

CYCLE 4 90-DAY OUTCOMES (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. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

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

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas.esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

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: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas.esf.org/framework/>

	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
Rationale	1.1- Develop campus instructional leaders with clear roles and responsibilities. The campus principal has support from the School Support Officer, and the Achieve 180 office with clear guidance on	5.1. Objective-driven daily lesson plans with formative assessments. Through the development of Tier 2 Leaders, teachers will receive the feedback and support to develop more effective, objective-driven	5.3 Data driven instruction will make teachers more intentional around the decisions they make in the classroom. Data will help with planning for small group instruction, differentiation, and
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Vision, mission, master calendar, SIP, goals, and systems will be shared with all stakeholders. Buy-in will be created through evidence of follow through.	A180 ,District, Campus PD, agendas, and evidence of execution will be available.	Planning with all Tier 2 leaders to ensure aligned practices across all content areas.
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. This annual outcome is subject to change for the following school year based on our 20-21 STAAR data.	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 and Masters level on STAAR as a result of effective teacher coaching	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. Subject to change based
Desired 90-Day Outcome	Tier 2 leaders will analyze data to create goals for the 21-22 school year. They will plan systems and attend PDs for the following school year.	Tier 2 leaders will create master lesson plans and plan PD for teacher preservice that includes department vision, mission, goals, routines, procedures, best practices, and non negotiables.	Tier2 leaders will make instructional decisions that are aligned with data for the 21-22 school year.
How will the campus build capacity in this area? Who will you partner with?	District PD, A180 PD, book studies, Region 4, and state leadership conferences	District PD, A180 PD, book studies, Region 4, and state leadership conferences	District PD, A180 PD, book studies, Region 4, and state leadership conferences
Barriers to Address throughout the year	Potential barriers are the principal being pulled for multiple meetings on and off campus.	Potential barriers are the principal and Tier 2 leaders being pulled for multiple meetings on and off campus.	PD time for instructional leaders to continue enhancing pedagogy and content knowledge.
District Actions for this Cycle	The district has provided intensive support to Tier 2 leaders through professional learning on Saturdays, summer, and mentoring support. The district also assigned a school support officer to 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	The district has provided intensive support to Tier 2 leaders through professional learning on Saturdays,summer, and mentoring support. The district also assigned a school support officer to coach and	The district has provided intensive support to Tier 2 leaders through professional learning on Saturdays, summer, and mentoring support. The district also assigned a school support officer to 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.

