Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	- Academic practices and policies consistently implemented with fidelity - Administrators and teachers demonstrate high academic expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed -Artifacts in the classrooms and hallways reference practices and policies -Artifacts in the classroom and hallways reference the mission, vision, and values -Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators	-Daily formative assessment with an exemplar response -Written measurable student learning output included in lesson plans -Increase frequency of checks for understanding aligned to the objective -Includes enough detail that another teacher could pick up the plan and use if effectively -Classroom activity is executed in alignment with lesson plan -The school administrators and staff will evaluate lesson objective and activities alignment to standards, scope and sequence, and expected level of rigor -IST will give 1-2 pieces of constructive feedback (biweekly) per weekly lesson plan focused on instructive practices that will have the greatest positive impact on student learning -Administrative feedback delivered to teacher with enough time to make recommended changes before lesson delivery	-Teachers will create standard-based boards with student work exemplars that demonstrate grade level expectations. -Teachers and students will analyze student work to determine procedural gaps between student work and the exemplar, naming the specific student error(s) and misunderstanding(s). -Plan for reteach that addresses the student error and misunderstanding and lock in reteach dates -Follow up dates for reassessment -Teacher team meetings include possible adjustments to instructional delivery -Campus hallways and/or classrooms include at least one visible student progress tracking artifact, which is regularly updated
Desired 90-day Outcome	-Practices and policies consistently implemented with fidelity -Artifacts in the classroom and hallways reference practices and policies and reference the mission, vision, and values	-Daily formative assessment with an exemplar response -Increase frequency of checks for understanding aligned to the objective -Executed in alignment with lesson plan -Evaluate lesson objective and activities alignment to standards, scope and sequence, and expected level of rigor -For cycle 1, the IST will focus their feedback on the formative assessment aspect of each lesson plan.	-Teacher team meetings include possible adjustments to instructional delivery -Campus hallways include at least one visible student progress tracking artifact, which is regulary updated
Barriers to Address During this Cycle	Day to day campus distractions Consistency with implementation and maintaining procedures and policies across the campus	Knowing what an exemplar response looks like IST new to checking lesson plans for alignment	Lack of expectation for what the visible hallway student tracking artifact will look like. Creating time within PLC or planning periods to discuss possibel adjustments to instructional
District Actions for this Cycle	District will monitor and support campus PLC meetings, implementation of classroom instruction utilizing district resources and curriculum documents, and will provide resources to display classroom and hallway artifacts.	The district ensures the assessments and resources are aligned to the curriculum.	District will provide bulletin boards in the hallways to track student progress.
District Commitments Theory of Action	If the DCSI provides regular coaching to the principal on the implementation of DDI and the principal's oversight of lesson plans which include the use of data collected from formative assessments by the instructional leadership team, and the school receives detailed reports from district assessments within two days in order to create data-driven instructional plans, and the district provides resources and tools to engage all stakeholders, such as parent, student, and family surveys, and the district ensures that the campus has access to effective systems for supporting struggling learners, and provides external student supports such as: transportation home from after-school tutoring and extra LLI and math interventionists, then Baccus will be able to establish strong data-driven instructional practices, improve the quality and frequency of lesson plans and formative assessments, and the Baccus staff and students will increase campus academic expectations and be able to execute the campus mission and values in everyday interactions		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps

Artifacts posted in the hallway	3.1	September 9-November 29	Posters	ILT & Teachers	Building Walk-Through	October 1, 2019	On Track	Create a schedule for updates/change outs in the hallways.
First round of lesson plan feedback conducted with a focus on formative assessment	5.1	September 9-September 16	lesson plan template	Herrera (Principal) Eppler (IS) Linker (IS) Teachers	Lesson plans with feedback form	September 16	Met	Continue to monitor that all lesson plans are turned in by end of day Thursday.
Modifications to lesson plan requirements across grade levels	5.1	September 9- November 29	lesson plan template	Herrera (Principal) Eppler (IS) Linker (IS)	Lesson Plan Template	September 30-October 4	Met	Continue to monitor to ensure fidelity of lesson plan components and give feedback weekly
Staff Training on new lesson plan requirements	5.1	September 9- November 29	lesson plan template	Herrera (Principal) Eppler (IS) Linker (IS)	Lesson Plan Feedback	September 30-October 4	Met	Continue to monitor to ensure fidelity of lesson plan components and give feedback weekly
Staff training regarding "Exit Tickets/ Performance Tasks"	5.1	September 9-November 29	Examples	Herrera (Principal) Eppler (IS) Linker (IS)	Classroom Observations	September 23	Met	Monitor and track implementation
Grade level meetings for collaborative planning purposes	5.1	On-Going	Technology and district resources (already in place)	Herrera (Principal) Eppler (IS) Linker (IS) Teachers	Lesson Plans	All Year	Some Progress	Continue to provide instructional support to teachers to encourage collaboration.
PLC meetings to analyze grade level TEKS and calibrate instructional understandings/ appropriate levels of rigor	5.1	On-Going	Template w/ PLC Agenda	Herrera (Principal) Eppler (IS) Linker (IS) Teachers	PLC Agendas	All Year	On Track	Conduct walk-throughs to monitor alignment between PLC, planning and instructional
Cara Meetings to disaggregate data received from common assessments	5.3	On-Going	Data and Cara form	Herrera (Principal) Eppler (IS) Linker (IS) Teachers	CARA forms	All Year	Some Progress	Have open conversations about data after each common assessment
Climate Surveys (parent, student, and teacher feedback)	3.1	October 14-November 29	ESF surveys	Linker (IS)	Data collected from survey responses	November 29	Some Progress	Encourage participation from staff, families, and students
Site visits/observations for teachers new to district or subject area to strengthen instructional practices	5.1	September 9-November 29	NA	Curriculum Coordinators	Debriefing Notes and discussions	November 29	On Track	Continue to have conversations with teachers to ensure implementation of strong academic strategies seen
Implement individual student data meetings to discuss progress and goals	3.1 and 5.3	On-Going	student data folders	Herrera (Principal) Eppler (IS) Linker (IS) Payne (AP) Bennett (Counselor)	Student data folders	All Year	Some Progress	Give clarification on what data should be included in the student data folders to track growth and progress

Reflection and Planning for Next 90-Day Cycle		
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 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?	**Carryover Milestones**	**New Milestones**

	Cycle 2 90-Day Outcomes (December-February)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	- Academic practices and policies consistently implemented with fidelity - Administrators and teachers demonstrate high academic expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed -Artifacts in the classrooms and hallways reference practices and policies -Artifacts in the classroom and hallways reference the mission, vision, and values -Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators	-Daily formative assessment with an exemplar response -Written measurable student learning output included in lesson plans -Increase frequency of checks for understanding aligned to the objective -Includes enough detail that another teacher could pick up the plan and use if effectively -Classroom activity is executed in alignment with lesson plan -The school administrators and staff will evaluate lesson objective and activities alignment to standards, scope and sequence, and expected level of rigor -IST will give 1-2 pieces of constructive feedback (biweekly) per weekly lesson plan focused on instructive practices that will have the greatest positive impact on student learning -Administrative feedback delivered to teacher with enough time to make recommended changes before lesson delivery	-Teachers will create standard-based boards with student work exemplars that demonstrate grade level expectations. -Teachers and students will analyze student work to determine procedural gaps between student work and the exemplar, naming the specific student error(s) and misunderstanding(s). -Plan for reteach that addresses the student error and misunderstanding and lock in reteach dates -Follow up dates for reassessment -Teacher team meetings include possible adjustments to instructional delivery -Campus hallways and/or classrooms include at least one visible student progress tracking artifact, which is regularly updated
Desired 90-day Outcome	Administrators and teachers demonstrate high expectations for all students and use asset based language in staff-to-staff and staff-to-students interactions around performance, challenges, and strategies to ensure all students succeed; artifacts in the classroom and hallways reference practices and policies	1-2 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning. For cycle 2, the IST will focus lesson plan feedback on formative assessments and critical questioning.	Unpack the teacher's understanding of exemplar into knowledge and skill; analyze the student exemplar into knowledge and skills; determine procedural gaps between student work and exemplar, name the specific student error and misunderstanding; Plan for re-assessment that addresses the student error and misunderstanding and lock in the reteach date.
Barriers to Address During this Cycle	Staff staying focused and keeping the urgency for high expectations. Staff knowing exactly what asset-based language is.	A rubric or feedback form that focuses on the daily lesson plan has not been created yet	Finding or creating student and teacher exemplars. Time to plan and design the re-assessment.
District Actions for this Cycle	If the DCSI provides regular coaching to the principal on the implementation of DDI and the principal's oversight of lesson plans which include the use of data collected from formative assessments by the instructional leadership team, and the school receives detailed reports from district assessments within two days in order to create data-driven instructional plans, and the district provides resources and tools to engage all stakeholders, such as parent, student, and family surveys, and the district ensures that the campus has access to effective systems for supporting struggling learners, and provides external student supports such as: transportation home from after-school tutoring and extra LLI and math interventionists, then Baccus will be able to establish strong data-driven instructional practices, improve the quality and frequency of lesson plans and formative assessments, and the Baccus staff and students will increase campus academic expectations and be able to execute the campus mission and values in everyday interactions.		
District Commitments Theory of Action	District will monitor and support campus PLC meetings, implementation of classroom instruction utilizing district resources and curriculum documents, and will provide resources to display classroom and hallway artifacts. The district conducts instructional specialist and campus leadership PLCs monthly; in addition, the district will continue to support and monitor the campus PLCs and lesson implementation. The district will provide transportation for students attending after school tutorial sessions.		

	Action plan-Milestones						
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Common asset-based language developed	3.1	12/1/2019- February 28,2020	Strong examples of asset-based language	Herrera (Principal) Eppler (IS) Linker (IS) Teachers	Sign in sheet for training Asset-based language added to data folders	December 1, 2019		

Teachers will receive feedback on daily lesson plans focused on formative assessments and critical thinking	5.1	On-going	Lesson plan rubric	Herrera (Principal) Eppler (IS) Linker (IS)	Rubric/lesson plan format	December 1, 2019-February 28, 2020		
Planned exemplar for re-assessment that addresses the student errors and misunderstandings and lock in re-teach dates.	5.3	December 1, 2019-February 28, 2020	Modeled exemplars	Herrera (Principal) Eppler (IS) Linker (IS) Teachers	Planned exemplar	December 1, 2019-February 28, 2020		
Grade level meetings for collaborative planning purposes	5.1	On-Going		Herrera (Principal) Eppler (IS) Linker (IS) Teachers	Lesson Plans	All Year		
PLC meetings to analyze grade level TEKS and calibrate instructional understandings/ appropriate levels of rigor	5.1	On-Going		Herrera (Principal) Eppler (IS) Linker (IS) Teachers	PLC Agendas	All Year		
Cara Meetings to disaggregate data received from common assessments	5.3	On-Going		Herrera (Principal) Eppler (IS) Linker (IS) Teachers	CARA forms	All Year		
Implement individual student data meetings to discuss progress and goals	3.1 and 5.3	On-Going		Herrera (Principal) Eppler (IS) Linker (IS) Payne (AP) Bennett (Counselor)	Student data folders	All Year		
Student artifacts posted in the hallway	5.3		bulletin boards, possible television screens in each hallway	Herrera (Principal) Eppler (IS) Linker (IS) Teachers	Building Walk-Through			

Reflection and Planning for Next 90-Day Cycle	
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?	
Carryover Milestones	**New Milestones**

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?		

	Cycle 3 90-Day Outcomes (March-May)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Desired Annual Outcome	- Academic practices and policies consistently implemented with fidelity - Administrators and teachers demonstrate high academic expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed -Artifacts in the classrooms and hallways reference practices and policies -Artifacts in the classroom and hallways reference the mission, vision, and values -Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators	-Daily formative assessment with an exemplar response -Written measurable student learning output included in lesson plans -Increase frequency of checks for understanding aligned to the objective -Includes enough detail that another teacher could pick up the plan and use if effectively -Classroom activity is executed in alignment with lesson plan -The school administrators and staff will evaluate lesson objective and activities alignment to standards, scope and sequence, and expected level of rigor -IST will give 1-2 pieces of constructive feedback (biweekly) per weekly lesson plan focused on instructive practices that will have the greatest positive impact on student learning -Administrative feedback delivered to teacher with enough time to make recommended changes before lesson delivery	-Teachers will create standard-based boards with student work exemplars that demonstrate grade level expectations. -Teachers and students will analyze student work to determine procedural gaps between student work and the exemplar, naming the specific student error(s) and misunderstanding(s). -Plan for reteach that addresses the student error and misunderstanding and lock in reteach dates -Follow up dates for reassessment -Teacher team meetings include possible adjustments to instructional delivery -Campus hallways and/or classrooms include at least one visible student progress tracking artifact, which is regularly updated
Desired 90-day Outcome	Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators	Written measurable student learning output; lesson plan includes enough detail that another teacher could pick up the plan and use it effectively	Reteach with real-time feedback for immediate intervention; follow up dates for reassessment
Barriers to Address During this Cycle	Lack of response to climate surveys	possible teacher push-back	Time; both for implementation and "real-time feedback (what does that look like?)"
District Actions for this Cycle	Creation and distribution of climate surveys for students, parents, and teachers/staff	Assist the staff in creating a measurable student output instrument which can be implemented by various teachers without extensive training	The district will provide incentives for staff participating in after school tutorials; in addition, the district will provide pay for performance value added incentive award program.
District Commitments Theory of Action	If the DCSI provides regular coaching to the principal on the implementation of DDI and the principal's oversight of lesson plans which include the use of data collected from formative assessments by the instructional leadership team, and the school receives detailed reports from district assessments within two days in order to create data-driven instructional plans, and the district provides resources and tools to engage all stakeholders, such as parent, student, and family surveys, and the district ensures that the campus has access to effective systems for supporting struggling learners, and provides external student supports such as: transportation home from after-school tutoring and extra LLI and math interventionists, then Baccus will be able to establish strong data-driven instructional practices, improve the quality and frequency of lesson plans and formative assessments, and the Baccus staff and students will increase campus academic expectations and be able to execute the campus mission and values in everyday interactions.		

	Action plan-Milestones						
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
Adminstration of survey to key stakeholders	3.1	March 1- May 20, 2020	Climate Survey	Mr. Holmgreen (DCSI), Mr. Herrera (Principal)	Completed surveys	By May 20, 2020		

Detailed Lesson Plans	5.1	March 1- May 20, 2020	Updated Lesson Plan Template	Mr. Herrera (Principal), Mrs. Eppler (IS), Mrs. Linker (IS), teachers	Lesson Plans	March 1- May 15, 2020	
Planned re-assessment dates	5.3	March 1- May 20, 2020	Calendar with scheduled dates; plan for reteach	Mr. Herrera (Principal), Mrs. Eppler (IS), Mrs. Linker (IS), teachers	Calendar with scheduled dates; plan for reteach	March 1- May 15, 2020	

Reflection and Planning for Next 90-Day Cycle	
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?	
Carryover Milestones	New Milestones

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?		

	END OF YEAR REFLECTION	
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	- Academic practices and policies consistently implemented with fidelity - Administrators and teachers demonstrate high academic	-Daily formative assessment with an exemplar response -Written measurable student learning output included in lesson plans -Increase frequency of checks for understanding aligned to the objective	-Teachers will create standard-based boards with student work exemplars that demonstrate grade level expectations. -Teachers and students will analyze student work to determine procedural gaps
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)			
The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	-Practices and policies consistently implemented with fidelity -Artifacts in the classroom and hallways reference practices and policies and reference the mission, vision, and values	#REF!	-Teacher team meetings include possible adjustments to instructional delivery -Campus hallways include at least one visible student progress tracking artifact, which is regulary updated
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence Used to Determine Progress Toward Milestone**	**Evidence Collection Date**	**Progress Toward Milestone**	**Necessary Adjustments/Next Steps**

Reflection and Planning for Next 90-Day Cycle		
Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Milestones	**New Milestones**
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?		