

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.	
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.	

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>