

Davis Middle School Targeted Improvement Plan 2019-2020



| TIP Components | Notes |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foundations | |
| Self-Assessment Results | If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results' |
| Essential Action | From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report. |
| Rationale | Explain the reasons this Essential Action was selected. |
| Desired Annual Outcome for Priority Focus Area | Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures. |
| Barriers to Address During the Year | List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. |
| District Commitment on Theory of Action | State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. |
| Date of ESF Diagnostic | Complete after ESF Diagnostic. |
| Capacity Builder | Capacity Builders can include vetted partners, ESCs, and/or internal district support. |
| Cycles 1, 2, and 3 90-day Action Plan | |
| Desired 90-day Outcome | Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area. |
| Barriers to Address During the Year | List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle. |
| District Actions for this Cycle | List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes. |
| Milestones | In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed. |
| Prioritized Focus Area | Select the Prioritized Focus Area(s) that is aligned to this milestone. |
| Timeline | Identify a start and end date. End date may carryover to another cycle. |
| Resources Needed | Examples include, but are not limited to: budget allocation, data platforms, personnel, etc. |
| Evidence used to Determine Progress toward Milestone | Measures can be qualitative or quantitative. |
| Progress toward Milestone | Select the status of the evidence review from the dropdown menu. |
| Necessary Adjustments/Next Steps | List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action. |
| Cycle 4 | |

Not to filled out until summative process has been completed

Campus Information

| | | | | | | | |
|------------------------|-----------------------------------------|----------------------|--------------|----------------------------------------------------------|----------------|--------------------|--------------------------------|
| District Name | San Antonio Independent School District | Campus Name | S.J Davis MS | Superintendent | Pedro Martinez | Principal | Sharene Dixon |
| District Number | 015907 | Campus Number | 000000043 | District Coordinator of School Improvement (DCSI) | Daniel Girard | ESC Support | Shannon Allen Jamie Goodwin |

Assurances

| | | |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| DCSI | I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. | Daniel Girard, 10.10.19 |
| Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i> | I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein. | n/a |
| Principal | I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein. | Sharene Dixon |
| Board Approval Date | 2019-11-11 | |

Needs Assessment

| | | |
|--------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data Analysis Questions | What accountability goals for each Domain has your campus set for the year? | 3.1- Compelling aligned vision, mission goals , values focused on a safe environment of high expectations. 5.1 Objective-driven daily lesson plans with formative assessments. 5.3 Data Driven Instructions |
| | What changes in student group and subject performance are included in these goals? | Davis Middle School will increase in all student groups 15%. |
| | If applicable, what goals has your campus set for CCMR and Graduation Rate? | N/A |

| Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic) | | | |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use the completed Self-Assessment Tool to complete this section | | | |
| Essential Action | | Implementation Level (1 Not Yet Started - 5 Fully Implemented) | |
| 1.1 Develop campus instructional leaders with clear roles and responsibilities. | | 3 | |
| 2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators. | | 2 | |
| 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | | 2 | |
| 4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence. | | 3 | |
| 5.1 Objective-driven daily lesson plans with formative assessments. | | 2 | |
| 5.3 Data-driven instruction. | | 2 | |
| 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 |
| Rationale | Davis MS Teachers and students have experience an extreme turnover with leadership and are hesitant to begin work that may change; Teachers have trust issues because of the history of the turnover. | Davis Middle school has experienced an extreme turnover with leadership; because of the turnover there was a lack of protocols and processes with lesson plans and formative assessments. | Davis MS had a high turnover rate with leadership and teachers therefore, there is a lack of collection, disaggregated and student progress monitoring done using data. |
| Desired Annual Outcome | The Desired annual outcome is for all members of the Davis community to engage in creating and refining the goal, practice the high expectations and share a common understanding of the mission, vision and values. | The desired outcome is for the alignment of all lessons plans and formative assessments. Protocol and processes will be created. The protocol and process will include a deadline for submission, a vetting of lesson plans and formative assessments that include feedback prior to the lesson being facilitated. | The desired outcome is for the campus to collect, disaggregate data to track, and monitor the progress of all students. Also, students will track their data through a tracking system facilitated by the teacher. Teachers will use PLC time an individual time to analyze data identify trends in student misconceptions, determine the root cause and create plans to reteach. Leaders and teachers will participate in deep conversations about formative data, instructional strategies with a focus on Davis MS Theory of Action. |
| Barriers to Address During the Year | 1. Davis MS currently has 14 new teachers, (10 with 0 years experience) 2. The lack of alignment between new teachers and experienced teachers | 1. Lack of process for requirement of lesson plans and formative assessment. 2. Brand new teachers lack experience with Lesson plans, formative assessments and alignment | 1. Campus teachers not experience with using data to drive instruction. 2. Brand new teachers that lack background of data-driven instruction. |
| District Commitment Theory of Action: | | The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve. | |

| ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator) | | | |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|
| Date of ESF Diagnostic | | | |
| Prioritized Focus Area #1 | | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
| Essential Action | | | |
| Desired Annual Outcome | | | |
| Barriers to Address During the Year | | | |
| District Commitment Theory of Action | The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and | | |
| Prioritized Focus Areas for Improvement | Capacity Builder | | |
| | | | |
| | | | |
| | | | |

| Student Data | | | | | | | | | | | | | |
|--------------|----------------|------------------------------------------------------|------|--------|-------------|------|--------|-------------|------|--------|-----------------------------------------------------------------|------|--------|
| Grade level | Subject tested | % of Students at Campus Determined Proficiency Level | | | | | | | | | % of Students at Meets Grade Level on STAAR or Other Assessment | | |
| | | Cycle 1 | | | Cycle 2 | | | Cycle 3 | | | Summative | | |
| | | Data Source | Goal | Actual | Data Source | Goal | Actual | Data Source | Goal | Actual | Data Source | Goal | Actual |
| 6 | Reading | STAAR | 25 | 7 | STAAR | 25 | | STAAR | 25 | | STAAR | 25 | |
| 6 | Math | STAAR | 30 | 11 | STAAR | 30 | | STAAR | 30 | | STAAR | 30 | |
| 7 | Reading | STAAR | 25 | 7 | STAAR | 25 | | STAAR | 25 | | STAAR | 25 | |
| 7 | Math | STAAR | 30 | 3 | STAAR | 30 | | STAAR | 30 | | STAAR | 30 | |
| 7 | Writing | STAAR | 22 | 0 | STAAR | 22 | | STAAR | 22 | | STAAR | 22 | |
| 8 | Reading | STAAR | 25 | 5 | STAAR | 25 | | STAAR | 25 | | STAAR | 25 | |
| 8 | Math | STAAR | 30 | 9 | STAAR | 30 | | STAAR | 30 | | STAAR | 30 | |
| 8 | Science | STAAR | 31 | 9 | STAAR | 31 | | STAAR | 31 | | STAAR | 31 | |
| 8 | Social Studies | STAAR | 14 | 0 | STAAR | 14 | | STAAR | 14 | | STAAR | 14 | |

| 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 | The Desired annual outcome is for all members of the Davis community to engage in creating and refining the goal, practice the high expectations and share a common understanding of the mission, vision and values. | The desired outcome is for the alignment of all lessons plans and formative assessments. Protocol and processes will be created. The protocol and process will include a deadline for submission, a vetting of lesson plans and formative assessments that include feedback prior to the lesson being facilitated. | The desired outcome is for the campus to collect, disaggregate data to track, and monitor the progress of all students. Also, students will track their data through a tracking system facilitated by the teacher. Teachers will use PLC time an individual time to analyze data identify trends in student misconceptions, determine the root cause and create plans to reteach. Leaders and teachers will participate in deep conversations about formative data, instructional strategies with a focus on Davis MS Theory of Action. |
| Desired 90-day Outcome | The Desired annual outcome is to co-create the Mission, vision and Theory of action that are focused on the values of Davis MS. | The desired 90-day outcome is to implement protocol and vetting system for lesson plans and exit tickets. Teachers follow the protocol for submission with 100% fidelity. | The desired 90 day outcome is for teachers to understand the power of data and how to collect, disaggregated and how to make decisions based on the data. |
| Barriers to Address During this Cycle | Provide new teachers on the Davis way of teaching and learning. Provide icebreakers and facilitate a relationship building between the new teachers and the veteran teachers. | Provide Professional Development to teachers new to davis. Provide professional development | Provide professional development on how to read, use and disaggregate data. |
| District Actions for this Cycle | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. |
| District Commitments Theory of Action | The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve.The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve. | | |

| 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 |
| Implement Effective PLC Protocol - PLC protocol will be created aligned with the Davis MS. Theory of Action focusing on Standard aligned assessments, Daily checks for understanding, providing feedback to teachers based on the weekly walkthrough data, and coaching teachers. The PLCs will increase teacher effectiveness by looking at student daily formative assessments. During the review of formative assessments the teachers will make a plan to reteach the students that did not master the skill. The teachers will review the data in such detail to understand what the students know. The teachers will then review the upcoming lessons to ensure a level of reteach and spiral instruction will happen to close the academic gaps. The teachers will focus on aligning each lesson with the TEKS, rigor of the TEKS the daily objective and to the daily formative assessment. The teacher will work with their partner teacher in this process. The PLC protocol will be an instrument that encompasses all of these steps. This steps aligns with both 5.1 objective driven daily lesson plans and 5.3 data-driven instruction | 5.1 objective driven daily lesson plans 5.3 Data-driven instruction | Sept 15-Nov 30 | Personnel | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | PLC Agenda Simulations Data from August 2019, December 2019, April 2019, CBA data each quarter and daily formative assessment. | 15-Sep | | |
| Create a vetting process to ensure aligned lesson plans and daily formative assessments (Exit tickets). The vetting process is as follows: all lessons with formative assessments and TEKS breakdown are submitted to Google classroom a week before the lessons are being taught. The Instructional Coaches vet the lessons and formative assessments, comparing the lesson to the State standards (TEKS) if the lesson is aligned the administrator assigned to the particular subject will review the lessons and the daily formative assessment and give back feedback to the teacher. This process happens weekly. This milestone aligns with 5.1 and 5.3 | 5.1 objective driven daily lesson plans 5.3 Data-driven instruction | Sept 15-Nov 30 | Personnel | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | PLC Agenda Simulations Data from August 2019, December 2019, April 2019, CBA data each quarter and daily formative assessment. | 15-Sep | | |

| | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------|--|--|
| <p>Implement refined collection of Lesson plans and exit tickets. A process has been created and collected in Google Classroom. The vetting process is as follows: All lessons with formative assessments and TEKS breakdown are submitted to Google classroom a week before the lessons are being taught. The Instructional Coaches vet the lessons and formative assessments comparing the lesson to the State standards (TEKS). If the lesson is aligned the administrator assigned to the particular subject will review the lessons and the daily formative assessment and give back feedback to the teacher. This process happens weekly. The data from the daily assessment is collected in google classroom by administrators to give feedback to teachers. This milestone aligns with 5.1 and 5.3</p> | <p>5.1 objective driven daily lesson plans 5.3 Data-driven instruction</p> | <p>Sept 15-Nov 30</p> | <p>none</p> | <p>Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal</p> | <p>PLC Agenda Simulations Data from August 2019, December 2019, April 2019, CBA data each quarter and daily formative assessment.</p> | <p>15-Sep</p> | | |
| <p>Co-Create Mission vision, Theory of Action and goals based on Davis MS values. 10 days before school started administration shared the data from Davis MS. We shared the attendance, discipline, STAAR and MAP. We used this data as well as the data from the daily formative assessment from last year and focused on the Davis MS values. We went through a protocol to create the mission and vision that aligned with Davis values and from that we created the Davis MS Theory of Action. We discussed looking through the lens of the ToA when planning. We created measures for each layer of the ToA to ensure everyone understands what it looks and feels like in the classroom.</p> | <p>3.1- Compelling aligned vision, mission goals , values focused on a safe environment of high expectations.</p> | <p>Sept 15-Nov 30</p> | <p>none</p> | <p>Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal</p> | <p>Theory of Action, Mission and Vision - update of ToA with measures</p> | <p>15-Sep</p> | | |
| <p>We start the process to coach teachers through weekly Walkthrough/feedback and one on one coaching. Coaching teachers through weekly walkthroughs. Administration and coaches facilitate walkthroughs that focus on the growth of the teachers and student achievement. The walkthrough last 10-15 minutes. Administration and Instructional coaches script during the walkthrough and give feedback to the teachers that describe what was seen during the lesson, a reinforcement, a refinement and a reflection question. The reflection questions is connected to a research based strategy that aligns with the refinement. The teacher responds to the feedback within 48 hours by email. The administrators or IC that did the walkthrough respond to the feedback and/or go to the classroom to see the learning in action. Tested subject teachers also get a 30-minute one on one with the assigned administrator for a coaching sessions. This aligns with 5.1 and 5.3</p> | <p>5.1 objective driven daily lesson plans 5.3 Data-driven instruction</p> | <p>Sept 15-Nov 30</p> | <p>None</p> | <p>Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal</p> | <p>PLC Agenda Simulations Data from August 2019, December 2019, April 2019, CBA data each quarter and daily formative assessment.</p> | <p>15-Sep</p> | | |

| 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 | The Desired annual outcome is for all members of the Davis community to engage in creating and refining the goal, practice the high expectations and share a common understanding of the mission, vision and values. | The desired outcome is for the alignment of all lessons plans and formative assessments. Protocol and processes will be created. The protocol and process will include a deadline for submission, a vetting of lesson plans and formative assessments that include feedback prior to the lesson being facilitated. | The desired outcome is for the campus to collect, disaggregate data to track, and monitor the progress of all students. Also, students will track their data through a tracking system facilitated by the teacher. Teachers will use PLC time an individual time to analyze data identify trends in student misconceptions, determine the root cause and create plans to reteach. Leaders and teachers will participate in deep conversations about formative data, instructional strategies with a focus on Davis MS Theory of Action. |
| Desired 90-day Outcome | All members of the Davis campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards career readiness and post secondary success. Staff members have a common understanding of the mission, vision, values and Theory of Action and can explain how they are present in the daily life of the school. | Protocol and process followed. Lesson plans and exit tickets submitted 2 weeks in advance for feedback. Instructional Coaches check the LP and Exit tickets comparing to Exit tickets to Texas standards. Once approved through Instructional coaches AP or principal will vet using a different method to ensure alignment and effectiveness. | 100% Data driven instruction. Formative assessment data collected daily using exit tickets, students tracking their own data in the classroom being aware of what they have mastered. Spiral instruction happening to ensure continued mastery. Disaggregating data in PLCs to create lesson plans and meet the needs of students. |
| Barriers to Address During this Cycle | Teachers not familiar with the process - Professional Development to co-create the mission, vision, and Theory of Action based on Davis MS values | Protocol and Process being followed. LP and Exit tickets turned in on time. Vetting process happening. | PD and support on data and disaggregation of data happening in every PLC |
| District Actions for this Cycle | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. |
| District Commitments Theory of Action | The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve. The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve. | | |

| 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 |
| Facilitate PLC following the PLC protocol with a focus on data-driven instruction. Follow PLC protocol that is aligned with the Davis MS. Theory of Action Focusing on Standard aligned assessments, daily checks for understanding, providing feedback to teachers based on the weekly walkthrough data, and coaching teachers. The PLCs will increase teacher effectiveness by looking at student daily formative assessments. During the review of formative assessments the teachers will make a plan to teach students that did not master the skill. The teachers will review the data in such detail to understand what the students know. The teachers will then review the upcoming lessons to ensure a level of reteach and spiral instruction will happen to close the academic gaps. The teachers are focused on aligning each lesson with the TEKS, rigor of the TEKS, daily objective and to the daily formative assessment. The teacher will work with their partner teacher in this process. The PLC protocol will be followed in every PLC. This step aligns with both 5.1 objective driven daily lesson plans and 5.3 data-driven instruction | 5.1 objective driven daily lesson plans 5.3 Data-driven instruction | Dec 15-Feb 28 | None | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | PLC agenda, exit ticket trackers, Simulations Data from August 2019, December 2019, April 2019 and CBA data each quarter | 28-Feb | | |
| Continue coaching teachers through weekly Walkthrough/feedback and one on one coaching sessions. Administration and coaches facilitate walkthroughs that focus on the growth of the teachers and student achievement. Each walkthrough last 10-15 minutes. Administration and Instructional coaches script during the walkthrough and give feedback to the teachers based on what is seen. The feedback to the teachers describe what was seen during the lesson, a reinforcement, a refinement and a reflection question. The reflection questions is connected to a research based strategy. The teacher responds to the feedback within 48 hours by email. The administrators or IC that performed the walkthrough responds to the feedback and/or go to the classroom to see the learning in action. Tested subject teachers also get a 30-minute one on one session with the assigned administrator for coaching. This aligns with 5.1 and 5.3 | 5.1 objective driven daily lesson plans 5.3 Data-driven instruction | Dec 15-Feb 28 | None | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | Walkthrough feedback and response from teacher Simulations Data from August 2019, December 2019, April 2019 and CBA data each quarter | 28-Feb | | |

| | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------|------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--|--|
| Continue to align all support to teachers and administration through the lens of the Davis MS Theory of Action. The values of Davis MS will be revisited with the Mission, Vision and ToA. We will continue to work with a focus on all. | 3.1 compelling and aligned value, mission goals and values focused on a safe environment of high expectations. | Dec 15-Feb 28 | None | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | Exit tickets, Google Classroom, Simulations Data from August 2019, December 2019, April 2019 and CBA data each quarter | 28-Feb | | |
| Continue to revisit the mission, vision, value and Theory of Action during professional development and faculty meetings. The teachers and administration revisit as needed to ensure we are looking through the lens of what we was created based on the need of the campus. All teachers and administration know and live the mission, vision, values and the Theory of Action of Davis MS. | 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations | Dec 15-Feb 28 | None | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | Theory of Action, Faculty Meeting agenda | 28-Feb | | |
| Continue to follow process of Lesson plans and exit tickets following the vetting A process has been created and collected in Google Classroom. The vetting process is as follows: All lessons with formative assessments and TEKS breakdown are submitted to Google classroom, a week before the lessons are being taught. The Instructional Coaches vet the lessons and formative assessments comparing the lesson to the State standards (TEKS) if the lesson is aligned the administrator assigned to the particular subject will review the lessons and the daily formative assessment and give back feedback to the teacher. This process happens weekly. The data from the daily assessment is collected in Google classroom by administrators to give feedback to teachers. This milestone aligns with 5.1 and 5.3 | 5.1 objective driven daily lesson plans 5.3 Data-driven instruction | Dec 15-Feb 28 | None | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | Faculty Meeting agenda, Professional Development agenda, Exit ticket data. Simulations Data from August 2019, December 2019, April 2019 and CBA data each quarter | 28-Feb | | |

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 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 | The Desired annual outcome is for all members of the Davis community to engage in creating and refining the goal, practice the high expectations and share a common understanding of the mission, vision and values. | The desired outcome is for the alignment of all lessons plans and formative assessments. Protocol and processes will be created. The protocol and process will include a deadline for submission, a vetting of lesson plans and formative assessments that include feedback prior to the lesson being facilitated. | The desired outcome is for the campus to collect, disaggregate data to track, and monitor the progress of all students. Also, students will track their data through a tracking system facilitated by the teacher. Teachers will use PLC time an individual time to analyze data identify trends in student misconceptions, determine the root cause and create plans to reteach. Leaders and teachers will participate in deep conversations about formative data, instructional strategies with a focus on Davis MS Theory of Action. |
| Desired 90-day Outcome | All members of the Davis campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards career readiness and post secondary success. Staff members have a common understanding of the mission, vision, values and Theory of Action and can explain how they are present in the daily life of the school. | Protocol and process followed. Lesson plans and exit tickets submitted by 2 weeks in advance for feedback. Instructional Coaches check the LP and Exit tickets comparing to Exit tickets to Texas standards. Once approved through Instructional coaches AP or principal will vet using a different method to ensure alignment and effectiveness. | 100% Data driven instruction. Formative assessment data collected daily using exit tickets, students tracking their own data in the classroom being aware of what they have mastered. Spiral instruction happening to ensure continued mastery. Disaggregating data in PLCs to create lesson plans and meet the needs of students. |
| Barriers to Address During this Cycle | New teachers and veteran teachers aligned together focused on the vision, minion, values, goals and Theory of Action. | Protocol and Process being followed. LP and Exit tickets turned in on time. Vetting process happening. | PD on data and disaggregation of data happening in every PLC |
| District Actions for this Cycle | Support the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. | Support and coaching to the Principal and AP from the principal supervisor bi-weekly. Principal meetings monthly, PLN monthly, AP PLN monthly, Curriculum support from Curriculum director. |
| District Commitments Theory of Action | The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve.The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve. | | |

| 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 |
| Continue to facilitate PLC follow the PLC protocol with a focus on data-driven instruction. Follow PLC protocol that is aligned with the Davis MS. Theory of Action Focusing on Standard aligned assessments, daily checks for understanding, providing feedback to teachers based on the weekly walkthrough data, and coaching teachers. The PLCs will increase teacher effectiveness by looking at student daily formative assessments. During the review of formative assessments the teachers will make a plan to teach students that did not master the skill. The teachers will review the data in such detail to understand what the students know. The teachers will then review the upcoming lessons to ensure a level of reteach and spiral instruction will happen to close the academic gaps. The teachers are focused on aligning each lesson with the TEKS, rigor of the TEKS, daily objective and to the daily formative assessment. The teacher will work with their partner teacher in this process. The PLC protocol will be followed in every PLC. This step aligns with both 5.1 objective driven daily lesson plans and 5.3 data-driven instruction h a focus on data-driven instruction | 5.1 objective driven lesson plans with formative assessment 5.3 data-driven instruction | March 15-May 29 | None | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | PLC agenda, exit ticket trackers, Simulations Data from August 2019, December 2019, April 2019 and CBA data each quarter and STAAR data | 29-May-19 | | |
| Continue coaching teachers through weekly Walkthrough/feedback and one on one coaching sessions. Administration and coaches facilitate walkthroughs that focus on the growth of the teachers and student achievement. Each walkthrough last 10-15 minutes. Administration and Instructional coaches script during the walkthrough and give feedback to the teachers based on what is seen. The feedback to the teachers describe what was seen during the lesson, a reinforcement, a refinement and a reflection question. The reflection questions is connected to a research based strategy. The teacher responds to the feedback within 48 hours by email. The administrators or IC that performed the walkthrough responds to the feedback and/or go to the classroom to see the learning in action. Tested subject teachers also get a 30-minute one on one session with the assigned administrator for coaching. This aligns with 5.1 and 5.3 | 5.1 objective driven lesson plans with formative assessment 5.3 data-driven instruction | March 15-May 29 | none | Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal | Walkthrough feedback and response from teacher PLC agenda, exit ticket trackers, Simulations Data from August 2019, December 2019, April 2019 and CBA data each quarter and STAAR data | 29-May-19 | | |

| | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------|-------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|--|
| <p>Continue to follow process of Lesson plans and exit tickets following the vetting A process has been created and collected in Google Classroom. The vetting process is as follows: All lessons with formative assessments and TEKS breakdown are submitted to Google classroom, a week before the lessons are being taught. The Instructional Coaches vet the lessons and formative assessments comparing the lesson to the State standards (TEKS) if the lesson is aligned the administrator assigned to the particular subject will review the lessons and the daily formative assessment and give back feedback to the teacher. This process happens weekly. The data from the daily assessment is collected in Google classroom by administrators to give feedback to teachers. This milestone aligns with 5.1 and 5.3</p> | <p>5.1 objective driven lesson plans with formative assessment 5.3 data-driven instruction</p> | <p>March 15-May 29</p> | <p>None</p> | <p>Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal</p> | <p>Exit tickets, PLC agenda, exit ticket trackers, Simulations Data from August 2019, December 2019, April 2019 and CBA data each quarter and STAAR data ,</p> | <p>29-May-19</p> | | |
| <p>Continue to align all support to teachers and administration through the lens of the Davis MS Theory of Action. The values of Davis MS will be revisited with the Mission, Vision and ToA. We will continue to work with a focus on all.</p> | <p>3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</p> | <p>March 15-May 29</p> | <p>None</p> | <p>Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal</p> | <p>Theory of Action, Faculty Meeting agenda</p> | <p>29-May-19</p> | | |
| <p>Continue to revisit the mission, vision, value and theory of action.</p> | <p>3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</p> | <p>March 15-May 29</p> | <p>None</p> | <p>Sharene Dixon, Principal, Kaye Robinson, Asst. Principal Jermaine Coleman, Asst. Principal</p> | <p>Faculty Meeting agenda, Professional Development agenda, Exit ticket data</p> | <p>29-May-19</p> | | |

Reflection and Planning for Next 90-Day Cycle

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------|
| <p>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 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?</p> | Carryover Milestones | New Milestones |
| | | |

| END OF YEAR REFLECTION | | | |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Prioritized Focus Area #1 | Prioritized Focus Area #2 | Prioritized Focus Area #3 |
| Essential Action | | | |
| Desired Annual Outcome | The Desired annual outcome is for all members of the Davis community to engage in creating and refining the goal, practice the high expectations and share a common understanding of the mission, vision and values. | The desired outcome is for the alignment of all lessons plans and formative assessments. Protocol and processes will be created. The protocol and process will include a deadline for submission, a vetting of lesson plans and formative assessments that include feedback prior to the lesson being facilitated. | The desired outcome is for the campus to collect, disaggregate data to track, and monitor the progress of all students. Also, students will track their data through a tracking system facilitated by the teacher. Teachers will use PLC time an individual time to analyze data identify trends in student misconceptions, determine the root cause and create plans to reteach. Leaders and teachers will participate in deep conversations about formative data, instructional strategies with a focus on Davis MS Theory of Action. |
| 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 | The Desired annual outcome is to co-create the Mission, vision and Theory of action that are focused on the values of Davis MS. | The desired 90-day outcome is to implement protocol and vetting system for lesson plans and exit tickets. Teachers follow the protocol for submission with 100% fidelity. | The desired 90 day outcome is for teachers to understand the power of data and how to collect, disaggregated and how to make decisions based on the data. |
| 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 | The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve. The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve. | | |

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? | | |
| 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 |
| | | |