

CYCLE 1 90-DAY OUTCOMES (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.3	0
Desired Annual Outcome	By May 2022, we will build capacity by developing strong campus instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities.	By May 2022, we will ensure that teachers have the necessary tools to thoroughly progress monitor and track student performance. This will then lead to greater student success.	
Desired 90-day Outcome	By the end of November, campus instructional leadership team have clear, written, and transparent roles, and responsibilities. Campus instructional leaders meet to focus on student progress and formative data.	By the end of November, campus leaders will review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	
Barriers to Address During this Cycle	Ensure that we provide opportunities for campus leaders to plan and collaborate. Protect our time dedicated for school instructional leadership.	Ensure that campus leaders have been trained to thoroughly track and progress monitor all students. Have the necessary tools to complete this task such as access to: DMAC, MAPS testing, and Reading Plus training.	
District Actions for this Cycle	The district supports principals by protecting their time dedicated for school instructional leadership. The district provides the campus with opportunities for ongoing support and coaching of the campus leaders. The district provides the campus with adequate funding and sufficient control over its budget to ensure necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.	The district ensures that campus leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems. The district will also provide schools with access to student academic and behavioral.	
District Commitment Theory of Action	If the district ensures the following: ensure that we recruit and maintain the most effective leaders, recognizes the needs of the campus and provides the flexibility to address those needs, provides opportunities for ongoing support and coaching of the campus leaders, Then the campus leaders will be able to provide and ensure that our campus is set-up with success.	If the district ensures the following: ensure that campus instructional leaders receive initial training and ongoing campus coaching to support the implementation of instructional leadership systems, has effective systems for identifying and supporting struggling learners, and district policies and practices that support effective instruction. Then the campus leaders will be able to provide meaningful feedback to all stakeholders regarding student progress monitoring and tracking.	

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 Essential Action	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
CLT will be trained on how to effectively lead a department meeting with an agenda and minutes.	1.1	Sept 2021 ongoing	Time to meet, teacher feedback	CLT, Principal, DCSI	Sign-in Sheets, Agenda	November 30, 2021	Significant Progress	Reflection/Feedback with CLT
CLT will collaborate and create a testing calendar for the campus.	1.1	Sept 2021 ongoing	District calendar, STAAR testing calendar	CLT, Principal, DCSI	Sign-in Sheets, Agenda, TMMS Testing Calendar	November 30, 2021	Met	
CLT will collaboratively develop a classroom observation rubric and introduce to teachers.	1.1	Sept 2021 ongoing	Teacher feedback, identify levels of student engagement	CLT, Principal, DCSI	Sign-in Sheets, Agenda, Rubric, CLT Walk-throughs	November 30, 2021	Significant Progress	Reflection/Feedback with CLT
Admin team will create a list of responsibilities, including teachers assigned for observations.	1.1	Sept 2021 ongoing	Teacher feedback, T-TESS Training	CLT, Principal, DCSI	Sign-in Sheets, Agenda, T-TESS Observation	November 30, 2021	Met	
CLT will meet weekly to focus on student progress and formative data.	1.1	Sept 2021 ongoing	DMAC, MAPS, Reading Plus	CLT, Principal, DCSI	Sign-in Sheets, Agenda, Data Wall	November 30, 2021	Significant Progress	Create Outlook Calendar Items
CLT will create a PLC calendar for the grading period.	1.1	Sept 2021 ongoing	Time to meet, district calendar	CLT, Principal, DCSI	Sign-in Sheets, Agenda	November 30, 2021	Met	
CLT review disaggregated data to track and monitor the progress of all students.	5.3	Sept 2021 ongoing	teacher feedback	CLT, Principal, DCSI	Sign-in Sheets, Agenda, Data, Reflections	November 30, 2021	Significant Progress	
During PLCs, teachers will use a planning process, individually and in PLC's to analyze student work and identify trends in student misconceptions.	5.3	Sept 2021 ongoing	Weekly PLC--Wed	CLT, Principal, DCSI	Sign-in Sheets, PLC Agenda	November 30, 2021	Significant Progress	
Teachers will be trained in utilizing DMAC reports, MAPS reports, and Reading Plus data to disaggregate student data.	5.3	Sept 2021 ongoing	Time to meet, teacher feedback, DMAC training, MAPS training, and Reading Plus Training	CLT, Principal, DCSI	Sign-in Sheets, Agenda, DMAC, MAPS, Reading Plus usage reports	November 30, 2021	Significant Progress	Review MAPS testing reports

Teachers will be trained in Leveling UP to track student progress in the areas of Math and Reading.	5.3	Sept 2021 ongoing	Time to meet, teacher feedback, DMAC training, MAPS training, and Reading Plus Training	CLT, Principal, DCSI	Sign-in Sheets, Agenda	November 30, 2021	Significant Progress	Provide teachers with Leveling Up tools
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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?	<p>Priority Focus Area 1.1, we have made significant progress. Our CLT was able to create and present a testing calendar, observation rubric to the staff. Admin team created a list of responsibilities and observation assignments and presented the information to the staff. We need to meet collaboratively to ensure that our CLT team is effectively conducting Department meetings and discuss teacher feedback on observation rubric. One of the areas of the rubric was levels of student engagement, this is an instructional component we need to revisit with our teachers and identify what that looks like in practice. Priority Focus Area 5.3, we have made significant progress. We have trained our Math and Reading teachers in Leveling Up, which we will be utilizing this tool before our students take the interim assessment in December. They will identify their performance on the previous STAAR assessments and create a goal for this school year. We have been utilizing DMAC reports after each campus checkpoint assessment to identify areas of need.</p>
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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	<p>In the following we met our Student Performance Goals: Reading Approaches (Checkpoint 1), Math Approaches (Checkpoints 1 & 2), Math Meets (Checkpoint 1 & 2), Math Masters (Checkpoints 1 & 2). We missed our Student Performance Goal in the following: Reading Approaches (Cycle 2), Reading Meets (Checkpoint 1 & 2), and Reading Masters (Checkpoints 1 & 2). We need to review our Checkpoint Resources, most checkpoints are teacher created. The use of the interim during Cycle 2, will provide a clear picture of our current situation. We will continue to review the importance of student engagement in the classroom.</p>
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	Carryover Action Steps	New Action Steps
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>CLT reflection on observation rubric and review teacher feedback. CLT reflection on department meetings and how they can be more productive, rather than an outlet for complaints. Teachers will be trained in how to use Reading Plus data with students. Need to create calendar invites for CLT meetings to ensure that we protect our instructional time.</p>	<p>Review and model levels of student engagement with teachers. Review MAPS reports with all teachers.</p>