

Richard Milburn Academy
RMA Killeen - TIP
2021-2022 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. Armard Anderson
Uneeda Givens

Principal: Dr. Nanette Coleman
ESC Case Manager: Jessica Torres
ESC Region: 2

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: Akilah Bennings

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: Dr. Nanette Coleman

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Data Analysis

Domain 1

What accountability goal has your campus set for this year?

Domain 1 goal is to increase our scores in all areas: STAAR, CCMR and graduation rate.

STAAR Goals

Increasing Approaches from 34% to 44%

Increasing Meets from 10% to 14%

Increasing Masters from 2% to 7%

CCMR Goals:

Increase graduates meeting CCMR credit criteria from 10% to 50%

Graduation Goals:

Increase our graduation rate from 55% to 65%

We aim to recover learning loss from the past year and a half. We think it is both feasible and ambitious to increase our scores by 10% based on the result we achieved last year. We will focus on tutoring for our students that did not pass STAAR to support in this area. Our focus on DDI will also help us prioritize which standards to address to improve student learning.

Rationale: Gains in student achievement through enhanced STAAR performance, CCMR, and improving graduation rate will yield greater results in student achievement, school progress and closing the gaps. Assisting our students in these vital ways will aid our campus in achieving an overall C rating for 2021.

Domain 2A or 2B

What accountability goal has your campus set for this year?

- As an AEA campus Domain 2B is not applicable, In Domain 2A we do not meet the student growth/progress measure criteria for enough first time testers in English 2 or Algebra 1, however we will continue to monitor growth in first-time testers while offering them supporting success strategies. We are a predominately at-risk high school that has significant Eco Dis percentage. Increasing academic strengths and student performance stamina in reading and math opens opportunities for our students.

Domain 3

What accountability goal has your campus set for this year?

CCMR

We will increase our CCMR component score of 28% to 38%, this will be accomplished by increasing our Eco. Dis students meeting CCMR to 39% and our African-American students to 31%. This will be done by preparing students for ACT, SAT and TSI exams, and enrolling students in Central Texas College for dual credit courses once the MOU is completed. We will also be offering industry based certifications and encouraging our students who are currently in the workforce to acquire industry certifications.

Academic achievement:

Approaches from 34% to 44%

Meets from 10% to 14%

Masters from 2% to 7%

Federal Graduation Rate:

We are desiring to increase our graduation rate to 65%.

Rationale: In looking at past data, it was clear that we needed to increase our STAAR achievement for our Eco. Dis and African American students, due in part that they are the largest population on our campus. Also, promoting industry certifications(career ready) for students and dual credit (college readiness) opportunities will increase our CCMR score. Gains in student achievement through enhanced STAAR performance will correspond with greater results in the closing the gaps state and federal accountability targets. Assisting our students in these vital ways will aid our campus in achieving an overall C rating for 2021.

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?

The subjects of focus for the 2021-2022 school year are Algebra I and ELAR. These two subject areas have been the lowest performing areas on campus for the last 3 years. The intended impact on our accountability scores is increasing our Domain 1 STAAR performance component score from 13 to 22. We need to prioritize this focus area to support our student in making up significant learning loss from last year. Prioritizing math and English achievement, will improve our overall data for the current school year. We will ensure that our DDI practices in math and English are strong, and that we are using tutoring in a way to support our students who did not pass the STAAR math and ELAR exam. We are focusing on the achievement of our economically disadvantaged students as most of the students we serve fall into this category.

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

The student group being targeted are our Economically disadvantaged students because if we can see an increase in this population of students we will see our overall Domain 1 and 3 increase. Focusing on these student groups will support our accountability scores across the board, but particularly in Domain 3 since many of these targets were missed. They are historically the lowest performing on our campus, as well as the largest testing group on my campus. Gains in student achievement through enhanced STAAR performance, increased CCMR credit criteria achievement, and increased graduation rate will facilitate greater results in student success initiatives.

CCMR

What goals has your campus set for CCMR?

Our campus goal is to increase our CCMR over last school year to 50%. We are preparing graduation plans for every student ensuring that all seniors are graduating with CTE sequenced courses and approved industry based certifications. Also, every Junior and Senior will be enrolled in the Texas Bridge Program, once our MOU with Central Texas College (CTC) is completed. We will also have 100% of our senior students take ACT and SAT, or the TSI college exams, and offer preparation courses to support success on these initiatives.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Our current campus goal for graduation is to increase of graduates by 10%, over last school year. Since we are on campus with instruction this year, we have our students being consistent in attendance and determined to graduate. The counselor is preparing graduation plans with each student, and the students have been encouraged to stay and get their diploma, within cohort (4yr - Federal graduation rate).

We have put systems in place actively seeking any student that leaves our campus to track their increase their chances of moving towards graduating from high school.

Essential Actions

Cycles 1-3

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

Implementation Level: Partial Implementation

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

Implementation Level: Partial 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: Partial Implementation

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial 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?: Based on our weekly common assessments students are achieving at the expected achievement levels. We are currently in the midst of EOC testing and we are hopeful that at least 70% of our students testing are at 'Approaches' or above.

1. **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

Rationale: During the 2021-2022 school year 3 out of 4 will only have 0-1 years of teaching experience. So, ensuring the teachers build a partnership with the campus instructional leader, where they frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor will not only build teacher capacity, but will also ensure student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Working with district Instructional Coordinators to assist with professional development and have weekly data meetings focused on the lesson planning will help build teacher capacity in lesson planning. As well as weekly PLC's.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Community and families will be notified of our focus in our back to school Title I event. Our students will be made aware of our focus by preparation and excellent teaching strategies in the classrooms. However, staff meet weekly in PLC's to discuss lesson plans, and student learning, so that adjustments are made as needed for re-teaching.

Desired Annual Outcome: By May 2022, 100% of campus teachers will improve instruction by utilizing differentiated high quality instructional material with fidelity, instruction, based on data, using formative assessments and scaffolding instruction as evidenced in lesson plan feedback and classroom walkthrough observations.

District Commitment Theory of Action: If the district provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence; and provides access to assessments aligned to the standards and the expected level of rigor; and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus leader will be able to provide support and training to teachers regarding the use of the resources and procedures that will support high levels of student achievement and positively impact student learning and growth.

Desired 90-day Outcome: By November 30, 2021, 100% of teachers will be utilizing high quality instructional materials with fidelity evidenced by received lesson feedback on the Lesson Feedback Form and 50% will have implemented adjustments to their daily and weekly lessons.

District Actions: The DIC will support the campus by providing feedback on the Walkthrough form being used by the Campus Leadership Team to observe teachers. Additionally, the DIC will engage in co-observations and calibrations alongside the leadership team and help coach the principal to further calibrate the leadership team when necessary.

Did you achieve your 90 day outcome?: No

Why or why not?: Due to there being only 1 administrator on our campus it has been very difficult to be the instructional leader my staff needed me to be in providing them their weekly feedback.

Step 1 Details	Reviews
<p>Action Step 1: Daily lesson-level, unit and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and are TEKS aligned, with time for reteach or acceleration built into the scope and sequence.</p> <p>Evidence Used to Determine Progress: Lesson plan intervention or differentiation review. Classroom walkthroughs and observations and weekly assessment score improvement. Also, the weekly PLC's will continue the DDI conversations and next steps with students.</p> <p>Person(s) Responsible: District Instructional Coordinators and the Principal.</p> <p>Resources Needed: Weekly district lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: October 8, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Will continue to do the weekly walkthroughs with feedback provided to teachers.</p>
Step 2 Details	Reviews
<p>Action Step 2: Bi-Weekly campus PLC's will teach specific high yield instructional strategies to teachers that, which will be consistently observable in classroom walk-throughs, to meet the needs of all students.</p> <p>Evidence Used to Determine Progress: Campus Leadership Team walk-through forms will show increase of use of strategies.</p> <p>Person(s) Responsible: Teachers, CLT, principal</p> <p>Resources Needed: Forms, Books: "Instruction for All Students," time for meetings and walk-throughs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: PLC's will continue with more intentionality and calendar reservations for campus PLC's. In Cycle 2, I will include detailed notations of PLC meetings.</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus instructional Leaders will review Lesson intervention plans to determine how teachers use, internalize, and modify lesson plans regarding pace, rigor, and student achievement.</p> <p>Evidence Used to Determine Progress: Lesson Plan Feedback Form will demonstrate increasing utilization of feedback by teachers which will increase the scores of the District weekly walk-through data.</p> <p>Person(s) Responsible: Principal, teachers</p> <p>Resources Needed: Lesson Plan feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Be more intentional on weekly lesson planning.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The distributed lesson plans are new for us this year, and it will take the teachers a little time learning to adjust to the needs of their students.

What specific action steps address these challenges?: Bi-weekly lesson plan PLC meetings with the campus principal, we will vet their concerns and collaboratively come up with strategies to overcome them.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Principal will monitor teacher performance with walkthroughs, weekly reviews of lesson plans for effective planning. Reviewing disaggregated data to track and monitor process of all students and provide evidence-based feedback to teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus principal and District Instructional Coordinator will collaborate to provide comprehensive weekly teacher feedback, that includes analyzing data, identifying trends and determining root causes. This will all assist in building capacity with data driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Community and families will be notified of our focus in our back to school Title I event. Our students will be made aware of our focus by preparation and excellent teaching strategies in the classrooms. However, staff meet weekly in PLC's to discuss lesson plans, and student learning, so that adjustments are made as needed for re-teaching.

Desired Annual Outcome: By May 2022, 100% of the instructional staff will be able to track and monitor student data, identify data trends, set measurable goals based on data to lead to higher levels of student performance.

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 November 2021, 100% of teachers will be proficient in utilizing student data to inform instruction and support at least 70% of students to work with teachers to set their academic goals to foster ownership and goal setting.

District Actions: The District assist the teachers by providing weekly lesson plans as well as weekly assessments, to measure and monitor progress systemically. Then in the bi-monthly district PLC, the teachers along with DIC's are able to analyze and provide supports with one another.

Did you achieve your 90 day outcome?: Yes

Why or why not?: I have met the weekly walkthrough expectations.

Step 1 Details	Reviews
<p>Action Step 1: Weekly PLC meetings will be conducted to establish and discuss assessment calendars and feedback opportunities on reteach plans based on data from weekly assessments.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Will continue to do the weekly walkthroughs with feedback provided to teachers.</p>

Step 2 Details	Reviews
<p>Action Step 2: Based off formative data, exit tickets, and weekly common assessment, teachers will provide in class interventions aligned to identified standards.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Will continue to do the weekly walkthroughs with feedback provided to teachers.</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus and district instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</p> <p>Frequency Weekly</p> <p>Evidence Collection Date November 30, 2021</p> <p>Evidence Used to Determine Progress: Calendar of meetings; agenda and notes from PLC data meetings</p> <p>Person(s) Responsible: Principal, DIC, content expert</p> <p>Resources Needed: already provided</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 16, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Will continue to do the weekly walkthroughs with feedback provided to teachers.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges we face being an accelerated program is carving out the time to review student progress and achievement with the students. It seems like there's so much to get done in an hour that teacher's struggle with the student monitoring part.

What specific action steps address these challenges?: We will have to become intentional with specific data days for students, in order to ensure that everyone knows where they are academically.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: We partially met student performance data goals. While our campus did meet the AEA target for all EOC tests taken, we did not meet all of our individual EOC goals, still needing to improve our Algebra I EOC scores.

1. 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

Rationale: During the 2021-2022 school year 3 out of 4 will only have 0-1 years of teaching experience. So, ensuring the teachers build a partnership with the campus instructional leader, where they frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor will not only build teacher capacity, but will also ensure student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Working with district Instructional Coordinators to assist with professional development and have weekly data meetings focused on the lesson planning will help build teacher capacity in lesson planning. As well as weekly PLC's.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Community and families will be notified of our focus in our back to school Title I event. Our students will be made aware of our focus by preparation and excellent teaching strategies in the classrooms. However, staff meet weekly in PLC's to discuss lesson plans, and student learning, so that adjustments are made as needed for re-teaching.

Desired Annual Outcome: By May 2022, 100% of campus teachers will improve instruction by utilizing differentiated high quality instructional material with fidelity, instruction, based on data, using formative assessments and scaffolding instruction as evidenced in lesson plan feedback and classroom walkthrough observations.

District Commitment Theory of Action: If the district provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence; and provides access to assessments aligned to the standards and the expected level of rigor; and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus leader will be able to provide support and training to teachers regarding the use of the resources and procedures that will support high levels of student achievement and positively impact student learning and growth.

Desired 90-day Outcome: By Feb. 28, 2022, 100% of teachers will be utilizing high quality instructional materials with fidelity evidenced by received lesson feedback on the Lesson Feedback Form and 60% will have implemented adjustments to their daily and weekly lessons.

District Actions: Campus leadership will continue to do weekly walkthroughs with DIC's to calibrate what is being observed in the classroom. Also, the District continue to provide weekly common assessments to quickly identify the needs of the students.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All teachers have received lesson plan feedback. All teachers have made adjustments to their daily intervention activities of their lesson plans based on feedback.

Step 1 Details	Reviews
<p>Action Step 1: Daily lesson-level and unit common assessments are administered to determine the level in which students learned what was taught. Assessments measure the appropriate level of rigor and alignment of TEKS and instructional materials, along with the appropriate pacing.</p> <p>Evidence Used to Determine Progress: Lesson plan and walkthrough feedback will demonstrate increasing utilization of feedback by teachers as evidenced by an increase of the teacher scores of the District weekly walk-through data and student performance.</p> <p>Person(s) Responsible: Principal, teachers</p> <p>Resources Needed: District provided common assessments and curriculum based assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue to utilize the lesson plan feedback form to ensure that all teachers are aware and understand the process of support, revision, implementation, and reflection to improve their performance.</p>
Step 2 Details	Reviews
<p>Action Step 2: Bi-Weekly campus PLC's will teach specific high yield instructional strategies to teachers that, which will be consistently observable in classroom walk-throughs, to meet the needs of all students.</p> <p>Evidence Used to Determine Progress: Campus Leadership Team walk-through forms will show increase of use of strategies.</p> <p>Person(s) Responsible: Teachers, CLT, principal</p> <p>Resources Needed: Forms, Books: "Instruction for All Students," time for meetings and walk-throughs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue meeting in campus level PLCs to reinforce district PLCs and district expectations regarding instruction, coaching, and the delivery of high quality instructional material and look for evidence in weekly walkthroughs with evidence in feedback and teacher walkthrough scoring.</p>
Step 3 Details	Reviews
<p>Action Step 3: District provides high quality instructional materials that are consistently used across classrooms, including weekly lesson plans along with assessments, to ensure that we are on target with the pacing guides that intentionally meet the needs of all students.</p> <p>Evidence Used to Determine Progress: Classroom walkthroughs and observations and weekly assessment score improvement. Also, the weekly PLC's will facilitate the DDI conversations and next steps with instructional material and student interventions.</p> <p>Person(s) Responsible: District Instructional Coordinators and the Principal.</p> <p>Resources Needed: Time built in for coaching and PLCs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: District level lesson planning and common weekly assessment data support appropriate pacing and instructional activities as evidenced by overall increase in student achievement.</p>

Step 4 Details	Reviews
<p>Action Step 4: Campus instructional Leaders will review Lesson intervention plans to determine how teachers use, internalize, and modify lesson plans regarding pace, rigor, and student achievement.</p> <p>Evidence Used to Determine Progress: Lesson Plan Feedback Form will demonstrate increasing utilization of feedback by teachers which will increase the scores of the District weekly walk-through data</p> <p>Person(s) Responsible: Principals, Teachers</p> <p>Resources Needed: Lesson intervention plan feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue in the efforts to review lesson intervention plans.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The current challenges encountered is sometimes conflicting schedules between campus leadership and DIC's.

What specific action steps address these challenges?: We could schedule out our walkthroughs for a month at a time to eliminate some of the scheduling conflicts.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Principal will monitor teacher performance with walkthroughs, weekly reviews of lesson plans for effective planning. Reviewing disaggregated data to track and monitor process of all students and provide evidence-based feedback to teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus principal and District Instructional Coordinator will collaborate to provide comprehensive weekly teacher feedback, that includes analyzing data, identifying trends and determining root causes. This will all assist in building capacity with data driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Community and families will be notified of our focus in our back to school Title I event. Our students will be made aware of our focus by preparation and excellent teaching strategies in the classrooms. However, staff meet weekly in PLC's to discuss lesson plans, and student learning, so that adjustments are made as needed for re-teaching.

Desired Annual Outcome: By May 2022, 100% of the instructional staff will be able to track and monitor student data, identify data trends, set measurable goals based on data to lead to higher levels of student performance.

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 Feb. 2022, 100% of teachers will be proficient in utilizing student data to inform instruction and support at least 80% of students to set their academic goals to foster ownership and goal setting, with active monitoring.

District Actions: The District assist the teachers by providing weekly lesson plans as well as weekly assessments, to measure and monitor progress systemically. Then in the bi-monthly district PLC, the teachers along with DIC's are able to analyze and provide supports with one another.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Student goal setting has led to increased student performance and accountability. Students have increased their on-time completion of work and our campus leads the district in highest course completions in the past two grading terms.

Step 1 Details	Reviews
<p>Action Step 1: Weekly PLC meetings will be conducted to establish and discuss assessment calendars and feedback opportunities on reteach plans based on data from weekly assessments.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: SIG - 6200-Professional and contracted services - \$10,625</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: After all weekly common assessments, interim assessments and EOC testing windows as a campus we discuss data findings to determine next steps to increase student achievement including interventions. We also share the data to facilitate cross curricular support for students.</p>

Step 2 Details	Reviews
<p>Action Step 2: Based off formative data, exit tickets, and weekly common assessment, teachers will provide in class interventions aligned to identified standards.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: After weekly common assessments and exit tickets teachers are updating the interventions in their lesson plans to support an increase in student achievement.</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus and district instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</p> <p>Evidence Used to Determine Progress: Calendar of meetings; agenda and notes from PLC data meetings</p> <p>Person(s) Responsible: Principal, DIC, content expert</p> <p>Resources Needed: already provided</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Bi-weekly district PLCs include performance discussions between the campus and district to discuss trends and collaborate on best practice interventions for supporting student success.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges we face being an accelerated program is carving out the time to review student progress and achievement with the students. It seems like there's so much to get done in an hour that teacher's struggle with the student monitoring part.

What specific action steps address these challenges?: We will have to become intentional with specific data days for students, in order to ensure that everyone knows where they are academically.

Cycle 3 - (Mar – May)

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

1. **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

Rationale: During the 2021-2022 school year 3 out of 4 will only have 0-1 years of teaching experience. So, ensuring the teachers build a partnership with the campus instructional leader, where they frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor will not only build teacher capacity, but will also ensure student success.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Working with district Instructional Coordinators to assist with professional development and have weekly data meetings focused on the lesson planning will help build teacher capacity in lesson planning. As well as weekly PLC's.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Community and families will be notified of our focus in our back to school Title I event. Our students will be made aware of our focus by preparation and excellent teaching strategies in the classrooms. However, staff meet weekly in PLC's to discuss lesson plans, and student learning, so that adjustments are made as needed for re-teaching.

Desired Annual Outcome: By May 2022, 100% of campus teachers will improve instruction by utilizing differentiated high quality instructional material with fidelity, instruction, based on data, using formative assessments and scaffolding instruction as evidenced in lesson plan feedback and classroom walkthrough observations.

District Commitment Theory of Action: If the district provides the campus with a standards-aligned guaranteed and viable curriculum and scope and sequence; and provides access to assessments aligned to the standards and the expected level of rigor; and the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus leader will be able to provide support and training to teachers regarding the use of the resources and procedures that will support high levels of student achievement and positively impact student learning and growth.

Desired 90-day Outcome: By May 30, 2022, 100% of teachers will be utilizing high quality instructional materials with fidelity evidenced by received lesson feedback on the Lesson Feedback Form and 70% will have implemented adjustments to their daily and weekly lessons.

District Actions: Campus leadership will continue to do weekly walkthroughs with DIC's to calibrate what is being observed in the classroom. Also, the District continue to provide weekly common assessments to quickly identify the needs of the students.

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>Action Step 1: Daily lesson-level and unit common assessments are administered to determine the level in which students learned what was taught. Assessments measure the appropriate level of rigor and alignment of TEKS and instructional materials, along with the appropriate pacing.</p> <p>Evidence Used to Determine Progress: Lesson plan and walkthrough feedback will demonstrate increasing utilization of feedback by teachers as evidenced by an increase of the teacher scores of the District weekly walk-through data and student performance.</p> <p>Person(s) Responsible: Principal, teachers</p> <p>Resources Needed: District provided common assessments and curriculum based assessments</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: District provides high quality instructional materials that are consistently used across classrooms, including weekly lesson plans along with assessments, to ensure that we are on target with the pacing guides that intentionally meet the needs of all students.</p> <p>Evidence Used to Determine Progress: Classroom walkthroughs and observations and weekly assessment score improvement. Also, the weekly PLC's will facilitate the DDI conversations and next steps with instructional material and student interventions.</p> <p>Person(s) Responsible: District Instructional Coordinators and the Principal.</p> <p>Resources Needed: Time built in for coaching and PLCs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Bi-Weekly campus PLC's will teach specific high yield instructional strategies to teachers that, which will be consistently observable in classroom walk-throughs, to meet the needs of all students.</p> <p>Evidence Used to Determine Progress: Campus Leadership Team walk-through forms will show increase of use of strategies.</p> <p>Person(s) Responsible: Teachers, CLT, principal</p> <p>Resources Needed: Forms, Books: "Instruction for All Students," time for meetings and walk-throughs</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Campus instructional Leaders will review Lesson intervention plans to determine how teachers use, internalize, and modify lesson plans regarding pace, rigor, and student achievement.</p> <p>Evidence Used to Determine Progress: Lesson Plan Feedback Form will demonstrate increasing utilization of feedback by teachers which will increase the scores of the District weekly walk-through data.</p> <p>Person(s) Responsible: Principal, teachers</p> <p>Resources Needed: Lesson Plan feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: Campus instructional Leaders will review Lesson intervention plans to determine how teachers use, internalize, and modify lesson plans regarding pace, rigor, and student achievement.</p> <p>Evidence Used to Determine Progress: Lesson Plan Feedback Form will demonstrate increasing utilization of feedback by teachers which will increase the scores of the District weekly walk-through data</p> <p>Person(s) Responsible: Principals, Teachers</p> <p>Resources Needed: Lesson intervention plan feedback form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Ongoing - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The current challenges encountered is sometimes conflicting schedules between campus leadership and DIC's.

What specific action steps address these challenges?: We could schedule out our walkthroughs for a month at a time to eliminate some of the scheduling conflicts.

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: Principal will monitor teacher performance with walkthroughs, weekly reviews of lesson plans for effective planning. Reviewing disaggregated data to track and monitor process of all students and provide evidence-based feedback to teachers.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus principal and District Instructional Coordinator will collaborate to provide comprehensive weekly teacher feedback, that includes analyzing data, identifying trends and determining root causes. This will all assist in building capacity with data driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Community and families will be notified of our focus in our back to school Title I event. Our students will be made aware of our focus by preparation and excellent teaching strategies in the classrooms. However, staff meet weekly in PLC's to discuss lesson plans, and student learning, so that adjustments are made as needed for re-teaching.

Desired Annual Outcome: By May 2022, 100% of the instructional staff will be able to track and monitor student data, identify data trends, set measurable goals based on data to lead to higher levels of student performance.

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 May 2022, 100% of teachers will be proficient in utilizing student data to inform instruction and support at least 100% of students to set their academic goals to foster ownership and goal setting, with active monitoring

District Actions: Campus leadership will continue to do weekly walkthroughs with DIC's to calibrate what is being observed in the classroom. Also, the District continue to provide weekly common assessments to quickly identify the needs of the students.

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>Action Step 1: Weekly PLC meetings will be conducted to establish and discuss assessment calendars and feedback opportunities on reteach plans based on data from weekly assessments.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p> <p>Funding Sources: SIG - 6200-Professional and contracted services - \$10,625</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Based off formative data, exit tickets, and weekly common assessment, teachers will provide in class interventions aligned to identified standards.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus and district instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</p> <p>Evidence Used to Determine Progress: Calendar of meetings; agenda and notes from PLC data meetings</p> <p>Person(s) Responsible: Principal, DIC, content expert</p> <p>Resources Needed: already provided</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Ongoing - Evidence Collection Date: May 27, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges we face being an accelerated program is carving out the time to review student progress and achievement with the students. It seems like there's so much to get done in an hour that teacher's struggle with the student monitoring part.

What specific action steps address these challenges?: We will have to become intentional with specific data days for students, in order to ensure that everyone knows where they are academically.

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

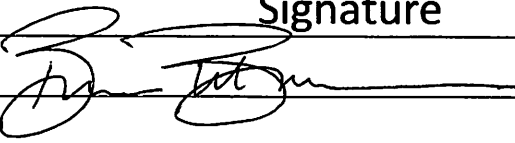
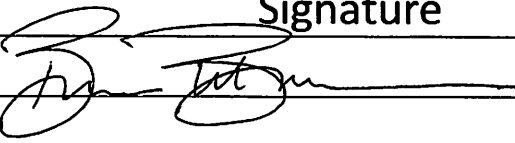
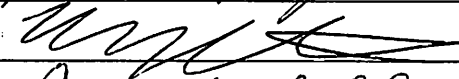

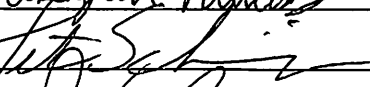
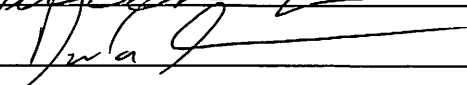
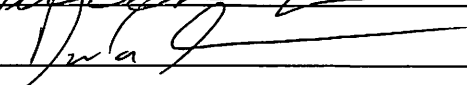
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	2	1	SIG		\$10,625.00
3	2	1	SIG		\$10,625.00
Sub-Total					\$21,250.00
Budgeted Budget Object Code Amount					\$10,625.00
+/- Difference					-\$10,625.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$3,660.00
+/- Difference					\$3,660.00
Grand Total Budgeted					\$14,285.00
Grand Total Spent					\$21,250.00
+/- Difference					-\$6,965.00

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	27	35	27	Released STAAR	38	37	Released STAAR	42	40	30	
			All	All	Reading	Meets	STAAR	10	0	27	Released STAAR	27	37	Released STAAR	1	14	11	
			All	All	Reading	Masters	STAAR	1	0	27	Released STAAR	5	4	Released STAAR	1	0	2	
			All	All	Mathematics	Approaches	STAAR	19	13	27	Released STAAR	28	66	Released STAAR	35	31	28	
			All	All	Mathematics	Meets	STAAR	0	0	27	Released STAAR	12	33	Released STAAR	15	3	1	
			All	All	Mathematics	Masters	STAAR	0	0	27	Released STAAR	6	33	Released STAAR	2	0	1	
			All	All	Science	Approaches	STAAR	37	37	27	Released STAAR	50	50	Released STAAR	55	35	44	
			All	All	Science	Meets	STAAR	3	0	27	Released STAAR	0	0	Released STAAR	1	17	6	
			All	All	Science	Masters	STAAR	3	0	27	Released STAAR	0	0	Released STAAR	1	0	6	
			All	All	Social Studies	Approaches	STAAR	70	44	27	Released STAAR	40	40	Released STAAR	45	64	77	
			All	All	Social Studies	Meets	STAAR	27	0	27	Released STAAR	13	13	Released STAAR	15	21	34	
			All	All	Social Studies	Masters	STAAR	5	0	27	Released STAAR	6	6	Released STAAR	5	0	9	
2. Domain 3	Focus 1	School Quality/College & Career Readiness	All	Econ Disadv	All	NA	STAAR	55	9	23	Other	20	12	Other	20	0	39	
	Focus 2	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	12	11	50	Released STAAR	22	33	Released STAAR	22	42	30	

Addendums

Richard Milburn Academy
Professional Development

Sign-In Sheet

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	
Courtney Dixon	Courtney Dixon
Shelia Hodges	Shelia Hodges
Maria Martinez	
Craig McCall	Craig McCall
Rachel Mendoza	Rachel Mendoza
Destini Smith	
Christina Ramirez	CRamirez
Abigail Rivas	Abigail Rivas
Pete Schirripa	
DeRonda Spencer	
MarKeisha Smith	
Thulasi Williams	Thulasi Williams

Richard Milburn Academy

Staff Meeting

12/8/2021 at 4:45pm

Agenda:

- Grades
 - As students finish their assignments, enter the grades,
- Remainder of tests
- Completion of courses
 - Let myself and Ms. Martinez know of completed students, for attendance purposes.
- Expectations in the classroom
 - Do not let students leave without your permission
- Re-assignment of duties
 - It's the same people are working every morning

Richard Milburn Academy
Professional Development

Sign-In Sheet

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	
Courtney Dixon	Courtney Dixon
Shelia Hodges	Shelia Hodges
Maria Martinez	Maria Martinez
Craig McCall	Craig McCall
Rachel Mendoza	Rachel Mendoza
Christina Ramirez	Christina Ramirez
Abigail Rivas	Abigail Rivas
Pete Schirripa	
DeRonda Spencer	DeRonda Spencer
MarKeisha Smith	MarKeisha Smith
Thulasi Williams	Thulasi Williams
Reginald C. Berry	Reginald C. Berry
Destini Smith	Destini Smith

Richard Milburn Academy

Staff Meeting

12/1/2021 at 4:45pm

Agenda:

- STAAR Training

Richard Milburn Academy

Staff Meeting

11/3/2021 at 4:45pm

Agenda:

- Celebrations
 - 603/742= 82% of courses passed
- Grades: Incompletes need to be corrected and grade change forms completed.
- Edgenuity resolutions
 - 133/139=95% failed courses were Edgenuity courses

Richard Milburn Academy

Staff Meeting

9/8/2021 at 4:45pm

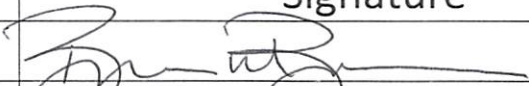

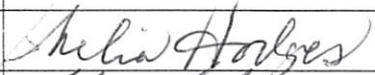

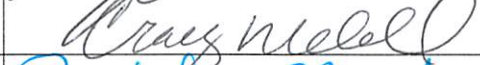

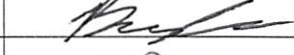
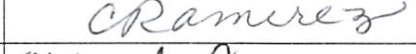




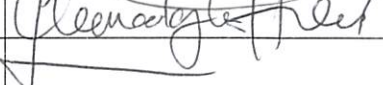
Agenda:

- Professionalism:
 - In conversations and actions
 - Following school rules, contrary how you feel about it.
- Attendance: *- Dis missing credit due to abs -*
 - Has to be completed each hour, district runs reports daily
- Vigilant
- Metric
 - Homework assignment

Richard Milburn Academy

Professional Development

Sign-In Sheet

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	 Dr. Nanette M. Coleman
Courtney Dixon	
Shelia Hodges	
Maria Martinez	
Craig McCall	
Rachel Mendoza	
Brian Pursche	
Christina Ramirez	
Abigail Rivas	
Pete Schirripa	
DeRonda Spencer	
MarKeisha Smith	
Thulasi Williams	

Richard Milburn Academy

Staff Meeting

9/8/2021 at 4:45pm

Agenda:

- Grades:
 - Progress grades due by 9/16/2021
 - Daily work-35%
 - Quizzes, projects, exams-45%
 - Participation- 10%
 - Homework- 10%
 - **** 'E' should not be in the gradebook except that a student was not enrolled at the time of assignment being assigned.

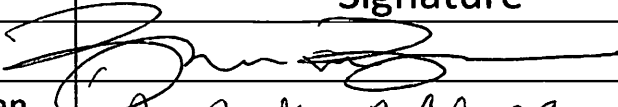
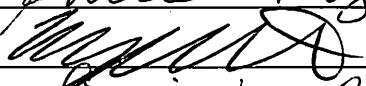

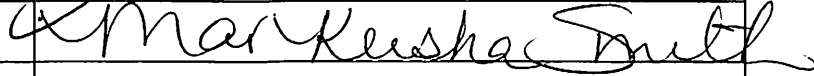
- T-TESS Goals
 - Complete in Eduphoria by September 15, 2021
 - 2 goals (1-personal and 1-professional)
- TIFF (Teacher Input Forms)

- Metric
 - Weekly accountability
- Tutoring: Teachers and staff are eligible to apply up to 30 hours a week
 - \$20 an hour with some college
 - \$30 an hour with a degree
 - \$35 an hour with teacher certification
 - \$40 an hour with Math or English certification

Richard Milburn Academy

Professional Development

Sign-In Sheet

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	Dr. Nanette M. Coleman
Courtney Dixon	Courtney V. Dixon
Shelia Hodges	Shelia Hodges
Maria Martinez	
Craig McCall	Craig McCall
Rachel Mendoza	Rachel Mendoza
Brian Pursche	B. Pursche
Christina Ramirez	Christina Ramirez
Abigail Rivas	Abigail Rivas
Pete Schirripa	Pete Schirripa
DeRonda Spencer	
MarKeisha Smith	MarKeisha Smith
Thulasi Williams	

Richard Milburn Academy

Staff Meeting
9/15/21
~~9/8/2021~~ at 4:45pm

Agenda:

- Professionalism:
 - In conversations and actions
 - Following school rules, contrary how you feel about it.

- Attendance:
 - Has to be completed each hour, district runs reports daily
- Vigilant

- Metric
 - Homework assignment



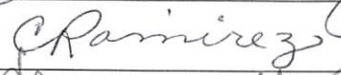
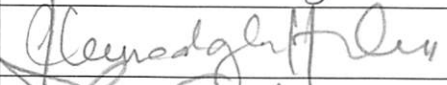
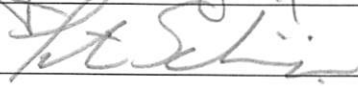
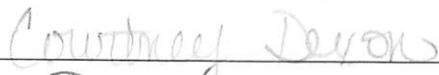
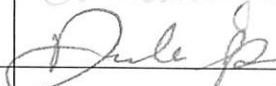

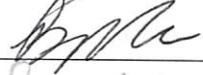

Campus Professional Development Meeting Agenda

August 12, 2021
9:00a.m-2:00pm

Campus: Killeen Campus
Meeting Facilitator: Dr. Nanette M. Coleman

Agenda Items

- I. Building Positive Relationships
- II. Campus Expectations
- III. Curriculum Expectations
- IV. T-TESS Observation

Sign-In		
Name	Title	Signature
Mar Keisha Smith	AT	
Rachl Mendoga	Eng I II	
Christina Ramirez	math	
Thulasi D. Williams	Counselor	
Pete Schirripa	SS	
Courtney Devon	AT	
Deronda Spence	AT	
Maria Martinez	Registrar	
Brian Pursche	Science Teacher	
Shelia Hodges	SCL	

Richard Milburn Academy-Killeen
 Convocation: August 11, 2021
 Sign-In Sheet-Edgenuity Training

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	<i>Dr. Nanette M. Coleman</i>
Courtney Dixon	<i>Courtney Dixon</i>
Shelia Hodges	<i>Shelia Hodges</i>
Maria Martinez	<i>Maria Martinez</i>
Craig McCall	<i>Craig McCall</i>
Rachel Mendoza	<i>Rachel Mendoza</i>
Brian Pursche	<i>Brian Pursche</i>
Christina Ramirez	<i>CRamirez</i>
Abigail Rivas	
Pete Schirripa	<i>Pete Schirripa</i>
DeRonda Spencer	<i>DeRonda Spencer</i>
MarKeisha Smith	<i>MarKeisha Smith</i>
Thulasi Williams	<i>Thulasi Williams</i>

Richard Milburn Academy-Killeen

Convocation: August 11, 2021

Sign-In Sheet-Renaissance Training

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	Dr. Nanette M. Coleman
Courtney Dixon	Courtney Dixon
Shelia Hodges	Shelia Hodges
Maria Martinez	Maria Martinez
Craig McCall	Craig McCall
Rachel Mendoza	Rachel Mendoza
Brian Pursche	Brian Pursche
Christina Ramirez	Christina Ramirez
Abigail Rivas	
Pete Schirripa	Pete Schirripa
DeRonda Spencer	DeRonda Spencer
MarKeisha Smith	MarKeisha Smith
Thulasi Williams	Thulasi Williams

Richard Milburn Academy-Killeen
Convocation: August 12, 2021
Sign-In Sheet-Campus PLC

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	Dr. Nanette M. Coleman
Courtney Dixon	Courtney Dixon
Shelia Hodges	Shelia Hodges
Maria Martinez	Maria Martinez
Craig McCall	McCall
Rachel Mendoza	Rachel Mendoza
Brian Pursche	Brian Pursche
Christina Ramirez	CRamirez
Abigail Rivas	
Pete Schirripa	Pete Schirripa
DeRonda Spencer	DeRonda Spencer
MarKeisha Smith	MarKeisha Smith
Thulasi Williams	Thulasi Williams

Richard Milburn Academy-Killeen
Convocation: August 10, 2021
Sign-In Sheet-Content Training

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	Dr. Nanette M. Coleman
Courtney Dixon	Courtney Dixon
Shelia Hodges	Shelia Hodges
Maria Martinez	Maria Martinez
Craig McCall	Craig McCall
Rachel Mendoza	Rachel Mendoza
Brian Pursche	Brian Pursche
Christina Ramirez	Christina Ramirez
Abigail Rivas	
Pete Schirripa	Pete Schirripa
DeRonda Spencer	DeRonda Spencer
MarKeisha Smith	MarKeisha Smith
Thulasi Williams	Thulasi Williams

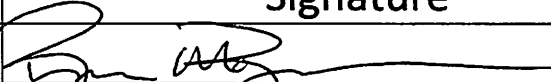

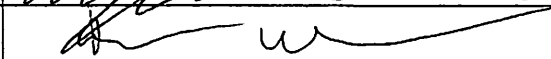
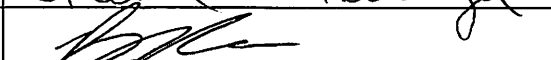
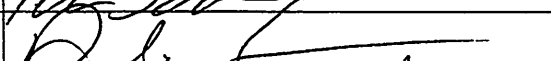
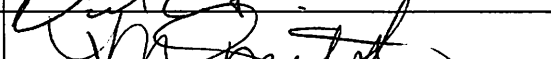
Richard Milburn Academy-Killeen
Convocation: August 13, 2021
Sign-In Sheet-Campus PLC

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	<i>Dr. Nanette M. Coleman</i>
Courtney Dixon	<i>Courtney Dixon</i>
Shelia Hodges	<i>Shelia Hodges</i>
Maria Martinez	<i>Maria Martinez</i>
Craig McCall	<i>Craig McCall</i>
Rachel Mendoza	<i>Rachel Mendoza</i>
Brian Pursche	<i>Brian Pursche</i>
Christina Ramirez	<i>CRamirez</i>
Abigail Rivas	
Pete Schirripa	<i>Pete Schirripa</i>
DeRonda Spencer	<i>DeRonda Spencer</i>
MarKeisha Smith	<i>MarKeisha Smith</i>
Thulasi Williams	<i>Thulasi Williams</i>

Richard Milburn Academy-Killeen

Convocation: August 5, 2021

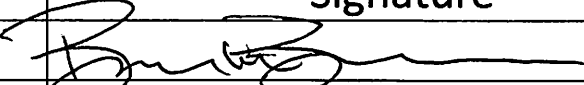


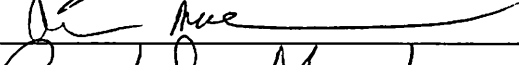


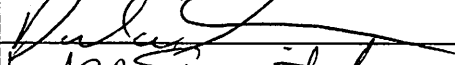
Sign-In Sheet-IT Training + Finance

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	Dr. Nanette Coleman
Courtney Dixon	Courtney Dixon
Shelia Hodges	Shelia Hodges
Maria Martinez	
Craig McCall	
Rachel Mendoza	Rachel Mendoza
Brian Pursche	
Christina Ramirez	Ramirez
Abigail Rivas	Abigail Rivas
Pete Schirripa	Pete Schirripa
DeRonda Spencer	
MarKeisha Smith	
Thulasi Williams	Thulasi Williams

Richard Milburn Academy-Killeen

Convocation: August 5, 2021

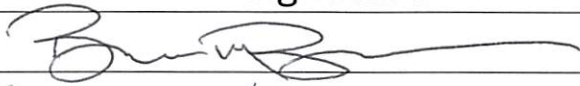
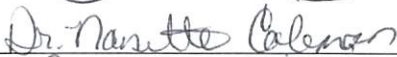
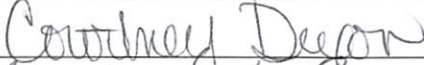
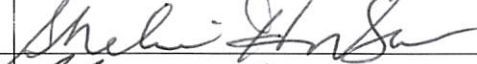

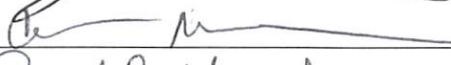





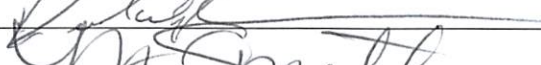

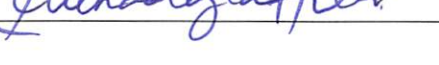
Sign-In Sheet-Time Clock Training

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	Dr. Nanette M. Coleman
Courtney Dixon	Courtney Dixon
Shelia Hodges	
Maria Martinez	
Craig McCall	
Rachel Mendoza	Rachel Mendoza
Brian Pursche	
Christina Ramirez	CRamirez
Abigail Rivas	Abigail Rivas
Pete Schirripa	
DeRonda Spencer	
MarKeisha Smith	M Smith
Thulasi Williams	Thulasi Williams

Richard Milburn Academy-Killeen

Convocation: August 5, 2021

Sign-In Sheet-HR Overview

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	
Courtney Dixon	
Shelia Hodges	
Maria Martinez	
Craig McCall	
Rachel Mendoza	
Brian Pursche	
Christina Ramirez	
Abigail Rivas	
Pete Schirripa	
DeRonda Spencer	
MarKeisha Smith	
Thulasi Williams	

Richard Milburn Academy-Killeen

Convocation: August 10, 2021

Sign-In Sheet-TEAMS Module Training

Staff Name	Signature
Bruce Brown	
Dr. Nanette Coleman	<i>Dr. Nanette M. Coleman</i>
Courtney Dixon	<i>Courtney Dixon</i>
Shelia Hodges	<i>Shelia Hodges</i>
Maria Martinez	<i>Maria Martinez</i>
Craig McCall	<i>Craig McCall</i>
Rachel Mendoza	<i>Rachel Mendoza</i>
Brian Pursche	<i>Brian Pursche</i>
Christina Ramirez	<i>CRamirez</i>
Abigail Rivas	
Pete Schirripa	<i>Pete Schirripa</i>
DeRonda Spencer	<i>DeRonda Spencer</i>
MarKeisha Smith	<i>MarKeisha Smith</i>
Thulasi Williams	<i>Thulasi Williams</i>

Richard Milburn Academy Killeen
Professional Development Agenda
1/31/2022

8:00am-9:00am: Work in your classrooms

9:00am-10:00am: Welcome and Ice Breaker

10:00am-10:30am: Housekeeping Issues

- Procedures for leaving the classroom
- Laptops remain in their assigned classrooms
- Tutoring schedule must be followed
- SPED updates

10:30am-11:30am: Data Presentations; Data Driven Instruction

11:30am-12:30pm: Lunch provided

12:30pm-2:30pm: Create Intervention program from DEC EOC scores; Data driven instruction

2:30pm-3:30pm- Community Culture Wealth