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	5.1	5.3	0
Desired Annual Outcome	By the end of the 2020-2021 school year, 100% teachers will be able to write objective-driven daily lesson plans that include formative assessments. Additionally, teachers will deliver cohesive and aligned lessons as evidenced by the Teacher Appraisal and Development System tool and increase student outcomes.	By the end of the 2020-2021 school year, 100% teachers will be collecting, tracking, and using data to drive instruction.	0
Desired 90-day Outcome	By the end of cycle 2, at least 80% of teachers will be able to write objective-driven daily lesson plans that include formative assessments.	By the end of Cycle 2, at least 80% of teachers will be collecting, tracking, and using data to drive instruction.	
Barriers to Address During this Cycle	Teachers will need to receive lots of coaching and feedback. They will need to receive specific feedback in the areas they need to address. Face to face meetings are also not possible so sometimes virtual meetings don't have the same effect.	The campus and the district have added additional platforms and data reports that are useful for instructional adjustments, but teachers must be trained on how to accurately read the report to make instructional adjustments. Students are in a virtual learning environment and teachers are not as well trained on data manipulation virtually.	
District Actions for this Cycle	The district will provide Teacher Development Specialists for reading, mathematics and science. It will also provide a School Support Officer (SSO) as a support for the principal and grant funding to support professional development for the campus.	The district will provide the campus a Data Driven Instruction Specialist and Teacher Development Specialist supports, a School Support Officer (SSO) as a support for the principal and grant funding to support campus professional development.	
District Commitment Theory of Action	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 graduation 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 data driven instructional practices and provide Response To Intervention for students with learning and socio-emotional gaps.	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
Train all teachers in the way we will be collecting, tracking, and analyzing data	5.3	August 24 - October 23	On Track Reports, Chart Paper, Magnetic Tape	Leadership Team, Data Driven Instructional Specialist, Teacher Leaders	Data Tracking Wall, Virtual Data Tracker, Binders, charts			
Leadership Team will meet with Data Driven Instructional Specialist to analyze and discuss data and plan for instruction, adjustments to instruction, and next steps for coaching and teacher development	5.3	Ongoing	HISD OnTrack, Campus Data	Leadership Team, Data Driven Instructional Specialist, Teacher Development Specialist	Agenda, Meeting Sign-in Sheets, coaching notes and feedback			
Teacher PD on running reports, analyzing reports, and planning for intervention	5.3	August 24- October 13, Ongoing	On Track, Lead4Ward, Lesson Plans, District Scope and Sequence and Pacing Calendar	Data Driven Instructional Specialist, Leadership Team	Agenda, Meeting Sign-in Sheets, Professional Development handouts			
Weekly observations, coaching, and feedback as well as At-Bat sessions	5.1, 5.3	September 8- October 23, Ongoing	HISD OnTrack, Renaissance, Mentoring Minds	Data Driven Instructional Specialist, Leadership Team, Teacher Development Specialist	Agenda, Meeting Sign-in Sheets, Professional Development handouts			
Weekly feedback for lesson plans and meetings to coach as needed	5.1	Ongoing	Lesson Plans, District Scope and Sequence and Pacing Calendar, At- Bats Protocol	Leadership Team, Teacher Leaders	At Bats Protocol, Coaching and Feedback Notes, Lesson Plan Feedback			
Create a calendar that has designated days for unit planning , planning sessions for teachers, and designated days for at-bats	5.1	October 19-Ocober 30	HISD Scope and Sequence, Curriculum documents,	Leadership Team	Planning/Professional Development Calendar			

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	We are well on our way. At least 60-75% of our teachers are able to write objective driven lesson plans that include formative assessments. Additionally, we have in excess of 75% of our teachers now collecting, tracking, and using data to drive instruction.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	We have not taken any Snapshots at this time

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