

**Richard Milburn Academy**  
**RMA Fort Worth - TIP**  
**2021-2022 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

Armard Anderson  
Uneeda Givens

**Principal:** Rachel Sanders  
**ESC Case Manager:** Jackie Fagan  
**ESC Region:** 11

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, 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.

**Signature:** Uneeda Givens

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator 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.

**Signature:** Dawaylla Howard

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (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.

**Signature:** Rachel Sanders

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# Data Analysis

## Domain 1

What accountability goal has your campus set for this year?

**The 2019 component scores were as follows:**

### Student Achievement

- STAAR Performance- 23
- College, Career and Military Readiness-16
- Graduation Rate-51.3

### School Progress

- Academic Growth-19
- Relative Performance (Eco Dis: 84.4%)

### Closing the Gaps

- Closing the Gaps-0

**The 2021 component scores were as follows:**

### Student Achievement Raw Component Score

- STAAR Performance-14
- College, Career and Military Readiness-6
- Graduation Rate-56

### School Progress Raw Component Score

- Academic Growth-N/A
- Relative Performance (Eco Dis: 89.3%)-N/A

### Closing the Gaps % of Indicators Met

- Academic Achievement Status-%
- Growth Status-N/A
- Graduation Status-0%
- English Language Proficiency Status-N/A
- Student Success Status-0%
- School Quality Status-0%

### **% Participation (All Tests)**

- 2018-19-97%
- 2020-21-70%

The Domain 1 goal that the RMA-Ft. Worth Campus has set this year is to achieve an overall component score of at least 20 with All students achieving at least 39% in the Approaches category, 16% in the Meets category and 6% in the Masters category. It is both feasible and ambitious to increase our scores by 5% in the Approaches category, 7% in the Meets category and 6% in the Masters category because with students back on campus for in person learning, they will receive effective instruction based on individual student data.

## Domain 2A or 2B

**What accountability goal has your campus set for this year?**

Alternative education accountability charter schools are not evaluated on School Progress, Part B. Due to the small number of districts and campuses available for comparison, we are rated on Part A. RMA-Ft. Worth monitors students daily with the use of entry/exit tickets to check for understanding, learning management systems that help them set daily learning goals, track progress and grade work instantly and provide tutorial strategies. District and campus leaders provide instructional strategies to teachers in weekly and bi-weekly professional development sessions including campus levels PLCs and mini assessments are given each Friday and disaggregated to determine how students are progressing on TEKS being taught. Additionally weekly walkthroughs take place and are discussed with teachers for growth and development purposes of teachers so that students can in turn grow. Understanding that the emotional stability of students is important, RMA students indicate how they are feeling by filling out a Likert type form. The form is then monitored and students are provided resources with our partner agencies. We are able to monitor their emotional growth/stability by monitoring the forms.

## Domain 3

### What accountability goal has your campus set for this year?

A focus on Economically Disadvantaged in reading, and School Quality in CCMR will significantly impact our Domain 3 score because they comprise some of the largest percents of students on campus. These are reasonable focus areas because the campus met zero targets last year so our goal to reach five targets is feasible because with 33% of economically disadvantaged in reading ,improvement in ECO Dis reading will also impact the white, Hispanic and African American groups."

CCMR is a vital part of the RMA-Ft. Worth campus. The school counselor is ensuring that student schedules are accurate and reflect CTE pathways. The school principal reviews the schedules as applicable and works with the counselor, counselor coordinator and district CTE coordinator to enhance CTE programs on campus, review scheduling and develop partnerships with community agencies. Recently an MOU was signed with Tarrant County College. Students also prepare for and take the TSI test on campus and also the ASVAB test. SAT/ACT tests are prepped for and encouraged as well.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

Algebra and English are the subject focus areas this year. Across the board, students struggled in Algebra in 2019 but even more so after COVID in 2021. We will be addressing this subject by meeting regularly with the instructor for in depth conversations about: formative and interim student data, effective instructional strategies including: possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration, progress monitoring, and classroom management. This instructor struggles with relationship building and students often become combative with the strategies that are utilized, even when they are correct. Students are often sent out of class or walk out on their own- instruction is left incomplete or not started and students are left with learning gaps.

We need to prioritize English to support our students to make up for the significant learning loss from last year. We are using data driven instruction to provide information for individual and small group interventions, intensive accelerated instruction, and tutorials to support our students who did not pass the STAAR.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

All students will be prioritized for Algebra, and our economically disadvantaged students will be prioritized for reading. Additionally, closely monitoring the Hispanic and African American student groups in both English and Algebra will be important as well considering they are our highest student populations on campus. We will ensure that we are meeting the needs of the aforementioned groups by closely monitoring and analyzing their work and adjusting instructional practices accordingly.



# CCMR

## What goals has your campus set for CCMR?

The campus has set an overall goal of 39% of our students completing a CCMR point. While the campus was at 5% in 2021, there is a push both at the campus and district levels for students to have access to CCMR resources. More courses have been made available to the master schedule, we have partnered with TCC and College Bridge from the TCLAS grant and actively work with military recruiters for students interested in the armed forces.

# Federal Graduation Rate

## What goals has your campus set for Federal Graduation Rate?

The goal for the campus graduation rate will be 50% for the 2021-2022 school year. That is a 6% increase from last year's graduation rate. While that goal is less than the target graduation rate, we are setting a long term goals to eventually have 75% or more of students graduate each year. Utilizing best teaching practices, district provided resources and the added benefit of having students back on campus, we will be able to monitor their progress and assist them in reaching their individual graduation goals thus allowing us to reach the campus goal. Additional metrics will be monitored this school year including number of courses completed for all students, which helps track student progress toward meeting state graduation requirements. These steps will lead to improving the campus accountability rating while helping to recover loss we experienced last year.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Beginning Implementation**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Beginning Implementation**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Partial Implementation**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Partial Implementation**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Beginning Implementation**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Planning for Implementation**

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** Student performance goals were met in English, Algebra, and Biology due to strategic goal setting, and student centered classroom instruction with opportunities for daily intervention and extension activities as applicable. US History goals were not met because at the time the assessment was given, students had not covered all of the content on the exam. African American students in English met their performance goal because of targeted instruction and an intentional focus to ensure that they were at school as much as possible to receive instruction. The graduation rate, particularly evaluating the Hispanic students, is on target because of purposeful EL support (as applicable), a focus on attendance, and close monitoring of instruction and work submitted.

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Rationale:** According to our self-reflection completed in September of 2021, which aligned to our ESF Focus Grant, 1.1, Strong School Leadership and Planning, will be a prioritized focus area for 2021 - 2022.

Developing campus instructional leaders (principal and teacher leaders along with other school leaders) with clear roles and responsibilities, will increase overall student attendance, social emotional health, and Tier 1 instruction. If leaders have roles and responsibilities that clearly target student attendance, social emotional health and Tier 1 instruction, and they understand and adhere to those roles and responsibilities, then there should be an increase in metrics that track student attendance, students' emotional health and student achievement.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Staff members will review their job descriptions both independently and collaboratively with their direct supervisor and central office staff to gain clear understanding of their roles, responsibilities and job descriptions. All staff will meet weekly to focus on student progress and formative data. These meetings will also be opportunities for deliberate modeling and feedback to be given on implementation of how job roles and responsibilities are being carried out. Campus leaders will partner with the central office to receive materials and trainings as well as the regional service centers and other outside agencies recommended by central office staff and/or the service center, as applicable, to provide resources for professional development.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Richard Milburn Academy Leadership Team participated in a self-reflection activity in the summer of 2021. Using the results of the self reflection activity, survey, along with the data from last year's TIP, the Team decided to continue with Strong Leadership and Planning. We will host weekly required staff and leadership meetings. Written information will be distributed to staff via email. Other relevant documents like the employee handbook and year at a glance calendars will be placed on the school's website (as applicable) or in SharePoint. Professional digital calendars will be shared amongst office staff members to include: principal, counselor, student community liaison, registrar and selected teacher leaders.

**Desired Annual Outcome:** By May 2022, 100% of campus leaders will demonstrate knowledge of their roles and responsibilities by spearheading their departments/ subject level teams by utilizing their self created weekly calendars with scheduled leadership tasks, and adhering to written processes and protocols that are clear, transparent and match their assigned roles and responsibilities. Academics, school climate, culture and overall morale improve should improve.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.

**Desired 90-day Outcome:** By the end of October 2021, through professional development and coaching, 50% of campus leaders (principal, non-instructional leaders and newly selected teacher leaders) will create agendas, protocols and other applicable progress monitoring tools for their departments to measure student achievement, attendance and progress toward graduation.

**District Actions:** Take inventory of current roles and responsibilities, digitally share office calendars, review employee manual, Monitor office personnel checklist/monthly

duties.

**Did you achieve your 90 day outcome?:** No

**Why or why not?:** The first 90 days of the 2020-2021 school year impacted our campus staff, including the leadership team, with COVID-19. Our Student Community Liaison was out for over one month and then members of our instructional staff were out. At one point during the first 90 days, we were missing three staff members because of COVID-19 and others because of different illnesses. We began the year strong with reviewing roles and responsibilities, regular meetings with data driven objectives, but then as adult attendance declined, remaining personnel had to assume the responsibilities and tasks of those out. This meant that Leadership Meetings were unable to occur as scheduled and Teacher Leaders were not selected as originally planned.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus leaders will meet weekly to collaborate and debrief on items taking place in each department so that all members of the leadership team can stay informed and assist in the monitoring of student progress, schedule of interventions, assessment information, course grades, teacher referrals, attendance, enrollment, and withdrawals.</p> <p><b>Evidence Used to Determine Progress:</b> Student folders, School Community Liaison logs, transcript, attendance documents, withdrawal and enrollment reports, referral documents</p> <p><b>Person(s) Responsible:</b> Principal, School Community Liaison, Counselor, Registrar</p> <p><b>Resources Needed:</b> Individual Student Folders, School Community Liaison Logs, Attendance Reports, Student Transcripts, Teacher discipline referrals, Enrollment and Withdrawal reports, access to the Student Information System</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 30, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> The absence of the SCL due to illness was a tremendous barrier in achieving this goal. Additionally, there was a significant amount of clarity that still needed to be done in understanding portions within the job description. Strategic scheduling is a priority for the next cycle. An exemplar will be provided with checkpoints required throughout the week for the SCL.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Principal meets with counselor two times per week to debrief, review data that counselor presents on CCMR updates, student progress towards graduation, testing (when applicable), and the deadlines that are approaching based on the Year at a Glance and others given by the district's Counseling Department (the principal receives a copy of the deadline to ensure those dates are added to the counselor's calendar and makes modifications during the debriefing sessions to reach the desired result as necessary).</p> <p><b>Evidence Used to Determine Progress:</b> CCMR report, student schedule</p> <p><b>Person(s) Responsible:</b> Principal, counselor</p> <p><b>Resources Needed:</b> CCMR report, student schedule</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 30, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> The school counselor had a new district supervisor and therefore new initiatives and requirements were given. Cycle two will require more collaboration with the district to ensure that all deadlines are being met and that there is a clear understanding of expectations. Student scheduling was a major undertaking with a lot of changes beyond the control of the campus counselor. Schedules were complete, but the master schedule changed therefore, the counselor had to redo schedules which posed a significant barrier. CCMR opportunities continue to become available as the partnership with Tarrant County College is solidified. However, we have to work out transportation as many of our students don't drive.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Principal debriefs with the registrar once per week to discuss coding of students, enrollment and withdrawals, attendance, and COVID information to ensure accuracy and receive applicable updates.</p> <p><b>Evidence Used to Determine Progress:</b> Enrollment and Withdrawal reports, PEIMS reports, attendance reports, COVID documentation (reports from parents/guardians and attestation forms)</p> <p><b>Person(s) Responsible:</b> Registrar, Principal</p> <p><b>Resources Needed:</b> Student sign in sheets, PEIMS reports, Attendance reports, withdrawal and enrollment documents, COVID logs</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 16, 2021 - <b>Frequency:</b> Daily - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> I would like to see the registrar prepare weekly attendance reports for the campus including absences, withdrawals/enrollments so that everyone is aware of the status of the campus.</p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Principal debriefs with School Community Liaison once per week to discuss School Community Liaison report that includes data that is necessary in assisting instructors as they work to identify students with significant learning gaps, home visits, attendance reports, tardy reports, community partnerships, and 98's.</p> <p><b>Evidence Used to Determine Progress:</b> School Community Liaison Report, School Community Liaison Log, Truancy Report, Attendance/Tardy Documentation, Community Partnership Logs, Home Visits Log</p> <p><b>Person(s) Responsible:</b> School Community Liaison Liaison, Principal</p> <p><b>Resources Needed:</b> School Community Liaison Report, School Community Liaison Log, Truancy Report, Attendance/Tardy Documentation, Community Partnership Logs, Home Visits Log</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 30, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> The absence of the SCL due to illness was a tremendous barrier in achieving this goal. Additionally, there was still a significant amount of clarity that still needed to be done in understanding portions within the job description. Strategic scheduling is a priority for the next cycle. An exemplar will be provided with checkpoints required throughout the week for the SCL.</p>

Step 5 Details	Reviews
<p><b>Action Step 5:</b> Principal will select teacher leaders, review expectations of the position and explain how it ties into increased student achievement.</p> <p><b>Evidence Used to Determine Progress:</b> Student grade reports, walk through forms, common assessments, meeting notes, agendas,</p> <p><b>Person(s) Responsible:</b> Principal, teachers, District Instructional Coordinator</p> <p><b>Resources Needed:</b> Student grade reports, walk through forms</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> This will need to be implemented cycle 2 by monitoring the effectiveness of teachers with their students academically and relationally. The professional cohesiveness and collaboration amongst colleagues will also need to be noted.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Staff members struggle to work within the confines of their defined job duties, maintain consistent procedures and receive corrective feedback from the Principal. There is also a low staff morale due to the impact of student and staff absences as a result of illness which results in staff assuming additional responsibilities which adds on to already packed schedules.

**What specific action steps address these challenges?:** Action Steps 1-5 will address the challenges by allowing the principal to have one on one meetings with members of the campus leadership team (Registrar, Counselor, School Community Liaison) to discuss roles and responsibilities which will enable them to be more effective and more productive and the selection of instructional teacher leaders to serve as mentors will promote growth and will also assist other teachers with day to day instructional tasks. All of this should help improve attendance, morale, and student achievement.

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** According to our self-reflection completed in August of 2021, which aligned to our ESF Focus Grant, 5.3, Data Driven Instruction, will be a prioritized focus area for 2021 - 2022. Using a corrective instruction action planning process individually and in PLCs to analyze student work will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies. This will impact the entire campus because there will be consistency amongst the campus which should help reduce classroom distractions and allow more instruction to take place. Using the corrective action planning process with the teachers will help lessons to be more targeted and data driven which will create a more student driven and student led environment.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** District and campus leaders will emphasize the necessity of utilizing data in weekly meetings, PLCs, and targeted, individual conversations with staff. Since disaggregating data with fidelity is a relatively new practice for some campus teachers, campus leaders will acknowledge that the learning curve for many members of the staff will require time. Leaders will emphasize the effect that utilizing data has on students' growth by providing training, and mentoring opportunities, and examples of student growth when instruction was targeted based on students' data.

**Desired Annual Outcome:** By the end of May 2022 90% of teachers will utilize instructional strategies based on weekly recurring data analysis that is learner centered and encompasses academic and social-emotional best practices. Campus data will be available for review varied modalities such as: data spreadsheets, data charts, walls and data binders.

**District Commitment Theory of Action:** If the district provides campus with access to student academic, behavioral, and graduation data on multiple platforms to view and allows for training opportunities on these platforms, then instructional staff will be able to lead student progress toward measurable goals.

**Desired 90-day Outcome:** By the end of October 2021, 50% of teachers will participate in professional development focused on how to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concepts, and create whole group and small group intervention plans for instructional adjustments.

**District Actions:** The district will provide a standardized PLC format to follow weekly and to record data and next steps discussed each week. Student data to use during PLC meetings will also be provided through district platforms.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Teachers participated in meaningful professional learning communities both at the district and campus levels that focused on reviewing data, interpreting data, and using data to make instructional decisions.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will attend campus data meetings that are hands on and will focus on disaggregating student data that will consist of coaching and modeling from the campus instructional leader, and prescriptive reteach strategies based on student needs and opportunities for practice.</p> <p><b>Evidence Used to Determine Progress:</b> Teachers will be able to disaggregate classroom data i.e. classwork, tests, quizzes, benchmark at the end of PLC session in percentage and submit a detailed report of anticipated passing percentages based on student data.</p> <p><b>Person(s) Responsible:</b> Principal, Teacher, District Instructional Coordinator</p> <p><b>Resources Needed:</b> Access to student data (Eduphoria, Canvas, Edgenuity)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 21, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> PLC meetings were not held as consistent as planned due to staff absences. The next cycle will be more consistent and targeted with pre-planned agendas based on teacher and student needs.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Principal and/or instructional coordinator will meet with teachers weekly following the TIL observation and feedback protocol and focus on instructional delivery and how the lesson plan contributes to the effectiveness of the session.</p> <p><b>Evidence Used to Determine Progress:</b> Improved student grades, improved walk through statistics</p> <p><b>Person(s) Responsible:</b> Principal, District Instructional Coordinator, Teachers</p> <p><b>Resources Needed:</b> Grade reports, walk through data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 20, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 29, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Due to scheduling conflicts and staff absences, the observation and feedback cycle was not maintained with fidelity. During the next cycle, the principal will make the schedule viewable to the instructional staff to prevent interruptions as much as possible.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Administer and collect several baseline student data samples to use for PLC data disaggregation and strategy planning.</p> <p><b>Evidence Used to Determine Progress:</b> Renaissance data, Beginning of year assessment data, previous year's STAAR data, weekly classroom assessments</p> <p><b>Person(s) Responsible:</b> All staff</p> <p><b>Resources Needed:</b> Eduphoria LMS, WebSmart, district testing rosters</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 6, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> September 17, 2021</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Common Assessments were given weekly which provided baseline data for a different set of TEKS. This will continue for the next cycle.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Some teachers are not accustomed to regularly



disaggregating data for instructional purposes; they are used to receiving it already broken down for them. They may resist having to disaggregate student data for themselves evidenced by being slow in processing and submitting assignments that shows data has been reviewed. Teachers may also make decisions based on opinion, not facts proven by provided data.

**What specific action steps address these challenges?:** Action step one addresses this challenge because it allows hands on activities and modeling from the principal and teacher leaders in PLC meetings giving participants an opportunity to use actual data to review, plan, and discuss as a team.

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** Reflecting upon the data above, student performance goals were not met. Absences in staff members and students made it difficult for instructors to reteach information in a cohesive manner and the unforeseen student incidents that regularly occurred created scheduling conflicts. This often meant that feedback sessions were postponed/rescheduled and did not take place in a meaningful period of time. Additionally, the resources for social emotional learning were not provided to the entire staff as a whole although some staff and students attended trainings to assist in that endeavor i.e. Human Trafficking Training attended by selected students and the Leadership Team.

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Rationale:** According to our self-reflection completed in September of 2021, which aligned to our ESF Focus Grant, 1.1, Strong School Leadership and Planning, will be a prioritized focus area for 2021 - 2022.

Developing campus instructional leaders (principal and teacher leaders along with other school leaders) with clear roles and responsibilities, will increase overall student attendance, social emotional health, and Tier 1 instruction. If leaders have roles and responsibilities that clearly target student attendance, social emotional health and Tier 1 instruction, and they understand and adhere to those roles and responsibilities, then there should be an increase in metrics that track student attendance, students' emotional health and student achievement.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Staff members will review their job descriptions both independently and collaboratively with their direct supervisor and central office staff to gain clear understanding of their roles, responsibilities and job descriptions. All staff will meet weekly to focus on student progress and formative data. These meetings will also be opportunities for deliberate modeling and feedback to be given on implementation of how job roles and responsibilities are being carried out. Campus leaders will partner with the central office to receive materials and trainings as well as the regional service centers and other outside agencies recommended by central office staff and/or the service center, as applicable, to provide resources for professional development.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Richard Milburn Academy Leadership Team participated in a self-reflection activity in the summer of 2021. Using the results of the self reflection activity, survey, along with the data from last year's TIP, the Team decided to continue with Strong Leadership and Planning. We will host weekly required staff and leadership meetings. Written information will be distributed to staff via email. Other relevant documents like the employee handbook and year at a glance calendars will be placed on the school's website (as applicable) or in SharePoint. Professional digital calendars will be shared amongst office staff members to include: principal, counselor, student community liaison, registrar and selected teacher leaders.

**Desired Annual Outcome:** By May 2022, 100% of campus leaders will demonstrate knowledge of their roles and responsibilities by spearheading their departments/ subject level teams by utilizing their self created weekly calendars with scheduled leadership tasks, and adhering to written processes and protocols that are clear, transparent and match their assigned roles and responsibilities. Academics, school climate, culture and overall morale improve should improve.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.

**Desired 90-day Outcome:** By the end of February 2022, through professional development and coaching, 80% of campus leaders (principal, non-instructional leaders and newly selected teacher leaders) will create agendas, protocols and other applicable progress monitoring tools for their departments to measure student achievement, attendance and progress toward graduation as measured by collected documents i.e. agendas, minutes, sign in sheets, etc.

**District Actions:** Mid year review of current roles and responsibilities, monitor shared office calendars for efficiency, review employee manual, update office personnel checklist/monthly duties based on mid year review.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** The campus leaders are more comfortable this cycle with generating progress monitoring tools to share with the team. This is because of the coaching and monitoring that has taken place in the previous cycle. Additionally, protocols and other monitoring tools that campus leaders use for their departments are evaluated and discussed prior to use and adjustments are made if applicable.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Principal meets with counselor two times per week to debrief, review data that counselor presents on CCMR updates, student progress towards graduation, testing (when applicable), and the deadlines that are approaching based on the Year at a Glance and others given by the district's Counseling Department (the principal receives a copy of the deadline to ensure those dates are added to the counselor's calendar and makes modifications during the debriefing sessions to reach the desired result as necessary).</p> <p><b>Evidence Used to Determine Progress:</b> CCMR report, student schedule</p> <p><b>Person(s) Responsible:</b> Principal, counselor</p> <p><b>Resources Needed:</b> CCMR report, student schedule</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 18, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> N/A</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Principal debriefs with School Community Liaison once per week to discuss School Community Liaison report that includes data that is necessary in assisting instructors as they work to identify students with significant learning gaps, home visits, attendance reports, tardy reports, community partnerships, and 98's.</p> <p><b>Evidence Used to Determine Progress:</b> School Community Liaison Report, School Community Liaison Log, Truancy Report, Attendance/Tardy Documentation, Community Partnership Logs, Home Visits Log</p> <p><b>Person(s) Responsible:</b> School Community Liaison Liaison, Principal</p> <p><b>Resources Needed:</b> School Community Liaison Report, School Community Liaison Log, Truancy Report, Attendance/Tardy Documentation, Community Partnership Logs, Home Visits Log</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 18, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> An exemplar will be given and daily mini check points to ensure tasks are complete. SCL is still working on efficiency that will enable the completion of assigned tasks and community partnerships.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Principal will select teacher leaders, review expectations of the position and explain how it ties into increased student achievement.</p> <p><b>Evidence Used to Determine Progress:</b> Student grade reports, walk through forms, common assessments, meeting notes, agendas,</p> <p><b>Person(s) Responsible:</b> Principal, teachers, District Instructional Coordinator</p> <p><b>Resources Needed:</b> Student grade reports, walk through forms</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 18, 2022</p> <p><b>Funding Sources:</b> SIG - 6200-Professional and contracted services - \$10,625</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> N/A</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Staff mindsets will have to shift to think that adult behaviors impact student behaviors including schedules, completion of reports, meeting deadlines, etc.

**What specific action steps address these challenges?:** Actions steps 1 and 2 address this by the weekly debrief meetings with the principal where efficiency will be discussed and all components of the work day will be tied to student achievement. Action 3 will address the challenge because teacher leaders will be selected based on their proven ability/ potential to positively impact student outcomes positively.

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** According to our self-reflection completed in August of 2021, which aligned to our ESF Focus Grant, 5.3, Data Driven Instruction, will be a prioritized focus area for 2021 - 2022. Using a corrective instruction action planning process individually and in PLCs to analyze student work will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies. This will impact the entire campus because there will be consistency amongst the campus which should help reduce classroom distractions and allow more instruction to take place. Using the corrective action planning process with the teachers will help lessons to be more targeted and data driven which will create a more student driven and student led environment.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** District and campus leaders will emphasize the necessity of utilizing data in weekly meetings, PLCs, and targeted, individual conversations with staff. Since disaggregating data with fidelity is a relatively new practice for some campus teachers, campus leaders will acknowledge that the learning curve for many members of the staff will require time. Leaders will emphasize the effect that utilizing data has on students' growth by providing training, and mentoring opportunities, and examples of student growth when instruction was targeted based on students' data.

**Desired Annual Outcome:** By the end of May 2022 90% of teachers will utilize instructional strategies based on weekly recurring data analysis that is learner centered and encompasses academic and social-emotional best practices. Campus data will be available for review varied modalities such as: data spreadsheets, data charts, walls and data binders.

**District Commitment Theory of Action:** If the district provides campus with access to student academic, behavioral, and graduation data on multiple platforms to view and allows for training opportunities on these platforms, then instructional staff will be able to lead student progress toward measurable goals.

**Desired 90-day Outcome:** By the end of February 2022, 75% of teachers will utilize instructional strategies based on weekly recurring data analysis that is learner centered and encompasses academic and social-emotional best practices. Campus data will be available for review in varied modalities such as: data spreadsheets, data charts, walls and data binders.

**District Actions:** The district will provide a standardized data disaggregation tools to follow weekly, facilitating implementation of classroom strategies to improve instructional practices. Student data provided through district platforms will assist in completing data meetings.

**Did you achieve your 90 day outcome?:** No

**Why or why not?:** At least 75 % of teachers utilized instructional strategies based on classroom data, but there is not data to suggest that it encompassed social emotional best practices as the desired 90 day outcome required. This is due to lack of social emotional resources provided to teachers for best practices. Attempts were made for scheduling in person trainings to fulfil the requirement, but scheduling conflicts did not permit the trainings to take place.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will attend campus data meetings that are hands on and will focus on disaggregating student data that will consist of coaching and modeling from the campus instructional leader, and prescriptive reteach strategies based on student needs and opportunities for practice.</p> <p><b>Evidence Used to Determine Progress:</b> Teachers will be able to disaggregate classroom data i.e. classwork, tests, quizzes, benchmark at the end of PLC session in percentage and submit a detailed report of anticipated passing percentages based on student data.</p> <p><b>Person(s) Responsible:</b> Principal, Teacher, District Instructional Coordinator</p> <p><b>Resources Needed:</b> Access to student data (Eduphoria, Canvas, Edgenuity)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 18, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Teachers will attend PLC meetings during planning periods at least two times per month that are scheduled on calendars at least one week in advance. There will also be a contingency plan in place in the event the scheduled meeting is not able to take place. The reason this has been difficult to consistently maintain is because the campus and staff still experienced residual effects of several staff members previously being out long-term as well as the continued recurring daily/weekly unexpected staff absences. Additionally, meetings are sometimes scheduled during conference periods (by other personnel not on the campus) that the principal and teacher must attend i.e. ARD meetings.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Principal and/or designee will provide monthly opportunities for social-emotional training so that student behaviors and academic outcomes will increase.</p> <p><b>Evidence Used to Determine Progress:</b> Training materials, training summaries from staff</p> <p><b>Person(s) Responsible:</b> Principal, instructional coordinator, district staff</p> <p><b>Resources Needed:</b> Access to training i. e. Region 11, 20, outside consultants</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 18, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Other priorities and unforeseen daily student circumstances prevented implementation of this action step. Trainings have been identified to ensure that the goal is met:</p> <p>March- SafeSchool Online Trainings: Dating Violence- Identification and Prevention (All staff), Human Trafficking and Awareness (All staff), Mental Health First Aid (counselor and teacher leaders pending approval from Region 11).</p> <p>April- "Working with at Risk Youth" virtual training through Region 11 (Teacher leaders, Special Population Teachers)</p> <p>May- "Cultural Competence and Racial Bias"- SafeSchools Online Training (All staff)</p> <p>*Upon completion of monthly required trainings, participants will submit a summary and share with other colleagues. Participants who attend trainings that are not open to "all" staff will be required to present information learned to staff in a scheduled meeting.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Principal and/or instructional coordinator will meet with teachers weekly following the TIL observation and feedback protocol and focus on instructional delivery and how the lesson plan contributes to the effectiveness of the session.</p> <p><b>Evidence Used to Determine Progress:</b> Improved student grades, improved walk through statistics</p> <p><b>Person(s) Responsible:</b> Principal, District Instructional Coordinator, Teachers</p> <p><b>Resources Needed:</b> Grade reports, walk through data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 18, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> The principal and instructional coordinator have weekly scheduled time on calendars for walk-thrus and a time will be scheduled for feedback to be disseminated based on the walk-through. Additionally, contingency plans will be created ahead of time in the event unforeseen campus/student circumstances prevent the observation and feedback cycle from occurring as listed on the calendar. The meeting may also occur virtually opposed to in person. Scheduling conflicts was a barrier to the goal not being fully met this past cycle.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Teachers may struggle to encompass both academic and social-emotional best practices in their classes.

**What specific action steps address these challenges?:** Action steps 1 and 3 address academic needs by the intentional focus of the campus data meetings, modeling, prescriptive reteach strategies based on observations, and hands-on collaboration between colleagues. Action step 2 addresses the social emotional component that teachers need to be trained in.

## Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:** None

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Rationale:** According to our self-reflection completed in September of 2021, which aligned to our ESF Focus Grant, 1.1, Strong School Leadership and Planning, will be a prioritized focus area for 2021 - 2022.

Developing campus instructional leaders (principal and teacher leaders along with other school leaders) with clear roles and responsibilities, will increase overall student attendance, social emotional health, and Tier 1 instruction. If leaders have roles and responsibilities that clearly target student attendance, social emotional health and Tier 1 instruction, and they understand and adhere to those roles and responsibilities, then there should be an increase in metrics that track student attendance, students' emotional health and student achievement.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Staff members will review their job descriptions both independently and collaboratively with their direct supervisor and central office staff to gain clear understanding of their roles, responsibilities and job descriptions. All staff will meet weekly to focus on student progress and formative data. These meetings will also be opportunities for deliberate modeling and feedback to be given on implementation of how job roles and responsibilities are being carried out. Campus leaders will partner with the central office to receive materials and trainings as well as the regional service centers and other outside agencies recommended by central office staff and/or the service center, as applicable, to provide resources for professional development.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Richard Milburn Academy Leadership Team participated in a self-reflection activity in the summer of 2021. Using the results of the self reflection activity, survey, along with the data from last year's TIP, the Team decided to continue with Strong Leadership and Planning. We will host weekly required staff and leadership meetings. Written information will be distributed to staff via email. Other relevant documents like the employee handbook and year at a glance calendars will be placed on the school's website (as applicable) or in SharePoint. Professional digital calendars will be shared amongst office staff members to include: principal, counselor, student community liaison, registrar and selected teacher leaders.

**Desired Annual Outcome:** By May 2022, 100% of campus leaders will demonstrate knowledge of their roles and responsibilities by spearheading their departments/ subject level teams by utilizing their self created weekly calendars with scheduled leadership tasks, and adhering to written processes and protocols that are clear, transparent and match their assigned roles and responsibilities. Academics, school climate, culture and overall morale improve should improve.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.

**Desired 90-day Outcome:** By May 2022, 100% of campus leaders will demonstrate knowledge of their roles and responsibilities by spearheading their departments/ subject level teams by utilizing their self created weekly calendars with scheduled leadership tasks, and adhering to written processes and protocols that are clear, transparent and match their assigned roles and responsibilities.

**District Actions:** End of year review of current roles and responsibilities, monitor effective of shared office calendars, review employee manual for possible changes/updates based on employee performance reviews, update office personnel checklist/monthly duties based on end of year reviews.

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

**Did you achieve your annual outcome? Why or why not?:** None



Step 1 Details	Reviews
<p><b>Action Step 1:</b> Principal debriefs with School Community Liaison once per week to review the progress of meeting deadlines and completing tasks with the assistance of the provided exemplar, discuss varied School Community Liaison reports including those that collect data necessary in assisting instructors as they work to identify students with significant learning gaps. These reports include attendance reports, contact logs, home visit logs, tardy reports, etc. Other items discussed are community partnerships, and way to motivate/provide incentives for students because meeting the needs of the students and their families increases the likelihood of stronger academic achievement.</p> <p><b>Evidence Used to Determine Progress:</b> School Community Liaison Report, School Community Liaison Log, Truancy Report, Attendance/Tardy Documentation, Community Partnership Logs, Home Visits Log</p> <p><b>Person(s) Responsible:</b> School Community Liaison Liaison, Principal</p> <p><b>Resources Needed:</b> School Community Liaison Report, School Community Liaison Log, Truancy Report, Attendance/Tardy Documentation, Community Partnership Logs, Home Visits Log</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Principal and teacher leaders meet two times per month to review student data and then use the data to plan hands-on activities for teachers that will enhance classroom instruction. Teacher leaders will be responsible for creating the agenda and necessary materials for the training after receiving coaching from the school principal during the scheduled bi-monthly meetings.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting agendas, surveys, presentation notes, participant feedback summaries</p> <p><b>Person(s) Responsible:</b> Principal, teacher leaders</p> <p><b>Resources Needed:</b> Will vary based on needs of participants</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Principal schedules weekly mini check-ins with instructional staff to review grades and classroom instructional needs i.e. supplies for lessons/projects to promote engagement. This will serve as a catalyst for conversations that create/enhance academically sound instructors.</p> <p><b>Evidence Used to Determine Progress:</b> Calendar showing consistency of meetings, participants' feedback summaries</p> <p><b>Person(s) Responsible:</b> Principal, teachers</p> <p><b>Resources Needed:</b> Teachers' gradebooks, instructional materials</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** The main challenge that I foresee in achieving this campus outcome is time. With STAAR testing, student absences, and unforeseen staff absences, many personnel are often absorbing other responsibilities.

**What specific action steps address these challenges?:** The mini check-ins (Action Step 3) and teacher leaders providing training (Action Step 1) address these challenges because they are geared to be support specifically for teachers. They also require intentional scheduling so that they become priorities so that people will know how important the initiatives are.

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** According to our self-reflection completed in August of 2021, which aligned to our ESF Focus Grant, 5.3, Data Driven Instruction, will be a prioritized focus area for 2021 - 2022. Using a corrective instruction action planning process individually and in PLCs to analyze student work will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies. This will impact the entire campus because there will be consistency amongst the campus which should help reduce classroom distractions and allow more instruction to take place. Using the corrective action planning process with the teachers will help lessons to be more targeted and data driven which will create a more student driven and student led environment.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** District and campus leaders will emphasize the necessity of utilizing data in weekly meetings, PLCs, and targeted, individual conversations with staff. Since disaggregating data with fidelity is a relatively new practice for some campus teachers, campus leaders will acknowledge that the learning curve for many members of the staff will require time. Leaders will emphasize the effect that utilizing data has on students' growth by providing training, and mentoring opportunities, and examples of student growth when instruction was targeted based on students' data.

**Desired Annual Outcome:** By the end of May 2022 90% of teachers will utilize instructional strategies based on weekly recurring data analysis that is learner centered and encompasses academic and social-emotional best practices. Campus data will be available for review varied modalities such as: data spreadsheets, data charts, walls and data binders.

**District Commitment Theory of Action:** If the district provides campus with access to student academic, behavioral, and graduation data on multiple platforms to view and allows for training opportunities on these platforms, then instructional staff will be able to lead student progress toward measurable goals.

**Desired 90-day Outcome:** By the end of May 2022 90% of teachers will utilize instructional strategies based on weekly recurring data analysis that is learner centered and encompasses academic and social-emotional best practices. Campus data will be available for review varied modalities such as: data spreadsheets, data charts, walls and data binders.

**District Actions:** The district will provide standardized testing data and a disaggregation tool to follow for campus needs assessment and instructional planning.

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

**Did you achieve your annual outcome? Why or why not?:** None

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Principal and/or designee will provide monthly opportunities for social-emotional training so that student behaviors and academic outcomes will increase.</p> <p><b>Evidence Used to Determine Progress:</b> Training materials, training summaries from staff</p> <p><b>Person(s) Responsible:</b> Principal, instructional coordinator, district staff</p> <p><b>Resources Needed:</b> Access to training i. e. Region 11, 20, outside consultants</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Teachers will attend campus data meetings that are hands on and will focus on disaggregating student data that will consist of coaching and modeling from the campus instructional leader, and prescriptive reteach strategies based on student needs and opportunities for practice.</p> <p><b>Evidence Used to Determine Progress:</b> Teachers will be able to disaggregate classroom data i.e. classwork, tests, quizzes, benchmark at the end of PLC session in percentage and submit a detailed report of anticipated passing percentages based on student data.</p> <p><b>Person(s) Responsible:</b> Principal, Teacher, District Instructional Coordinator</p> <p><b>Resources Needed:</b> Access to student data (Eduphoria, Canvas, Edgenuity)</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will spend dedicated time weekly in staff meetings (at least 15 minutes) in discussing intervention strategies and/or planning intervention lessons with fellow colleagues.</p> <p><b>Evidence Used to Determine Progress:</b> Minutes from meetings, recordings from discussions, participant summaries</p> <p><b>Person(s) Responsible:</b> Principal, teacher leaders, teachers</p> <p><b>Resources Needed:</b> Student data, recording mechanisms,</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Principal and/or instructional coordinator will meet with teachers weekly following the TIL observation and feedback protocol and focus on instructional delivery and how the lesson plan contributes to the effectiveness of the session.</p> <p><b>Evidence Used to Determine Progress:</b> Improved student grades, improved walk through statistics</p> <p><b>Person(s) Responsible:</b> Principal, District Instructional Coordinator, Teachers</p> <p><b>Resources Needed:</b> Grade reports, walk through data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> January 4, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 18, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** A 5 year associate teacher (who was a former teacher leader) is leaving. A new teacher leader has already been identified and accepted the position, however, the loss of key personnel is impactful to students and the overall programming of the school. A new associate teacher will need to be trained and acclimated to the students and campus with only a few months before state testing.

**What specific action steps address these challenges?:** Action steps 1-3 address these challenges because they all focus on dedicated time with teachers and coaching and modeling based on individual needs.

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	1	3	SIG		\$10,625.00
<b>Sub-Total</b>					\$10,625.00
<b>Budgeted Budget Object Code Amount</b>					\$10,625.00
<b>+/- Difference</b>					\$0.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$3,660.00
<b>+/- Difference</b>					\$3,660.00
<b>Grand Total Budgeted</b>					\$14,285.00
<b>Grand Total Spent</b>					\$10,625.00
<b>+/- Difference</b>					\$3,660.00

Student Data																	
Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
							2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
										Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	39	30	69	Released STAAR	28	50	Other	30	14	36	
		All	All	Reading	Meets	STAAR	16	10	69	Released STAAR	16	45	Other	18	9	20	
		All	All	Reading	Masters	STAAR	0	0	69	Released STAAR	1	30	Other	2	0	3	
		All	All	Mathematics	Approaches	STAAR	36	18	72	Released STAAR	18	20	Other	19	18	21	
		All	All	Mathematics	Meets	STAAR	3	1	72	Released STAAR	1	4	Other	2	6	3	
		All	All	Mathematics	Masters	STAAR	0	1	72	Released STAAR	1	3	Other	2	0	3	
		All	All	Science	Approaches	STAAR	37	31	76	Released STAAR	37	42	Other	39	25	40	
		All	All	Science	Meets	STAAR	5	3	76	Released STAAR	1	17	Other	2	6	3	
		All	All	Science	Masters	STAAR	0	1	76	Released STAAR	1	0	Other	3	0	4	
		All	All	Social Studies	Approaches	STAAR	83	63	66	Released STAAR	52	32	Other	55	24	70	
		All	All	Social Studies	Meets	STAAR	32	20	66	Released STAAR	32	24	Other	34	21	35	
		All	All	Social Studies	Masters	STAAR	10	3	66	Released STAAR	17	6	Other	19	3	20	
2. Domain 3	Focus 1	Academic Achievement	All	African American	Reading	NA	STAAR	9	30	69	Released STAAR	32	43	Other	34	22	36
	Focus 2	Academic Achievement	All	Hispanic	Reading	NA	STAAR	3	30	69	Released STAAR	30	50	Other	33	15	37
	Focus 3	School Quality/College & Career Readiness	All	Hispanic	All	NA	Graduation Rate	5	34	70	Other	10	53	Other	20	3	39



# Addendums



*Items to Discuss: HB 999 and IGCs*

*Calendar Appointments to Share:*

*Weekly Leadership Meeting Mondays at 10:00*

*Weekly Staff Meeting Tuesdays at 5:00*

*Weekly CCMR Meetings with Ms. Sanders*

*Ongoing  
Ongoing  
Ongoing*

*Dates and Times?*

Week of 10/25/2021  
Linda Moseley

*Linda Moseley* 10/29/21

*Gay Sanders*

Tasks from Last Week	Status/Notes	Target Deadline
Make Schedules for Newly Enrolled Students and Check New Student TRES Updates	Daily	Daily
Order diplomas and transcripts for remaining 2020-2021 seniors/ Upload Grad Files	Need SpEd AAR Grad ARDs	ASAP
PGPs with ALL Students via Mailout with legend on back	Complete	10/26/2021
All FALL Senior Grad PGPs	In Progress	10/15/2021
New IGC Initial Meeting Paperwork, Upload into Websmart, Assign Classes, Add to Group	In Progress	10/15/2021
COUNSELOR TRAINING IN HOUSTON TUESDAY THRU FRIDAY	Complete	10/8/2021
Edgenuity entries for 2nd semester	Complete	10/22/2021
Tasks for this Week	Status/Notes	Target Deadline
Make Schedules for Newly Enrolled Students and Check New Student TRES Updates	Daily	Daily
Order diplomas and transcripts for remaining 2020-2021 seniors/ Upload Grad Files	Need SpEd AAR Grad ARDs	ASAP
PGPs with ALL Students via Mailout with legend on back	Complete	10/26/2021
All FALL Senior Grad PGPs	In Progress	10/15/2021
New IGC Initial Meeting Paperwork, Upload into Websmart, Assign Classes, Add to Group	In Progress	10/15/2021
Expense Report for COUNSELOR TRAINING IN HOUSTON TUESDAY, 10/4 THRU FRIDAY, 10/8	Submit to Sanders	10/25/2021
Change Distance Chemistry and Physics over to Edgenuity with Thomas as TOR	Complete	10/25/2021
Schedule local High Schools Lead Counselors	In Progress	11/5/2021
Enter New Students' Endorsements into Websmart, and Classes into Edgenuity	As Available	Ongoing
Upload Edgenuity Completions into Websmart	Daily	Ongoing
Update Test Roster with Student Entries and Withdrawals and Changes in Accommodations	Every Friday	Ongoing
CTE Verification and Coding	Every Monday	Ongoing
Communicate any students' schedule changes to teachers	As Needed	Ongoing
Maintain Credit-Recovery Spreadsheet with Progress Monitoring	Every Monday	Ongoing
Student Inquiries : Research and Respond	Continuous	Ongoing
PGPs (ROTATIONS) with ALL Students (and Parents as appropriate)	Senior List	Ongoing Priority
Current Month	Next Month:	Two months out:
2nd Term Senior Grad PGPs	Prepare for Interim Testing	Prepare for EOC Testing
FAFSA Night October 28th		
TCC Application Walk Thru		

**Items to Discuss: Dual Credit Plan**

**Calendar Appointments to Share:**

- Weekly Leadership Meeting Mondays at 10:00
- Weekly Staff Meeting Tuesdays at 5:00
- Weekly CCMR Meetings with Ms. Sanders Mondays
- BiWeekly Counselors' Meetings Thursdays at 3:00

Ongoing

Ongoing

Ongoing

10/14, 10/28, 11/11