

CYCLE 2 90-DAY OUTCOMES (December-February)	
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 <u>during this cycle</u> .
District Actions for this Cycle:	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.
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	Building Tier 2 leader capacity will result in achieving our goals and teacher effectiveness. For the 2020-2021 school year, Henry will be rated a B campus. 77% of our students will hit their growth measure in reading and 75% of students will hit their growth measure in math.	As a result of effective coaching and development from the campus instructional leadership team, all teachers will earn a rating of effective or higher in the objective-driven lesson planning and execution criterions of the Teacher Appraisal and Development (TADS) framework. An increase of students will score at the Meets level on STAAR as a result of effective teacher coaching and objective driven lesson plans and	By the end of this school year, Patrick Henry will be rated a B campus. 77% of students will hit their growth measures in reading and 75% of students will hit their growth measures in math. This outcome will be obtained through proper coaching, PLCs to analyze data, and daily data tracking to plan lessons that differentiate instruction for all learners.
Desired 90-day Outcome	Tier 2 Leaders and principal will be able to make accountability projections based on data gathered from all assessments and support teachers in designing effective intervention plans for all STAAR subjects and grades.	Teachers will be able to reteach prioritized standards and design effective reteach lessons to improve student performance.	Teachers will be able to lead their own data presentations and conferences while using data to drive decisions around priority standards, reporting categories, and targeted students.
Barriers to Address During this Cycle	Tier 2 Leaders' knowledge of the accountability system, effective and consistent coaching to Tier 2 Leaders around best data practices, and design of effective intervention plans to target appropriate students are potential barriers.	Effective feedback from Tier 2 Teachers in reteaching plans and intervention plans and effectiveness of PLC to drive this work may serve as barriers.	Effectiveness of PLCs to support teacher knowledge and capacity around
District Actions for this Cycle	If the district supports principals by protecting their time dedicated for school instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principal supervisors have necessary authority to create conditions for school success then the campus will be able to develop campus instructional leaders with clear	If the district policies and practices support effective instruction in schools then campuses will be filled with classrooms utilizing effective classroom routines and instructional strategies.	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2 math and reading and the district ensures that schools receive detailed reports within two days of the assessment, then campuses will be better equipped to deploy objective driven lessons with aligned formative assessments and
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 research, 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/SEs, 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.

[illegible]

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