Cycle 1 90-day Outcomes (September - November)

Prioritized Focus Area #1: 3.1 Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations

Prioritized Focus Area #2: 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. 5.1 Objective-driven daily lesson plans with formative assessments.

Prioritized Focus Area #3: 5.3 Data-driven instruction.

- **Essential Action**
  - 3.1 Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations.
  - 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
  - 5.1 Objective-driven daily lesson plans with formative assessments.
  - 5.3 Data-driven instruction.

- **Desired Annual Outcome**
  - Staff implementing school wide systems to ensure a safe environment and values that are aligned with the vision, mission, goals and core values.

- **Desired 90-day Outcome**
  - Campus administrative team along with all ELAR and Math teachers are proficient in the PLC process.

- **Desired Annual Outcome**
  - Campus administration structure the master schedule in which ELAR and Math teachers meet frequently and regularly for in-depth conversations about student data in order to build reteach and reassessment plans.

- **Desired 90-day Outcome**
  - All ELAR and Math teacher teams disaggregate and review data in order to build reteach and reassessment plans.

- **Barriers to Address During this Cycle**
  - Students and teachers not implementing routines effectively and/or not completing a routine reset.
  - Calendar does not indicate date to complete the Know and Show Process or creating the assessment exemplar. PLCs are not meeting or using the time allotted effectively.

- **District Actions for this Cycle**
  - The district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate).
  - The district provides access to assessments aligned to the standards and the expected level of rigor.
  - The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading.

- **District Commitments Theory of Action**
  - If the District Coordinator of School Improvement (DCSI) directs and monitors instructional structures and processes; and if the central administration ensures that principals experience consistency and quality support; then the campus, through the central administration, will be able to accomplish the desired annual outcomes for each essential action.

### Action plan-Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Prioritized Focus Area</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Person(s) Responsible</th>
<th>Evidence used to Determine Progress toward Milestone</th>
<th>Evidence Collection Date</th>
<th>Progress toward Milestone</th>
<th>Necessary Adjustments / Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.1</td>
<td>July 8 - August 19</td>
<td>Exemplar model of written systems with roles and responsibilities of each staff member</td>
<td>Campus administration</td>
<td>Written systems with roles and responsibilities, staff rollout plan, observations of staff following plans and survey</td>
<td>8/19/19</td>
<td>Met</td>
<td>Reset as needed</td>
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<td></td>
<td>4.1</td>
<td>August 5 - October 18</td>
<td>Standards, assessments, examples of the Know/Show standards and example of assessment exemplar</td>
<td>Teachers, teacher leaders and administrators</td>
<td>Calendar showing days teams are breaking down standards/building assessment exemplars, teacher work of the know/shows and assessment exemplars</td>
<td>9/27/19</td>
<td>On Track</td>
<td>Continue to refine processes with curriculum and assessments.</td>
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<td></td>
<td>5.3</td>
<td>August 5 - October 18</td>
<td>Data driven instructional process, common assessments, blue prints, data reports,</td>
<td>Principal</td>
<td>DDI process, reteach &amp; reassessment plans</td>
<td>9/27/19</td>
<td>Met</td>
<td>Update Data Walls / Continue to Review Processes for Efficiency</td>
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<tr>
<td>Action</td>
<td>Milestones</td>
<td>Timeframe</td>
<td>Documented Data / Responsibilities</td>
<td>Completion</td>
<td>Note</td>
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<td>Provide protected time for ELAR and math teachers to plan and disaggregate data</td>
<td>4.1, 5.3</td>
<td>July 8 - August 19</td>
<td>Staffing report Principal Master schedule shows ELAR and Math teachers with a PLC period</td>
<td>8/19/19</td>
<td>Met Master schedule shows PLC time</td>
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<tr>
<td>Administer surveys based on climate and teacher teams to assess and measure progress.</td>
<td>3.1, 4.1, 5.3</td>
<td>August 19 - November 22</td>
<td>Surveys Principal Surveys and survey data</td>
<td>11/22/19</td>
<td>On Track Continue surveys throughout the year</td>
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<td>Build and implement a process to identify and address students who have significant learning gaps</td>
<td>5.3</td>
<td>October</td>
<td>Assessments, reteach, reassessments, data reports, a detailed plan Teachers, teacher leaders and administrators A written process and data</td>
<td>11/22/19</td>
<td>Some Progress Creating a process for Tier 2 instruction</td>
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### Reflection and Planning for Next 90-Day Cycle

**Did you achieve your desired 90-day outcome? Why or why not?**

We are on track or met 80% of our milestones. A significant reason we have accomplished 80% of our milestones was due to providing protected time for ELAR and math teachers daily during the school day. Also, campus leadership has held high expectations for the Data-Driven Instructions and Culture.

**Did you achieve your student performance goals (see Student Data Tab)? Why or why not?**

No, we have had staffing challenges in math and our teachers have been in the learning phase of DDI. We have met our goal for the following: SS Approaches and Masters %, Science Meets and Masters %.

**Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?**

<table>
<thead>
<tr>
<th>Carryover Milestones</th>
<th>New Milestones</th>
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<tbody>
<tr>
<td>Build and implement a process to identify and address students who have significant learning gaps</td>
<td>Work with instructional leaders on the following: elements of a good lesson plan, steps in creating a good lesson plan.</td>
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</tbody>
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