

Houston Campus							
District Name	Richard Milburn Academy	Campus Name	Houston	Superintendent	Armard Anderson	Principal	Tod Nix
District Number	014-801	Campus Number	000000005	District Coordinator of School Improvement (DCSI)	Amanda McQuade	ESC Support	ESC 20 ESC 4

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.	Amanda McQuade, 9-16-19
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.	Amanda McQuade, 9-16-19
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.	Tod Nix, 9-16-19
Board Approval Date	2019-11-08	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 = 81; Domain 2 = 48; Domain 3 = 90
	What changes in student group and subject performance are included in these goals?	Non Continuously Enrolled and All Students for Reading; All Students and Hispanic students for math.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	For CCMR we will increase industry based certifications for all 12th grade students from 0% to 10%. In addition we will improve STAAR Performance in ELAR and Math 3% and TELPAS growth 6%.

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)
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1.1 Develop campus instructional leaders with clear roles and responsibilities.	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	
5.1 Objective-driven daily lesson plans with formative assessments.	
5.3 Data-driven instruction.	

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
Desired Annual Outcome			
Barriers to Address During the Year			

District Commitment Theory of Action:

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic 2018-11-14

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	To improve differentiated instruction based on data from initial instruction, using formative assessments and scaffolding instruction. To ensure that lesson plan feedback is provided through a collaborative process with principal and/or IC before instruction takes place.	To use corrective instruction based directly on data through the PLC. Establish and use individual student progress monitoring and goals that are visible.	Ensure that AT's have on-line access of curriculum to help support student learning in the classroom.

Barriers to Address During the Year	Create protected time for PLC meetings.	Create protected time for PLC meetings.	Central office authorizing access to AT's.
District Commitment Theory of Action		If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, and the district provides the campus the a standard-aligned and viable curriculum, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.	
Prioritized Focus Areas for Improvement	Capacity Builder		
4.1	The campus uses TEKS Resources, Lead4Ward, content rich textbooks, CANVAS, and Digital Coach. These resources align to standards for tested subjects. The campus replaced benchmarks with interim assessments (except for US History and Biology, which still take benchmark assessments). Interim assessments are aligned to state standards and are delivered to students who did not pass an EOC. Curricular resources are provided for each content area. Some of the on-line courses do not provide student log in information for 72 hours and some ATs do not have access to on-line courses that would help ATs further support students in distance learning. The master schedule contains a PLC period for each teacher. This is when teachers can internalize curriculum and resources by themselves or with their Instructional Coach. Campus has PLC for all content areas on Friday afternoons. Observed PLC agenda allotted time for discussing and reflecting on 3, 2, 1 and for sharing out strengths and weaknesses on content STAAR results.		
5.1	Teachers plan for formative assessments and submit weekly formative assessment information to the Principal. Teachers are learning how to use formative assessments to inform subsequent instruction. Some teachers struggle to condense 18 weeks of lesson plans into 9 weeks of class. There was little evidence of differentiation based on student data in initial instruction, formative assessment, or scaffolded instruction. Teachers plan for Tier 2 instruction when planning lessons. Lesson plans are randomly audited by the District Instructional Coach, Campus Instructional Coach, and Principal. The District IC is currently focused on ensuring that student interventions are included in lesson plans. To ensure a high level of rigor, auditors pull student data and lesson sequence to determine if lessons are informed by data. Pre-work contains lesson plan feedback from the District Instructional Coach to the Campus Instructional Coach. No evidence that feedback is digested by teacher and lessons are updated before instruction takes place.		
5.3	District IC meets with campus IC every week. After the last CBA, ICs reviewed student data. The campus wants to use Lead4Ward and Renaissance to predict how students will perform on state tests. Teachers have set goals for students based on EOC data. Interventions are in part based on this data. The campus is working on ensuring all students know their own data and can track it. Teachers are starting to use data to inform instruction. Campus uses Eduphoria to track data. Last year, the campus focused on moving students to the approaches level. This year, the campus is focusing on moving students to the meets level. On this visit there was no evidence of corrective instruction directly based on data in PLC. Teachers meet in a group PLC on Fridays and follow an agenda. There is currently no consistent protected time built into the master schedule for PLC. On this visit there was no evidence of visible student progress goals in classrooms or hallways.		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers create lesson plans with built in interventions that detail the differentiated instruction to increase EOC performance from Approaches to Meets by 3%.	Teachers will instruct using student data and accommodations with fidelity to create lesson plans and build individual interventions to close the gaps among each sub pop that will lead to 3% increase weekly based on formative assessments data.	Assessments aligned to state standards and administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence through weekly lesson plans.
Desired 90-day Outcome	Completed lesson plans using district template in each content and tested area using the TEKS alignment with Scope and Sequence turned in weekly, revised and adjusted.	Campus IC and Principal review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers through weekly lesson planning.	Teachers will pace the level of instruction to stay on target for mastery of TEKS with the use of formative assessments. All formative assessments will be tracked, reviewed and reflect on the intervention portion of the weekly lesson plans.
Barriers to Address During this Cycle	Three out of our 4 core teachers are first year teachers that had not written actionable lesson plans before or unpacked TEKS for lesson plan writing.	Recognizing the need to reteach a lesson based on the data and the lack of mastery of TEKS in closing the gaps.	The inexperience of current teachers and lack of proficiency in using the lesson cycle.
District Actions for this Cycle	Instructional service coordinator will provide the instructional coach assistance with utilizing TEKS resource and the district's scope and sequence.	DSCI and Instructional Service Coordinator ensure all district assessment data is provided within two instructional days and assistance is provided for identifying struggling learners.	Instructional Service Coordinator will provide Instructional Coach support with accessing formative assessments, identifying priority TEKS, exemplar lesson plans to use as models and model effective lesson planning.
District Commitments Theory of Action	If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, and the district provides the campus the a standard-aligned and viable curriculum, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.		

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
Weekly PLC meetings to establish feedback opportunity on lesson plans. One meeting per week.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Beginning August 27	PLC Calendar, Agenda	Instructional Coach and Principal	Initial Plans, PLC calendar and agenda notes,	Every Tuesday at 5:00	Met	Monitor that this is continuing.
Training of lesson plan cycle.	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	30-Jul	PLC Calendar, Agenda	Instructional Coach and Principal	Training agenda, sample lesson cycles	30-Jul	On Track	Revisit and Re-train each cycle during PLC

Weekly trainings of exit tickets and /or formative assessments	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Trained on July 31 and began weekly meetings on September 3	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	Every Tuesday at 5:00	Significant Progress	Monitor and Re-train each week during PLC
Training on the use of data to drive instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Aug	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	1-Aug	Met	Monitor that this is continuing.
Reviewing the effectiveness of PLC protocol	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Beginning September 16	PLC Calendar, Leadership Team Meeting Time, Minutes	Instructional Coach and Principal	PLC Calendar and minutes, Leadership Team Agenda Minutes	Every Monday at 2:30	Significant Progress	Monitor that this is continuing.
Creating lessons with built-in interventions	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	Trained on July 31 and began weekly meetings on September 3	PLC Calendar, Agenda, Minutes, Lesson Plan Template	Instructional Coach and Principal	Lesson plan notebooks	Every Monday at 12:00	On Track	Monitor that this is continuing.
Implementing and Improving the delivery of instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	1-Nov	Observation and Walk Through templates,	Teachers, Instructional Coach, and Principal	Formative assessments, Strive evaluations and walk through data	Every Tuesday at 5:00	Significant Progress	Monitor and Re-train each week during PLC
Implementation of scope and sequence in core subject areas during professional development	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Trained on July 31 and began weekly meetings on September 3	District calendar, District PLC	Teachers, Instructional Coach, and Principal	Lesson Plans, Scope and Sequence	Every Monday at 12:00	On Track	Continue to meet in District PLC and review upcoming units to be taught
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	We met 2 milestones and made significant progress on three and are on Track on three of the other milestones.
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Review Interim data and adjust 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?	Carryover Milestones
	Now that everything has been put in place we will continue all milestones by monitoring, revising and retraining staff.
	New Milestones
	Weekly use of data to drive instruction

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers create lesson plans with built in interventions that detail the differentiated instruction to increase from Approaches to Meets by 3%.	Teachers will instruct using student data and accommodations with fidelity to create lesson plans and build individual interventions to close the gaps among each sub pop that will lead to 3% increase weekly based on formative assessments data.	Assessments aligned to state standards and administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence through weekly lesson plans.
Desired 90-day Outcome	Improve differentiated instruction based on data from initial instruction, using formative assessments and scaffolding instruction. To ensure that lesson plan feedback is provided through a collaborative process with principal and/or IC before instruction takes place. All Weekly lesson plans will be collected and provided feedback for adjustment prior to implementation.	Lesson plans for tested content areas will include formative assessments, targeted interventions and activities that show use of data and differentiation for all students not mastering Fall 2019 Interim Assessment. This will be evidenced through review of Interim Assessment Data as well as walkthrough evaluations and lesson plan collection.	Teachers will work with IC to review interim assessment data and adjust scope and sequence to stay on target for mastery of TEKS. All formative assessments will be tracked, reviewed and reflect on the intervention portion of each weeks lesson plans.
Barriers to Address During this Cycle	Teachers not understanding how to read and use data to make instructional decisions.	Recognizing the need to reteach a lesson based on the data and the lack of mastery of TEKS in closing the gaps.	The inexperience of current teachers and lack of proficiency in using the lesson cycle.
District Actions for this Cycle	Instructional service coordinator will provide resources and support for best practices in differentiation instruction during district lead PLCs.	Instructional service coordinator will provide the instructional coach and teachers assistance with accessing and utilizing Canvas assessments aligned to each content areas' scope and sequence.	DCSI and Instructional Service Coordinator will provide training over accessing and reading interim assessment data.
District Commitments Theory of Action	If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, and the district provides the campus the a standard-aligned and viable curriculum, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.		

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
Weekly PLC meetings to establish feedback opportunity on lesson plans.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Beginning August 27	PLC Calendar, Agenda	Instructional Coach and Principal	Initial Plans, PLC calendar and agenda notes,	Every Tuesday at 5:00		
Training of lesson plan cycle	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	30-Jul	PLC Calendar, Agenda	Instructional Coach and Principal	Training agenda, sample lesson cycles	30-Jul		
Weekly trainings of exit tickets and /or formative assessments	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Trained on July 31 and began weekly meetings on September 3	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	Every Tuesday at 5:00		
Weekly use of data to drive instruction	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	5-Nov	PLC Calendar, Agenda	Instructional Coach and Principal	PLC calendar, Agenda	Every Tuesday at 5:00		
Reviewing the effectiveness of PLC protocol	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Beginning September 16	PLC Calendar, Leadership Team Meeting Time, Minutes	Instructional Coach and Principal	PLC Calendar and minutes, Leadership Team Agenda Minutes	Every Monday at 2:30		
Creating lessons with built-in interventions	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Trained on July 31 and began weekly meetings on September 3	PLC Calendar, Agenda, Minutes, Lesson Plan Template	Instructional Coach and Principal	Lesson plan notebooks	Every Monday at 12:00		
Implementing and improving the delivery of instruction	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1-Nov	Observation and Walk Through templates,	Teachers, Instructional Coach, and Principal	Formative assessments, Strive evaluations and walk through data	Every Tuesday at 5:00		
Implementation of scope and sequence in core subject areas during professional development	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Trained on July 31 and began weekly meetings on September 3	District calendar, District PLC	Teachers, Instructional Coach, and Principal	Lesson Plans, Scope and Sequence	Every Monday at 12:00		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

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
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?	New Milestones

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	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.
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 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
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.