

### 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
<b>Essential Action</b>	5.1	5.3	0
<b>Desired Annual Outcome</b>	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
<b>Desired 90-day Outcome</b>	By the end of cycle 3, 80% teachers will be able to write objective-driven daily lesson plans that include formative assessments.	By the end of cycle 3, 80% of the teachers will be collecting, tracking, and using data to drive instruction.	
<b>Barriers to Address During this Cycle</b>	Teachers need to see this as not just something they do for compliance. Teachers will need to receive lots of coaching and feedback. They will need to receive specific feedback in the areas they need to address.	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.	
<b>District Actions for this Cycle</b>	The district will provide Teacher Development Specialists (Teacher Development Specialist) 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 (Data Driven Instructional Specialist) and Teacher Development Specialists (Teacher Development Specialist) supports, a School Support Officer (SSO) as a support for the principal and grant funding to support campus professional development.	
<b>District Commitment Theory of Action</b>	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 <small>(May be requested by Specialist)</small>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Retrain teachers as necessary to complete lesson plan template, provide feedback as necessary	5.1, 5.3	September - May 13, Ongoing	Lesson Plan Template	Leadership Team, Data Driven Instructional Specialist, Teacher Leaders	Lesson Plans, Data, Agenda, Meeting Sign-in Sheets, Professional Development handouts			
Continue to train the teachers to identify the students that need interventions based on STAAR Release Test Results and Snapshots as needed	5.3	September - May 13, Ongoing	On Track, Lead4Ward, Lesson Plans, District Scope and Sequence and Pacing Calendar	Leadership Team, Data Driven Instructional Specialist, Teacher Leaders	Data, Intervention Binders, Reports			
Continue to Update Data Room with data based on Cycle Assessment	5.3	September - May 13, Ongoing	On Track, Data Wall, Magnetic Tape, Reports	Leadership Team, Data Driven Instructional Specialist, Teacher Leaders	Data Wall			



**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?	To Be Determined	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	To Be Determined	
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?	<b>Carryover Action Steps</b>	<b>New Action Steps</b>

### 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			
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.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	0	0	0
<b>Desired Annual Outcome</b>	0	0	0
<b>Did the campus achieve the desired outcome? Why or why not?</b>			