

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 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	All administrators have a clear understanding of their roles and responsibilities and can conduct department and grade level meetings using consistent written protocols to lead their department, grade level teams, and Professional Learning Communities.	All teachers submitting objective-driven daily lesson plans with enough detail and essential components included in plans based on schoolwide protocols. Campus wide alignment with lesson plan template and submission format, to be presented in Professional Learning Communities on a weekly basis, with feedback provided.	0
Desired 90-day Outcome	Leadership team is able to analyze data after every relevant assessment and coach teachers on next steps to addressing needs. Next steps will include, action plan to address low performing Texas Essential Knowledge and Skills in lesson plan and scholar intervention groups.	Teachers are able to generate aligned lesson plans from objective to opening/closing of activities that are informed by student data.	
Barriers to Address During this Cycle	Supporting our scholars in virtual mode learning. Overwhelmed teachers with additional workload. Student attendance and rolling closures. Instructional Leadership Team (ILT) members have different levels of capacity for evaluating data.	Administrators consistently reviewing lesson plans and effectively providing feedback to teachers they appraise. Administrators expertise in objective driven lesson plans. Time for professional development to grow our administrators in areas of instruction and lesson planning.	
District Actions for this Cycle	Monthly Achieve 180 trainings for Tier 2 leaders; District leadership development; leader professional development on campus; district monthly principal meetings; A180 monthly principal meetings; calibration walks with School Support Officer (SSO); in the field coaching from SSO; District instructional rounds	A180 meeting with Teacher Development Specialist manager, providing resources, curriculum maps, "Do now"; Extended Wednesday A180 professional development; Daily Teacher Development Specialist support for reading and math; Teacher Development Specialist science support; district trainings; calibration walks with School Support Officer; District Community of Practice (COP); Instructional Rounds with School Support Officer and district principals	
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 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.	0

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 (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Calibration walks conducted	1.1 5.1	10/5-2/26	Curriculum documents, district representative, School Support Officer	Principal, Assistant principals, School Support Officer	Aligned observation ratings on Teacher Appraisal and Development System. Aligned lesson plans.	18-Dec		
Leadership team will utilize outlook calendars, to plan classroom observations and monitor corrective instruction per every teacher they appraise.	1.1 5.1	10/5/-12/18	Leadership team calendars, Teacher Appraisal and Development System rubric	Assistant principal	Classroom observations, lesson plans, meeting sign-in sheet, Teacher Appraisal and Development System tool	Ongoing		
Leadership team calendars scheduled time for observing teachers most in need of assistance and creating a plan around areas of growth.	1.1 5.1	10/5/-2/26	Leadership team calendars, list of appraisals	Assistant principal	Leadership team calendars, plan for growth activities, minutes, sign-in sheet	Ongoing		
All scholars are using data tracking folders to track and know their data after every relevant assessment.	1.1 5.1	10/5/-2/26	Folders, assessments, data	Teachers, students, assistant principals	Data tracking folders	Ongoing		
Conduct meeting with Data Driven Instruction Specialist and leadership team to review District Level Assessment (DLA) assessment. Leadership team will disaggregate data and present to teachers low-performing Texas Essential Knowledge and Skills vs high performing Texas Essential Knowledge and Skills and assist with creating a plan for corrective instruction. Leadership team will create a targeted list of scholars who are in need of interventions. Leadership team will create schedule for scholars to receive additional support during targeted times, district boot camp days.	1.1 5.1 5.3	10/5/-12/18	District level assessment, Data Driven Instruction Specialist, data reports	Principal, Data Driven Instruction Specialist	Classroom observations, lesson plans, meeting sign in sheet	Ongoing		
Leadership team along with teachers utilize common data tracker form for all campus assessments.	1.1 5.3	10/5/-2/26	Data Driven Instruction Specialist, data tracker tools	Data Driven Instruction Specialist, Principal, Assistant principal	Minutes, sign-in sheet, lesson plans	Ongoing		
Principal will conduct leadership team meetings with listed agenda focusing on classroom observations, progress monitoring leadership team Teacher Appraisal and Development System observation input and feedback output.	1.1 5.1	10/5/-2/26	Leadership team calendars, Teacher Appraisal and Development System inputted observations	Principal	Minutes, sign-in sheet, next step items	Ongoing		

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