

CYCLE 3 90-DAY OUTCOMES (March-May)

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 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	5.1	0
Desired Annual Outcome	For the administrative team to be consistent and effective in their leadership of weekly PLCs, lesson planning feedback, and data analysis that improve both teacher and overall student performance.	For achieve our goals for Domain I -Student Achievement and retain highly effective teachers. Teachers to develop aligned, rigorous and detailed lesson plans that have a positive impact on student achievement.	0
Desired 90-day Outcome	Leaders exhibit a thorough understanding of what effective teaching looks like and how it translates into student growth. Leaders are focused on building teacher capacity and increasing student scores in conjunction to the identification of next steps through lesson plan and observation feedback.	Campus instructional leaders evaluate lesson objective and activities' alignment to standards, scope and sequence and expected level of rigor; provide 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning and delivered to teacher with enough time to make recommended changes before lesson delivery. Teachers are focusing on the meets and masters students and ways to extend their learning.	
Barriers to Address During this Cycle	Effective time management of the instructional leadership team; systems to balance job responsibilities. Prioritizing all aspect of instructional leadership time (discipline, parents, etc.) and utilizing a common coaching language.	Teacher capacity to grow students to achieve at the meets and masters levels. Teachers are having a tough time with pacing due to length of class and simultaneously teaching virtually and face to face.	
District Actions for this Cycle	Teacher Development Specialists and Data Driven Specialist to assist the leadership team with effective instructional overviews and strategies. The district is also providing a series of Tier II leader trainings focusing on how to provide feedback to teachers and effective coaching.	The district is providing Teacher Development Specialists to support, plan and model for all teachers. Each content area is provided time to plan with their team/content leads.	

<p>District Commitment Theory of Action</p>	<p>If the district provides opportunities for ongoing support and coaching of the campus leader, then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.</p>	<p>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, then campuses will be better equipped to employ backwards lesson design model to create objective driven lessons with aligned formative assessments.</p>	<p>If....then,</p>
--	---	---	--------------------

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 Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
The administrative team is able to solve instructional issues to improve student outcomes. The administrative team will start to make plans for the upcoming school year and review what worked and what didn't work during the school year.	1.1	06-Mar-21	Student data, Teacher data	Admin team	Released STAAR Data, District Assessments, Common Assessments, STAAR Data	29-May-21		
	1.1	18-May-21	Teacher survey, Student data	Admin team	Survey, Student data, Master schedule	29-May-21		
The administrative team will determine what will be done with students who struggled during the school year.	1.1	25-May-21	Student data, Teacher data	Admin team	RTI information; Assessments, Master schedule	29-May-21		

<p>Teachers are meeting the needs of the students by effectively using high-yield strategies like differentiation, academic student discourse and graphic organizers.</p>	<p>1.1, 5.1</p>	<p>23-Mar-21</p>	<p>TADS data, Lesson plans, Student data</p>	<p>Admin team</p>	<p>Observations, Lesson plans, Student data, PLC agenda, Professional Agenda Sign-In</p>	<p>06-Apr-21</p>		
<p>Strong teachers would be identified and trained to be campus and content leaders.</p>	<p>1.1</p>	<p>06-Apr-21</p>	<p>TADS data, student data, observations</p>	<p>Admin team</p>	<p>in sheets, emails and notes, student/teacher data</p>	<p>30-Apr-21</p>		
<p>Teachers will be able to demonstrate new skills in the area of lesson planning, pacing and delivery. In addition, teachers will continue to develop their skills in the use of the master course and data to drive instruction.</p>	<p>5.1</p>	<p>30-Apr-21</p>	<p>Master course lessons, lesson plans, student data, pacing calendars</p>	<p>Admin team</p>	<p>PLC agenda, sign in sheets, minutes, student data, lesson plans</p>	<p>15-May-21</p>		

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.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>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?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			