

### 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>	1.1	5.1	0
<b>Desired Annual Outcome</b>	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.	
<b>Desired 90-day Outcome</b>	The administrative team will be conducting effective Professional Learning Communities and providing teachers quality and timely feedback and coaching based on lesson plans, and classrooms observations in order to improve tier 1 instruction.	Teachers are providing aligned quality instruction that results in increased student achievement in reading and math.	
<b>Barriers to Address During this Cycle</b>	PLCs being held virtually and not in-person. The capacity of our administrative team to conduct effective PLCs.	Overwhelmed teachers, teachers teaching to virtual mode and in-person mode.	
<b>District Actions for this Cycle</b>	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	Providing resources, curriculum maps, "Do now"; Extended Wednesday A180 professional development; early dismissal professional development; daily TDS support for reading and math; TDS science support; district trainings; calibration walks with School Support Officer; District Community of Practice (COP); Instructional Rounds with SSO and district principals	
<b>District Commitment Theory of Action</b>	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.	

### 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
PLC's are focused on planning for reteaching heavily tested Texas Essential Knowledge and Skills.	1.1 5.1 5.3	3/1 - 5/10	Data Driven Instruction Specialist, planning time, data, Texas Essential Knowledge and Skills	Lesson plans, classroom observations	Lesson plans, classroom observations	Ongoing		
Continued weekly meetings of leadership team with a focus on data, identifying our approaches and below approaches students, and also targeting our meets and masters students.	1.1 5.3	3/1 - 5/10	Leadership team	Principal	Sign in sheets, minutes	Ongoing		
Leadership team members conduct one on one conferences with teachers to discuss classroom observations and data, questions about specific scholars and corrective instruction discussions along with next steps.	1.1 5.1 5.3	3/1-5/10	Data, classroom observation input	Assistant principal, teachers	Meeting minutes, agenda, sign-in sheets, classroom observations	3/24/2021		



**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?	<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.

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	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>			