

CYCLE 1 90-DAY OUTCOMES (September - November)

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 to achieve the desired outcome during this 90-day cycle.

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	4.1	5.1	0
Desired Annual Outcome	100% of teachers are implementing the appropriate training for effective utilization of their curriculum and instructional materials. Implementation of the training is noted in lesson plans and classroom observations.	100% of teachers are creating high quality lesson plans with formative assessments, as well as utilizing formative assessments in instructional planning that support quality, observable instruction. All lessons are TEKS based, objective driven lesson plans, in the Fundamental Five format. Submitted lesson plans reflect the training, modeling, and support received throughout the year from administration and instructional coach.	
Desired 90-day Outcome	50% of teachers will be proficient with alignment of instructional materials and grade level curricular elements, as documented in TEKS Resource in lesson plans.	50% of teachers will show proficiency in submitting lesson plans in The Fundamental Five format, with aligned objectives and assessments .	
Barriers to Address During this Cycle	Planning for, and implementation of, asynchronous instruction creates a unique learning curve in alignment of instructional materials and curriculum.	Numerous new teachers to the campus present a barrier to understanding of the expected format for lesson plans. An increase in training and feedback will be necessary.	
District Actions for this Cycle	Provide consultants to train on curriculum alignment, provide district-wide professional development to include training on new instructional materials, and meet with principals to gather feedback on success of utilization of consultants and trainings.	Provide materials and training on The Fundamental Five and plan with principals to aid in the ensurance of implementation.	
District Commitment Theory of Action	If the district provides the campus with a standards-aligned, guaranteed and viable curriculum and scope and sequence...then, teachers will attend and implement training on curriculum delivery in their lesson plans and classroom instruction as evidenced in classroom observations.	If the district provides training, and materials, that revolve around The Fundamental Five, the classroom teachers will be able to understand the importance of using this format in their lesson plans.	

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 <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Administrators and Instructional Coach will participate in Texas Instructional Leadership's Action Coaching training via Region 12 and introduce the training with all staff.	4.1	August - September	Training materials, Get Better Faster book, Coaching scripts	District administration, Instructional Coach and Principals	Training materials, Scripted action steps, Staff training agendas, Sign in sheets	30-Sep-20		
Implement the Action Coaching training through observations and scripted feedback with action steps with at least 50% of teachers, and evaluate implications on curriculum alignment and delivery.	4.1, 5.1	September - November	Training materials, Get Better Faster book, Coaching scripts	District administration, Instructional Coach and Principals	Training materials, Scripted action steps, Staff training agendas, Sign in sheets	20-Nov-20		
Provide training sessions and question/answer sessions with CORE math, Region 12 RLA, Renaissance, HMH reading, and Moby Max in a way where teachers align instructional materials with TEKS and the district scope and sequence.	4.1	August - November	Consultants from each instructional program	District administration, Instructional Coach and Principals	Meeting Agendas, Sign in sheets, Lesson plans, Walkthrough data	20-Nov-20		
Give each teacher a copy of The Fundamental Five book, train teachers on Fundamental Five Instructional Model and how it relates to lesson plans.	5.1	August - September	Fundamental Five Lesson Plan template, Fundamental Five book, training materials	Principals, Instructional Coach, and District Administration	Training plans and agenda, Sign in sheets	30-Sep-20		
Complete teacher training on data analysis and standards in evaluating rigor and alignment with objectives and assessments in their lesson plans.	5.1	September - November	Data analysis tool, Lesson plan template	Principals and Instructional Coach	Completed data analysis tool, Evidence of data-driven instruction in lesson plans	Ongoing		
Conduct "Data Digs," with teachers and Professional Consultants to create lesson plans based on the data and alignment with the objective and formative and summative assessments.	5.1	September - November	Data analysis tool, Professional Consultant, Lesson plan template	Principals, Instructional Coach, teachers, Professional Consultant	Completed data analysis tool, Lesson Plan implementation of data	September - November		
Utilize campus interventionist to organize daily intervention time for 3rd - 12th grade students.	5.1	September - November	Data analysis tool, Campus master schedule	Principals, Instructional Coach, teachers, Campus Interventionist	Data analysis	Ongoing		

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>