

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leader with clear roles and responsibilities .	5.1 Objective driven daily lesson plans with formative assessments.	5.3 Data Driven Instruction
Desired Annual Outcome	Consistent coaching and feedback from administration will result in teacher effectiveness through the use of research based practices. This will improve high quality instruction and student data.	Quality data driven and higher level objective driven lesson plans with formative assessments will be written weekly and with fidelity. Support will be provided during planning PLC each week. This will ensure student data to improve.	Through effective data driven and differentiated instruction, students at Patric Henry will receive the proper interventions they need to continue to demonstrate growth and achievement. This will result in our accountability rating to improve to a B.
Desired 90-day Outcome	Tier 2 leaders will be able to facilitate PLCs that support teachers around backwards planning, improving data practices, and building capacity in instructional strategies.	All teachers individual professional development (IPDP) are aligned to the campus goals, vision, and mission. All teachers are engaged in specific areas of growth and these plans are monitored on a weekly bases by campus instructional leadership.	Teacher knowledge of the accountability system will continue to grow through data PLCs, coaching/feedback conversations, and campus daily exit ticket and CFUs protocol.
Barriers to Address During this Cycle	Potential barriers are the principal being pulled for multiple meetings on and off campus.	PLCs being conducive to supporting teachers in lesson plan development may be a barrier. Teachers have different needs and some may need a frequent one on one session with an instructional leader.	PD time for instructional leaders to continue enhancing pedagogy and content
District Actions for this Cycle	The district has provided intensive support to Tier 2 leaders through professional learning on Saturdays. The district also assigned a school support officer to coach and develop Tier 2 leaders on instructional leadership and research based practices.	The district provides master courses for teachers and support in developing daily lesson plans with formative assessments. We also have a teacher development specialist to help support teachers in planning and instruction.	The district has allocated a DDI to assist with data reports and monitor student achievement. In addition, the district provides PD to continue building capacity on best data practices.
District Commitment Theory of Action	If the district supports principals by protecting their time for school instructional leadership and provides effective governance to support and promote student outcome, then the campus will be able to develop instructional leaders with clear roles and responsibilities.	If the district continues providing PD that is up to date with current reseach, leaders will continue developing focused plans for improvement that is regularly monitored and improved upon.	If the district continues to ensure access to high quality and research based assessment resources aligned to the TEKS, effective classroom data driven strategies will continue to be applied.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly Instructional Team Meetings	1, 2, and 3	9-8-20 to 11-30-20	Master Calendar	Principal and Tier 2 Leaders	Agendas	On Going	Significant Progress	Continue to prioritize and make time for
PLC training for Tier 2 Leaders	2, 3	9-8-20 to 11-30-20	Leadership Development Dent	Tier 2 Leaders	Certificate of Completion	11-11-20	Some Progress	Continue aligning PLCs to district and campus
Consistent use of data tracking/Reflection template for teachers and students	2, 3	9-8-20 to 11-30-20	Data Tracking Template Student	Principal and Tier 2 Leaders	Data Tracking Templates	Ongoing	Significant Progress	Continue to coach teachers on data
Calibrated instructional walks to ensure aligned practices across all content areas	2, 3	9-8-20 to 11-30-20	TADS Rubric	Principal and Tier 2 Leaders	TADS rubric and quick reference guide with	Ongoing	Significant Progress	Continue to coach Tier 2 leaders on providing
PLC meetings to analyze data with tier 2 leaders for snapshots, common assessments, and DIA	1, 2, and 3	9-8-20 to 11-30-20	PLC Master Calendar	Principal and Tier 2 Leaders	PLC Agendas	Ongoing	Significant Progress	Continued feedback from principal after

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, 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 action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps