Subject tested | % of Students at District Determined Proficiency Level ( | | | | | |
|---|---|---|---|---|---|---|---|
| | | Cycle 1 | | | Cycle 2 | | |
| | | Data Source | Goal | Actual | Data Source | Goal | Actual |
| Grade 3 Reading | | Unit Test/Interim | 35% | | Unit Test/Interim | 40% | |
| Grade 3 Math | | Unit Test/Interim | 35% | | Unit Test/Interim | 40% | |
| Grade 4 Reading | | Unit Test/Interim | 35% | | Unit Test/Interim | 40% | |
| Grade 4 Math | | Unit Test/Interim | 40% | | Unit Test/Interim | 40% | |
| Grade 4 Writing | | Unit Test | 35% | | Benchmark | 40% | |
| Grade 5 Reading | | Unit Test/Interim | 40% | | Benchmark | 40% | |
| Grade 5 Math | | Unit Test/Interim | 35% | | Benchmark | 40% | |
| Grade 5 Science | | Unit Test/Interim | 40% | | Unit Test/Interim | 40% | |
| Grade 6 Reading | | Unit Test | 35% | | Unit Test/Interim | 40% | |
| Grade 6 Math | | Unit Test | 35% | | Unit Test/Interim | 40% | |
| Grade 7 Reading | | Unit Test | 35% | | Unit Test/Interim | 40% | |
| Grade 7 Math | | Unit Test | 35% | | Unit Test/Interim | 40% | |
| Grade 7 Writing | | Unit Test | 35% | | Benchmark | 40% | |
| Grade 8 Reading | | Unit Test/Interim | 40% | | Benchmark | 40% | |
| Grade 8 Math | | Unit Test/Interim | 35% | | Benchmark | 40% | |
| Grade 8 Science | | Unit Test/Interim | 35% | | Unit Test/Interim | 40% | |
| Grade 8 Social Studies | | Unit Test/Interim | 35% | | Unit Test/Interim | 40% | |
| English I EOC | | Unit Test/Interim | 40% | | Unit Test/Interim | 40% | |
| English II EOC | | Unit Test/Interim | 40% | | Unit Test/Interim | 40% | |
| Algebra I EOC | | Unit Test/Interim | 40% | | Unit Test/Interim | 40% | |
| Biology EOC | | Unit Test/Interim | 45% | | Unit Test/Interim | 45% | |
| U.S. History EOC | | Unit Test/Interim | 70% | | Unit Test/Interim | 70% | |
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| Meets Grade Level) | | | % of Students at Meets Grade Level on STAAR or Other Assessment | | |
|---|---|---|---|---|---|
| Cycle 3 | | | Summative | | |
| Data Source | Goal | Actual | Data Source | Goal | Actual |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 45% | | STAAR | 50% | |
| Unit Test | 40% | | STAAR | 45% | |
| Unit Test/Interim | 40% | | STAAR | 45% | |
| Unit Test/Interim | 40% | | STAAR | 45% | |
| Benchmark | 45% | | STAAR | 50% | |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 40% | | STAAR | 45% | |
| Unit Test | 40% | | STAAR | 45% | |
| Unit Test/Interim | 45% | | STAAR | 50% | |
| Unit Test/Interim | 40% | | STAAR | 45% | |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 40% | | STAAR | 45% | |
| Benchmark | 45% | | STAAR | 50% | |
| Benchmark | 45% | | STAAR | 50% | |
| Benchmark | 45% | | STAAR | 50% | |
| Benchmark | 50% | | STAAR | 55% | |
| Benchmark | 75% | | STAAR | 75% | |
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## Cycle 1 90-Day Outcomes (September-November)

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 | Prioritized Focus Area #4 | Prioritized Focus Area #5 |
|---|---|---|---|---|---|
| **District Commitment** | The district provides opportunities for ongoing support and coaching of the campus leader. | District policies support the effective use of standards-aligned GVC and assessments. | District policies and practices support effective instruction in schools. | 0 | 0 |
| **Annual Desired Outcome for Prioritized Focus Area** | Our desired outcome is to increase our principal retention rate. This year we inducted three new principals, and we want to keep 100% at the end of the school year. Additionally, we want to create a district-wide system so that we have a road map for principals moving into the 2020- 2021 school year. | SISD will align written, taught, and tested curriculum across campuses, and campus leaders will serve as strong instructional leaders and advocates for all students by utilizing our curricular program. | We expect that all students are learning grade appropriate standards by implementing strong tier 1 instruction in all classrooms more than 80% of the time in order to increase a letter grade and earn a B or better. | 0 | 0 |
| **Desired 90-Day Outcome** | Name the 4 Habits of Excellence (ESF framework components) we expect to see district-wide; identify the current practices in order to get a baseline and move forward; focus on the 5 habits of excellent instruction. | The SISD Curriculum Management Plan (CMP) will be completed and shared on November 20, 2019 at the Instructional Leadership Team meeting. | By the end of November, every campus will understand the 5 Habits of Excellent Instruction. District Leaders will set expectations of implementation across SISD. | | |
| **Barriers to address during this cycle** | Central Office staff need to prioritize/maximize the time it takes to coach campus administrators, observe classrooms, and provide feedback. | Create the opportunity so that all the pertinent departments can edit and revise the Curriculum Management Plan. | Creating the training and supporting the implementation across all the campuses. We will target F and D campuses. | | |

## Action Plan-Milestones

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

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|---|---|---|---|---|---|---|---|
| Establish campus priority list to coach leadership teams on all F and D campuses | 1 | October 1, 2019 | List of coaches | Assistant Superintendent, School Improvement Officer | Coaching notes from campus visits | November 20, 2019 | |
| Campus Check-ins (weekly, bimonthly, monthly) ; Bimonthly Superintendent Campus Check-in Debrief Meeting | 1 | Weekly, bimonthly, monthly | Check-in notes and logs | Superintendent, Assistant Superintendent, School Improvement Officer | Meeting Notes | November 20, 2019 | |
| Conduct Training of CMP with Learning and Leadership Team (LLS) | 2 | October | Training presentation | Director of Elementary and Secondary Education and Team | Evidence of knowledge of CMP when having conversations with campus leadership teams. | November 20, 2019 | |
| Conduct training of CMP with district-wide ILT on November 20th | 2 | November 20th 2019 | Training presentation | Director of Elementary and Secondary Education and Team | Evidence of knowledge of CMP when having conversations with campus leadership teams. | November 20, 2019 | |
| Conduct training on 5 Habits of Excellent Instruction and Lesson Planning for all campuses. | 3 | October | Training presentation | Director of Elementary and Secondary Education and Team | Evidence of rigor, routines, critical-thinking, differentiation, and pacing when conducting | November 20, 2019 | |
| Conduct overview training on all the 4 Habits of Excellence (Instruction, Lesson Planning, PLCs, and DDI/Intervention) | 3 | November and December | Training presentation | Director of Elementary and Secondary Education and Team | Evidence of all 5 habits when conducting walkthroughs | November 20, 2019 | |

## Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?

| | Carryover Milestones | New Milestones |
|---|---|---|
| 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? | | |

## Cycle 2 90-Day Outcomes (December-February)

|  | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 | Prioritized Focus Area #4 | Prioritized Focus Area #5 |
|---|---|---|---|---|---|
| **District Commitment** | The district provides opportunities for ongoing support and coaching of the campus leader. | District policies support the effective use of standards-aligned GVC and assessments. | District policies and practices support effective instruction in schools. | 0 | 0 |
| **Annual Desired Outcome for Prioritized Focus Area** | Our desired outcome is to increase our principal retention rate. This year we inducted three new principals, and we want to keep 100% at the end of the school year. Additionally, we want to create a district-wide system so that we have a road map for principals moving into the 2020- 2021 school year. | SISD will align written, taught, and tested curriculum across campuses, and campus leaders will serve as strong instructional leaders and advocates for all students by utilizing our curricular program. | We expect that all students are learning grade appropriate standards by implementing strong tier 1 instruction in all classrooms more than 80% of the time in order to increase a letter grade and earn a B or better. | 0 | 0 |
| **Desired 90-Day Outcome** | Implement the other 2 Habits of Excellence (PLCs and DDI/Intervention) through Check-ins and coaching conversations at prioritized campuses | SISD will implement the Curriculum Management Plan across the district. | SISD will implement the other 2 Habits of Excellence (PLCs and DDI/Intervention) across the district. |  |  |
| **Barriers to address during this cycle** | Ensuring a consistent message to all campuses and adhering to the established plans. | Creating a common expectation district-wide, which includes establishing a common language and reinforcing a collaborative culture focused on the Habits of Excellence and the Curriculum Management Plan | Creating time and expertise to build the capacity across central office and at each campus to ensure a district-wide roll out. |  |  |

## Action Plan-Milestones

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

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|---|---|---|---|---|---|---|---|---|
| Conduct coaching conversations on the implementation of the PLC Habits of Excellence through Check-ins and coaching conversations at prioritized campuses. | 1 | December | Training material, coaching logs and notes | Assistant Superintendent, School Improvement Officer, Director of Elementary and Secondary Education | PLC agendas and observations | February 19, 2020 | | |
| Conduct coaching conversations on the implementation of the DDI Habits of Excellence through Check-ins and coaching conversations at prioritized campuses. | 1 | January | Training material, coaching logs and notes | Assistant Superintendent, School Improvement Officer, Director of Elementary and Secondary Education | DDI rubrics, PLC agendas, Data trackers | February 19, 2020 | | |
| Campus Check-ins (weekly, bimonthly, monthly) ; Bimonthly Superintendent Campus Check-in Debrief Meeting | 1 | Weekly, bimonthly, monthly | Check-in notes and logs | Superintendent, Assistant Superintendent, School Improvement Officer | Meeting notes | February 19, 2020 | | |
| Conduct campus seminars on district-wide curriculum expectations and components | 2 | December | Training Presentation | Director of Elementary and Secondary Education and Team | Evidence of knowledge of CMP when having conversations with campus leadership teams. | February 19, 2020 | | |
| Conduct campus seminars on district-wide instructional expectations and practices | 2 | January | Training Presentation | Director of Elementary and Secondary Education and Team | Evidence of CIR process, Rigor and Relevance frameworks, lesson plans, walkthrough observation data/trends | February 19, 2020 | | |
| Conduct campus seminars on district-wide assessment expectations and practices | 2 | February | Training Presentation | Director of Elementary and Secondary Education and Team | Evidence of formative and summative assessments, data trackers, goals setting/review conferences | February 19, 2020 | | |

| Conduct in-depth training on each of the 4 Habits of Excellence (Instruction, Lesson Planning, PLCs, and DDI/Intervention) for each campus | 3 | December, January, and February | Training Presentation | Director of Elementary and Secondary Education and Team | Evidence of all 4 habits when conducting walkthroughs | February 19, 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? | |

| | 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? | | |

## Cycle 3 90-Day Outcomes (March-May)

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 | Prioritized Focus Area #4 | Prioritized Focus Area #5 |
|---|---|---|---|---|---|
| **District Commitment** | The district provides opportunities for ongoing support and coaching of the campus leader. | District policies support the effective use of standards-aligned GVC and assessments. | District policies and practices support effective instruction in schools. | 0 | 0 |
| **Annual Desired Outcome for Prioritized Focus Area** | Our desired outcome is to increase our principal retention rate. This year we inducted three new principals, and we want to keep 100% at the end of the school year. Additionally, we want to create a district-wide system so that we have a road map for principals moving into the 2020- 2021 school year. | SISD will align written, taught, and tested curriculum across campuses, and campus leaders will serve as strong instructional leaders and advocates for all students by utilizing our curricular program. | We expect that all students are learning grade appropriate standards by implementing strong tier 1 instruction in all classrooms more than 80% of the time in order to increase a letter grade and earn a B or better. | 0 | 0 |
| **Desired 90-Day Outcome** | SISD will monitor, provide feedback and evaluate the implementation of campus leadership coaching and support. | SISD will monitor, provide feedback and evaluate the implementation the standards-aligned GVC and assessments. | SISD will monitor, provide feedback and evaluate the implementation of effective, grade appropriate instruction at all campuses. | | |
| **Barriers to address during this cycle** | The barriers that exist in this cycle include determining the extent of implementation of district-wide plans and the adherence of support and coaching at campus so that | The barriers that exist in this cycle include creating a collaborative culture and ability to shift mindsets in order to implement a GVC for all students. | The barriers that exist in this cycle include staying focused on the Habits of Excellence so that we can determine the extent of implementation to the new model. | | |

## Action Plan-Milestones

| Milestones | Prioritized Focus Area | Timeline | Resources Needed | Person(s) Responsible | Metric/Evidence Used to Determine Progress Toward Milestone | Evidence Collection Date | Progress Toward Milestone | Necessary Adjustments/Next Steps |
|---|---|---|---|---|---|---|---|---|
| Conduct coaching conversations on the implementation of the 4 Habits of Excellence through Check-ins and coaching conversations at prioritized campuses. | 1 | March, April, May | Training material, coaching logs and notes | Assistant Superintendent, School Improvement Officer, Director of Elementary and Secondary Education | DDI rubrics, PLC agendas, Data trackers | May 27, 2020 | | |

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|---|---|---|---|---|---|---|---|---|
| Campus Check-ins (weekly, bimonthly, monthly) ; bimonthly Superintendent Campus Check-in Debrief Meeting | 1 | Weekly, bimonthly, monthly | Check-in notes and logs | Superintendent, Assistant Superintendent, School Improvement Officer | Meeting notes | May 27, 2020 | | |
| The Learning and Leadership Services Departments will collect data on the implementation of the Curriculum Management Plan | 2 | March | Observation forms | Assistant Superintendent, School Improvement Officer,Director of Elementary and Secondary Education | Data collection on the fidelity of the CMP | May 27, 2020 | | |
| The Learning and Leadership Services Departments will conduct a survey on the implementation of the Curriculum Management Plan | 2 | April | Surveys | Assistant Superintendent, School Improvement Officer,Director of Elementary and Secondary Education | Surveys and response to the effectiveness of the CMP | May 27, 2020 | | |
| The Learning and Leadership Services Departments will evaluate and adjust the Curriculum Management Plan based on campus data and feedback surveys | 2 | May | Data collection | Assistant Superintendent, School Improvement Officer,Director of Elementary and Secondary Education | Measure implementation and fidelity of the CMP across the district | May 27, 2020 | | |
| The Learning and Leadership Services Departments will collect observation data on all 4 Habits of Excellence (Instruction, Lesson Planning, PLCs, and DDI/Intervention) for each campus | 3 | March and April | Observation forms | Assistant Superintendent, School Improvement Officer,Director of Elementary and Secondary Education | measure implementation and fidelity of each Habit of Excellence across the district | May 27, 2020 | | |
| The Learning and Leadership Services Departments will meet with campuses to review the observation data and evaluate the Habits of Excellence in order to plan for the 2020 - 2021 school year | 3 | May | Data collection | Assistant Superintendent, School Improvement Officer,Director of Elementary and Secondary Education | Meetings notes on implementation and fidelity of each Habit of Excellence at each campus | May 27, 2020 | | |

## Reflection and Planning for Next 90-Day Cycle

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

## END OF YEAR REFLECTION

| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 | Prioritized Focus Area #4 | Prioritized Focus Area #5 |
|---|---|---|---|---|---|
| **District Commitment** | The district provides opportunities for ongoing support and coaching of the campus leader. | District policies support the effective use of standards-aligned GVC and assessments. | District policies and practices support effective instruction in schools. | 0 | 0 |
| **Annual Desired Outcome for Prioritized Focus Area** | | | | | |
| **Review the Annual Desired Outcomes for the Prioritized Focus Area(s) identified on the Foundations Tab. 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 | Prioritized Focus Area #4 | Prioritized Focus Area #5 |
|---|---|---|---|---|---|
| District Commitment |  |  |  |  |  |
| Annual Desired Outcome for Prioritized Focus Area |  |  |  |  |  |
| Desired 90-Day Outcome |  |  |  |  |  |
| Barriers to address during this cycle |  |  |  |  |  |

| Milestones | Prioritized Focus Area | Timeline | Resources Needed | Person(s) Responsible | Metric/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 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? | | |

| 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 and complete "ESF Diagnostic Results" |
| Essential Action | Select from the drop down menu, the Essential Action the campus has selected based on the Needs Assessment and/or ESF Final Report. |
| Rationale | Explain the reasons this Essential Action was selected. |
| Annual Desired Outcome for Prioritized Focus Area | Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures. |
| Barriers to address during the year to reach desired outcome | 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. |
| **90-Day Cycle 1 - 3** | |
| Desired 90-Day Outcome for Prioritized Focus | Describe the specific goals the campus is planning to achieve by the end of this cycle for the relevant Prioritized focus area. |
| Barriers to address during this cycle to reach desired outcome | List barriers to implementation the campus may face as they take the necessary steps to improve the Prioritized focus area(s). Barriers may stay the same or change from cycle to cycle. |
| District Commitments for Support During this Cycle | List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes. |
| Critical Actions to Achieve Desired Outcome | List in each row all critical actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action listed may address more than one Prioritized Focus Area. New critical actions can be added over time as needed. |

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| Prioritized Focus Area | Select the Prioritized Focus Area(s) the Action is aligned to. |
| Resources Needed | Examples include, but are not limited to: budget allocation, data platforms, personnel, etc. |
| Metric/Evidence used to determine Progress | Measures can be qualitative or quantitative. |
| Necessary Adjustments/Next Steps | Next steps must include barriers that limited progress towards achieving this Action. |
| Status of Metric/Evidence Collection Review | Select the status of the metric/evidence review from the dropdown options. |
| Data Source | Select the data source being used to project student performance from the dropdown options. If "Other" is |
| Trend | Select the data trend from the dropdown options. |
| **90-Day Cycle 4** | |
| Essential Action | Select the Essential Action determined during the ESF Diagnostic. |