

Cycle 2 90-Day Outcomes (December-February)								
	Prioritized Focus Area #1		Prioritized Focus Area #2			Prioritized Focus Area #3		
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.		5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data driven instruction.		
Desired Annual Outcome	AnnualOutcome_SelfAssessment					Increase the use of common assessments to determine intervention needs in order to increase student outcomes.		
Desired 90-day Outcome	Establish a data analysis tool and protocol to be used in the PLC process after each common assessment.		Increase in the quality and specificity of daily lesson plans.			Build intervention groups based on common assessments.		
Barriers to Address During this Cycle	Time to establish the protocols. Teacher willingness to look at the data at face value. Time to implement the protocols.		Time to audit plans, time to create a quality rubric.			Time to determine groups, disaggregate data, and plan instruction.		
District Actions for this Cycle	DCIS support dealing with time allotment and resources.		DCIS guidance in lesson plan design.			Continue training with data disaggregation program Eduphoria.		
District Commitments Theory of Action	Monitor progress of teacher implementtion of lesson plan design and provide assistance in all aspects from staff development to time allotment.							
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
Campus Leadership will review and provide feedback on grade level lesson plans.	1.1 5.1	Feb. 21	Leadership time, rubric for auditing purpose.	Principal- D. Moseley AP-Grade J. Lenz Level Chair	Leadership meeting minutes, rubric, and instructional alignment as shown through improved assessment data.	Feb. 25		
Each grade level will leverage their protected PLC time to create common assessments for approximately 4 units in math and reading, thus providing reviewable formative and interim student data.	5.3	Feb. 14	PLC time, Eduphoria, TRS, math and ELAR textbook resources	Grade level chairs	Assessments will be uploaded into Eduphoria. Master schedule and PLC-cycle based agenda.	Feb. 21		
Campus Leadership team will finalize and unveil a data analysis tool for each common assessement that will identify student misconceptions and assist in determining root causes of student misunderstandings.	5.1 5.3	Dec. 3	PLC time, Eduphoria, Learning by Doing Book	Principal- D. Moseley AP-Grade J. Lenz Level Chair	Teacher completion of the data analysis tool to identify students' conceptual and procedural gaps.	Dec. 13		
ESC-20 Math consultant will train one day at campus to support PLCs for math instruction and planning.	5.1 5.3	Jan. 15, 2020	PLC time, TRS	Prinicpal - DMoseley ESC 20 consultant	Sign ins	Jan 17		
ESC-20 Blended Learning consultant will train two days at campus to support PLCs for blended instruction and planning.	5.1 5.3	Dec. 5, 2019 21, 2020Jan.	PLC time, Google Classroom, See Saw, consultant, funds, chromebooks	Prinicpal - DMoseley ESC 20 consultant	Sign ins	Jan 28		
Grade level teams will use the data from the common assessments to create intervention groups for struggling learners and enrichment groups for those needing acceleration.	5.1 5.3	Feb. 14, 2020	PLC time, Eduphoria, IXL, Star 360	Grade level PLCs and Grade Level Chairs	PLC meetings and the creation/maintenance of intervention and enrichment student lists.	Feb. 25, 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?		
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