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 <u>during this cycle</u>.

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	5.1	0
Desired Annual Outcome	The Campus Leadership team (CLT) will be able to lead Professional Learning Communities (PLC) and coach and provide feedback to teachers. At the end of the school year, the CLT will be able to observe, diagnosis, and make changes that will impact student growth and learning through building teacher capacity as an instructional leader.	At the end of the year, the goal is that student performance and growth increases in the Approaches and Meets area. In addition, teachers will have the capacity to plan for effective instruction that will lead to student growth and performance.	
Desired 90-day Outcome	The CLT team will coach and provide meaningful feedback to teachers to help them with classroom systems and structures that will help them improve best instructional practices and maximize the instructional time. Also, the CLT team will be able to monitor and provide next steps for teachers through the use of student data tracking systems.	Teachers will be able to plan effectively utilizing all district resources and implement best practices based on student data in order to drive student performance and growth. Teachers will implement exit tickets, track student data on campus and district assements, and have students track their own progress at each benchmark.	

Barriers to Address During this Cycle	There has been the lack of consistency with monitoring and ensuring implementation of data systems and tracking student data effectively. Leaders are still continuously building leadership capacity and learning their roles on the campus. Time management is of a concern as the CLT team still struggle with prioritizing their time due to unexpected occurences that occur daily on the campus.	Effective and consistent monitoring of student data tracking and implementation of action steps is still a concern. Teachers are still learning to utilize student data to drive their instruction as they are planning lessons, especially for their small group/intervention times.
District Actions for this Cycle	The district, specifically Achieve 180, provides monthly Tier II leadership meetings and continuous department professional development learning opportunities to train leaders effectively for their roles. There are also Teacher Development Specialists (TDS) and Data Driven Instructional Specialists (DDIS) that help to build the CLT capacity and help to lead the work with teachers.	The district, through Achieve 180, provides after school trainings led by our Tier II leaders approximately three times a month where teachers will receive training and learn best practices for a variety of topics/content areas for classroom implementation. There are Teacher Service Days where teachers attend Professional Development trainings that cover a realm of topics/programs/content areas that help teachers build their capacity as a teacher. Many of the PDs center around student data, small group instruction, and additional intevention methods to help with student growth and performance.
District Commitment Theory of Action	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 roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.	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 deploy effective classroom routines and strategies. If the district provides schools with access to student academic, behavioral, and on-track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campuses will be able to establish strong DDI practices and provide employ RTI for students with learning gaps.

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
The CLT team, TDSs, and the DDIS will participate and help facilitate the Data Dig PLCs after each district benchmark.	1.1, 5.1	9/14/2020	HISD Curriculum, Renaissance 360, Learning A-Z Running Records, HISD Snapshot District Benchmark Assessment	**Mimi Lam**, Principal;**Angelica Bentley**, Magnet Coordinator **Jackie Wilmore**, Teacher Specialist ;**Javona Wheeler**, Data Driven Instructional Specialist; **Tamika Griffin**, Reading Teacher Development Specialist; **Gladys Gutierrez-Barba**, Science Teacher Development Specialist; **Jennifer O'Neal,** Math Teacher Development Specialist; **Nancy Salinas,** Reading DL Teacher Development Specialist	Student Data Trackers, Data from District Benchmarks in the Approaches, Meets, and Masters Levels	11/20/2020		
The CLT team will lead At-Bat sessions with teachers during PLC	1.1, 5.1	9/14/2020	HISD Curriculum, HISD Snapshot District Benchmark Assessment, A180 After School PDs	Mimi Lam, Principal;Angelica Bentley, Magnet Coordinator Jackie Wilmore, Teacher Specialist; Teachers	Student Progress and Growth from implementation of best instructional practices.	11/20/2020		

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Teachers will have student data tracking systems to specifically track for Student Percentages in Approaches, Meets, and Masters levels in the tested subject areas of Reading, Math, Writing, and Science and/or Student Reading Levels Data Trackers from Running Records	5.1	9/14/2020	HISD Curriculum, Renaissance 360, Learning A-Z Running Records, HISD Snapshot District Benchmark Assessment	Mimi Lam, Principal;Angelica Bentley, Magnet Coordinator Jackie Wilmore, Teacher Specialist; Teachers; Javona Wheeler, DDIS	There will be student data trackers displayed in the classroom and in the Data Room to track the Approaches, Meets, and Masters levels in the School Data Room (individual student data magnets)	11/20/2020	
The CLT Team will provide coaching and feedback through the AIM system for Teacher Appraisal and Development.	1.1, 5.1	9/14/2020	HISD Curriculum, Renaissance 360, Learning A-Z Running Records, HISD Snapshot District Benchmark Assessment; Appraisal and Incentive Management system (AIM); lesson plans, gradebook	Mimi Lam, Principal;Angelica Bentley, Magnet Coordinator Jackie Wilmore, Teacher Specialist; Teachers	There will be coaching feedback, Walkthroughs, and Observations in the AIM system	11/20/2020	

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?	

Carryover Action Steps	New Action Steps

| 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? | | |