Richard Milburn Academy

RMA Lubbock - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Dr. Armard Anderson **Principal:** Teffanie White
DCSI/Grant Coordinator: Dr. Uneeda Givens **ESC Case Manager:** Amanda Wallace
ESC Region: 17

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: Dr. 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: Teffanie White

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Data Analysis

Domain 1

What accountability goal has your campus set for this year?

For the 2021/2022 school year, Richard Milburn Academy Lubbock will increase our STAAR Performance Component Score to a 30 by achieving the following percentage goals passing of ALL TESTS as our Domain I goal.

This trend moves the needle upward in **Approaches** from 51% to 55%, **Meets** from 24% to 26%, and **Masters** from 7% to 8%.

Richard Milburn Academy Lubbock has set an overall goal that at least 39% of our senior students will complete one **CCMR** point and to increase graduation rate to 47%.

Our campus determined that these goals will impact our overall accountability rating because gains in student achievement through enhanced STAAR performance, heightened CCMR, and higher graduation rates can correspond with significantly higher results in student success initiatives, school progress, and closing the gaps.

Domain 2A or 2B

What accountability goal has your campus set for this year?

As an AEA campus, we will not be focusing on Domain 2, however we will continue to monitor growth in first-time testers while offering them supporting success strategies.

Domain 3

What accountability goal has your campus set for this year?

This year's Domain 3 goal for Richard Milburn Academy Lubbock is to aggressively increase CCMR / Graduations rates and track English language proficiency throughout the year to increase our score from a 30 out of 100 to at least 60. In 2021, we met 0 targeted values of the three components of Domain 3 (academic achievement, graduation rate, and school quality). Richard Milburn Academy Lubbock will aggressively increase CCMR opportunities for all students during the 2021-2022 sy.

Our rationale to assist our students in these critical ways will aid our campus in achieving at least an overall B rating in STAAR Achievement Component for Domain I in 2022.

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?

This year, Richard Milburn Academy Lubbock will pay attention to our English and Algebra classrooms to enhance student achievement. We are starting the school year with only 3% of all students meeting the approaching grade level on our Algebra Beginning of the Year (BOY) assessment and only 17% of English students meeting approaching grade level on the BOY.

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

This year Richard Milburn Academy Lubbock will strive to increase the STAAR scores of our Economically Disadvantaged (92% of our population) and our Hispanic students (70% of our population). Prioritizing and strategizing the academic strengthening of our largest demographics can create a school-wide ripple of success for all. We intend to meet the goal of raising our STAAR performance scaled scores from a 62 to 78.

CCMR

What goals has your campus set for CCMR?

Richard Milburn Academy Lubbock has set an overall goal that at 39% or more of our senior students will complete at least one CCMR point. This increase will raise our CCMR scaled score from 87 to 92. This goal will be accomplished by offering many student options: College (TSI / TSI-A testing, College Bridge courses, MOU partnership with South Plains Community College), Career (CTE pathways leading to industry based certifications to include OSHA30 certification), and Military (recruitment information and opportunities) readiness.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

For the 2021-2022 school year, the Richard Milburn Academy Lubbock anticipates a 47% graduation rate which is a increase from the previous 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: Planning for Implementation

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

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

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation

Essential Action 5.3: Data-driven instruction.
Implementation Level: Beginning 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?: Yes, we achieved our student performance accountability data goals because the goals were based on metrics of actual student results.

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

Implementation Level: Beginning Implementation

Rationale: At school start (except for one), our staff is new to the campus, having worked on-site for three years or less. Therefore, it is noted that written best practices, procedures, and protocols need reviewing to curate a consistent culture and climate with clear roles and responsibilities to effectively boost student achievement and performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff will dive deeply into establishing clear performance expectations within varying campus roles using district-provided literature. Scheduled meetings for all staff (instructional and leadership) will communicate and focus on best practices. Employees will also meet weekly with professional peers throughout the district to better develop understandings that match job responsibilities. Staff will participate in professional development, some of which central office staff will create and or conduct. Our campus will also consult with our ESC liaisons to build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will host weekly required staff and leadership staff meetings. Written information will be distributed to staff via email. Other relevant documents like employee handbook and year consolidated calendars will be placed on website or in SharePoint. Professional digital calendars will be shared amongst office staff members to include: principal, counselor, student community liaison and registrar. Students and parents will receive these expectations at scheduled upcoming meetings and through communication created specifically for them.

Desired Annual Outcome: By June 2022, all campus staff have developed transparent roles and responsibilities to elevate school climate and culture. Performance expectations are clear, written, measurable, and match job responsibilities. Precise role implementation builds more time for instructional leadership which will have a positive impact on low student performance.

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: During these first 90 days, all campus staff will have had multiple opportunities of exposure to district expectations of job positions on campus. During beginning of the year trainings staff will receive organizational charts, job descriptions for all staff, TTESS expectations, and copies of roles and responsibilities to prevent overlapping expectations.

District Actions: Take inventory of current roles and responsibilities. Discuss roles during weekly meetings. Establish both weekly staff meetings and school leadership meetings. Digitally share office calendars amongst office staff. Review employee manual and other relevant literature.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Ample time was allotted to establish a good foundation for current roles and responsibilities.

Step 1 Details	Reviews

Action Step 1: Distribute and review Written Roles & Responsibilities , Job descriptions, Organizational Charts & TTESS Rubrics to all staff.
    Evidence Used to Determine Progress: Documents described and agenda items
    Person(s) Responsible: All Staff
    Resources Needed: District developed documents that detail roles & responsibilities, job descriptions, organizational charts and TTESS documents.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 9, 2021 - **Frequency:** One Time - **Evidence Collection Date:** October 15, 2021
    Funding Sources: School Improvement Grant - 6400-Other operating costs - $3,660
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Discuss elements of 1.1 in all meetings.

Step 2 Details	Reviews

Action Step 2: Create space for weekly staff meetings to occur in the form of administrative team meetings, instructional staff meetings, staff meetings and or within professional communities.
    Evidence Used to Determine Progress: Calendar Invites, Agenda documents, Sign - In sheets, Data and literature discussed with meetings.
    Person(s) Responsible: All Staff
    Resources Needed: Shared virtual calendars, Calendar Invites, Agenda documents, Sign - In sheets, Data and literature discussed with meetings.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 5, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** October 15, 2021
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: Schedule and have meetings with fidelity.

Step 3 Details	Reviews

Action Step 3: Offer and Require Relevant and Rigorous Professional Development for all school stake holders to assist staff with build stronger understandings of certain job related roles and responsibilities. Examples include, but not limited to training within discipline, and social emotional support, platform trainings, leadership training, sheltered instruction, leadership training, Cultural Competence & Racial Bias, and Communication Styles & Skills.
 	
   Evidence Used to Determine Progress: Certificates, agendas, sign-in sheets.
   Person(s) Responsible: All Stakeholders
   Resources Needed: Training opportunities and time to participate in trainings, substitute staff, ways to research and disseminate training solutions.
   Addresses an Identified Challenge: None
 	
   Start Date: August 5, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 15, 2021
	Progress toward Action Steps: Significant Progress
	
	Necessary Adjustments/Next Steps: Share PD opps with staff.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Staff receptivity could be a challenge to role rigidity.

What specific action steps address these challenges?: Continued opportunities for communication about expectations could address any challenges.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: To increase student academic success, best practices advise using student data to drive instruction. Data driven instruction will be a focus area for the district and for the campus during the 21/22 sy. All stakeholders will receive data to interpret during the year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus will use student data and district sanctioned resources (i.e.. Edgenuity, Canvas, Coach Digital, TEKS resources, TAMS, etc.) to guide instructional planning, track progress, and capture trends. We will also consult with our ESC liaisons to build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The prioritization of this action item will be communicated in the weekly distribution and review of data elements. Creating a culture that holds space for authentic conversations concerning data in varying forms will be the way our campus creates buy in. Students and parents will receive these expectations at scheduled upcoming meeting and through specific communication created for them (i.e. data reports mailed to parents).

Desired Annual Outcome: By the end of this school year, 70% of instructional staff will be able to track, discuss and monitor students by several data points to identify data trends, set measurable goals based on data to lead to higher levels of student performance during planning and within PLCs.

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: At least 70% of Staff has received training on several data retrieving platforms. Teachers can locate and access many student data sources.

District Actions: District hosts district wide LMS training. Various data trends will be monitored to isolate varying components of student data with discussions on how data can enhance lesson planning and student achievement.

Did you achieve your 90 day outcome?: Yes

Why or why not?: This has been achieved because on the on set of the school year the district provided training and PD during our annual convocation.

Step 1 Details	Reviews
Action Step 1: Administer and collect several baseline student data samples to disaggregate for planning. **Evidence Used to Determine Progress:** Beginning of Year assessments, Renaissance reading and math data, grades, Response to Intervention information, previous STAAR data, accountability data, CCMR and grad data, attendance etc. **Person(s) Responsible:** All Staff **Resources Needed:** Eduphoria, LMS, Websmart, etc. **Addresses an Identified Challenge:** None **Start Date:** August 16, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 15, 2021	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Have conversations about data received and implement findings into programming.

Step 2 Details	Reviews
Action Step 2: Attend data meetings that allow all staff to participate in data interpretation for lesson implementation. **Evidence Used to Determine Progress:** Agendas, sources viewed, sign in sheets. **Person(s) Responsible:** Instructional staff: principal, teachers, associate teachers and district instructional coordinator. **Resources Needed:** Platforms that house campus student data. **Addresses an Identified Challenge:** Yes **Start Date:** September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 15, 2021	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Embed more time to create data meetings that allow participation by all staff.

Step 3 Details	Reviews
Action Step 3: Compile and track CCMR data for enrolled juniors and seniors. **Evidence Used to Determine Progress:** Transcripts, credits, documents that address matching CCMR data points **Person(s) Responsible:** Administrative Staff, Central Office Staff **Resources Needed:** Spreadsheets created to continuously monitor data. **Addresses an Identified Challenge:** None **Start Date:** October 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** Create the tracking spreadsheet.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Staff not having ample training on various platforms to initialize proper data disaggregation, or having an aversion to working with data could be a challenge to achieving desired outcomes.

What specific action steps address these challenges?: District hosts district wide LMS training. Various data charts will be explored to isolate varying components of student data with discussions on how data can enhance lesson planning and student achievement. Make working with data relevant, useful, and fun.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: In math, science, and social studies, Lubbock RMA achieved and exceeded the student performance data goals, but fell short in the category of reading. Staff absenteeism and vacancy has created a gap in opportunities to discuss data continuously and consistently.

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

Implementation Level: Beginning Implementation

Rationale: At school start (except for one), our staff is new to the campus, having worked on-site for three years or less. Therefore, it is noted that written best practices, procedures, and protocols need reviewing to curate a consistent culture and climate with clear roles and responsibilities to effectively boost student achievement and performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Staff will dive deeply into establishing clear performance expectations within varying campus roles using district-provided literature. Scheduled meetings for all staff (instructional and leadership) will communicate and focus on best practices. Employees will also meet weekly with professional peers throughout the district to better develop understandings that match job responsibilities. Staff will participate in professional development, some of which central office staff will create and or conduct. Our campus will also consult with our ESC liaisons to build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will host weekly required staff and leadership staff meetings. Written information will be distributed to staff via email. Other relevant documents like employee handbook and year consolidated calendars will be placed on website or in SharePoint. Professional digital calendars will be shared amongst office staff members to include: principal, counselor, student community liaison and registrar. Students and parents will receive these expectations at scheduled upcoming meetings and through communication created specifically for them.

Desired Annual Outcome: By June 2022, all campus staff have developed transparent roles and responsibilities to elevate school climate and culture. Performance expectations are clear, written, measurable, and match job responsibilities. Precise role implementation builds more time for instructional leadership which will have a positive impact on low student performance.

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 this 90-day cycle, our staff sets goals and discusses job responsibilities in regularly scheduled intervals. Staff throughout the district meets with professional peers in regularly scheduled meetings. All staff attend training to enhance their commitment to their responsibilities and their role to student academic success.

District Actions: District will schedule time and host regularly schedule meetings for professional peers to convene and afford training. District will supply evaluation rubric and training for appraisal systems.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Our district wide BOY convocation took place during this cycle in which all staff were required to cover the information laid out in this cycle for this essential action.

Step 1 Details	Reviews

Action Step 1: Distribute and review Written Roles & Responsibilities , Job descriptions, Organizational Charts & TTESS Rubrics to all staff.
    Evidence Used to Determine Progress: Documents described and agenda items
    Person(s) Responsible: All Staff
    Resources Needed: District developed documents that detail roles & responsibilities, job descriptions, organizational charts and TTESS documents.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 9, 2021 - **Frequency:** One Time - **Evidence Collection Date:** October 15, 2021
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: Review roles during second half of school year.

Step 2 Details	Reviews

Action Step 2: Create space for weekly staff meetings to occur in the form of administrative team meetings, instructional staff meetings, staff meetings and or within professional communities.
    Evidence Used to Determine Progress: Calendar Invites, Agenda documents, Sign - In sheets, Data and literature discussed with meetings.
    Person(s) Responsible: All Staff
    Resources Needed: Shared virtual calendars, Calendar Invites, Agenda documents, Sign - In sheets, Data and literature discussed with meetings.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 5, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** October 15, 2021
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: Emphasize relevance and consistency of weekly meetings.

Step 3 Details	Reviews
Action Step 3: Offer and Require Relevant and Rigorous Professional Development for all school stake holders to assist staff with build stronger understandings of certain job related roles and responsibilities. Examples include, but not limited to training within discipline, and social emotional support, platform trainings, leadership training, sheltered instruction, leadership training, Cultural Competence & Racial Bias, and Communication Styles & Skills.	**Progress toward Action Steps:** Significant Progress
	Necessary Adjustments/Next Steps: Encourage staff to choose meaningful and relevant training for optimal buy-in of professional development.
Evidence Used to Determine Progress: Certificates, agendas, sign-in sheets.	
Person(s) Responsible: All Stakeholders	
Resources Needed: Training opportunities and time to participate in trainings, substitute staff, ways to research and disseminate training solutions.	
Addresses an Identified Challenge: None	
Start Date: August 5, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 15, 2021	
Funding Sources: SIG - 6200-Professional and contracted services - $10,625	

Step 4 Details	Reviews
Action Step 4: Continue Weekly Staff Meetings that address expanding student data and utilization for driving academic success.	**Progress toward Action Steps:** Some Progress
Evidence Used to Determine Progress: Calendars and Agendas	**Necessary Adjustments/Next Steps:** Possibly shoot for at least bi-monthly meetings with so many unforeseen factors hindering weekly meeting success.
Person(s) Responsible: All Staff	
Resources Needed: Meeting Platform	
Addresses an Identified Challenge: None	
Start Date: December 2, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 24, 2022	

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: High staff absenteeism related and not related to COVID19 and scheduling contacts with district wide held meetings or training opportunities could create challenges to achieving this goal.

What specific action steps address these challenges?: Continue Weekly Staff Meetings that address expanding student data and utilization for driving academic success.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: To increase student academic success, best practices advise using student data to drive instruction. Data driven instruction will be a focus area for the district and for the campus during the 21/22 sy. All stakeholders will receive data to interpret during the year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus will use student data and district sanctioned resources (i.e.. Edgenuity, Canvas, Coach Digital, TEKS resources, TAMS, etc.) to guide instructional planning, track progress, and capture trends. We will also consult with our ESC liaisons to build capacity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The prioritization of this action item will be communicated in the weekly distribution and review of data elements. Creating a culture that holds space for authentic conversations concerning data in varying forms will be the way our campus creates buy in. Students and parents will receive these expectations at scheduled upcoming meeting and through specific communication created for them (i.e. data reports mailed to parents).

Desired Annual Outcome: By the end of this school year, 70% of instructional staff will be able to track, discuss and monitor students by several data points to identify data trends, set measurable goals based on data to lead to higher levels of student performance during planning and within PLCs.

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: District will continue to host programs that have embedded help desks available for user success. Updated testing rosters will be provided from district. Staff will be using collected data to drive instruction.

District Actions: District Instructional Team will lend assistance in priority identification of TEKS and review different levels of rigor during district level PLCs for teachers. Central office staff to include District Instructional Coordinator will continue to provide lesson plans, training, and support for implementing plan models that meet alignment to the standards and scope.

Did you achieve your 90 day outcome?: No

Why or why not?: It is not completely evident that the results from the data collected are being used to drive instruction.

Step 1 Details	Reviews
Action Step 1: Administer and collect several baseline student data samples to disaggregate for planning.	**Progress toward Action Steps:** Significant Progress
Evidence Used to Determine Progress: Beginning of Year assessments, Renaissance reading and math data, grades, Response to Intervention information, previous STAAR data, accountability data, CCMR and grad data, attendance etc.	**Necessary Adjustments/Next Steps:** Several opportunities to collect baseline data happened during this time frame. During implementation, we need more deadlines connected with this action stop to be able to collect schoolwide data with fidelity.
Person(s) Responsible: All Staff	
Resources Needed: Eduphoria, LMS, Websmart, etc.	
Addresses an Identified Challenge: None	
Start Date: August 16, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 15, 2021	

Step 2 Details	Reviews
Action Step 2: Attend data meetings that allow all staff to participate in data interpretation for lesson implementation. **Evidence Used to Determine Progress:** Agendas, sources viewed, sign in sheets. **Person(s) Responsible:** Instructional staff: principal, teachers, associate teachers and district instructional coordinator. **Resources Needed:** Platforms that house campus student data. **Addresses an Identified Challenge:** Yes **Start Date:** September 15, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 15, 2021	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** Create space for more data to be manipulated more often.

Step 3 Details	Reviews
Action Step 3: Compile and track CCMR data for enrolled juniors and seniors. **Evidence Used to Determine Progress:** Transcripts, credits, documents that address matching CCMR data points **Person(s) Responsible:** Administrative Staff, Central Office Staff **Resources Needed:** Spreadsheets created to continuously monitor data. **Addresses an Identified Challenge:** None **Start Date:** October 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** Meet the district's weekly deadline for the spreadsheet submission.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Providing helpful lesson plan implementation expectations with fidelity on a weekly basis. Having sufficient planning time and adequate training over different required components of district provided lesson plan.

What specific action steps address these challenges?: All staff continuously collects data.
District creates and distributes lesson plans to teachers based on data.

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: At school start (except for one), our staff is new to the campus, having worked on-site for three years or less. Therefore, it is noted that written best practices, procedures, and protocols need reviewing to curate a consistent culture and climate with clear roles and responsibilities to effectively boost student achievement and performance.

    Who will you partner with?: Other

    How will you build capacity in this Essential Action? Staff will dive deeply into establishing clear performance expectations within varying campus roles using district-provided literature. Scheduled meetings for all staff (instructional and leadership) will communicate and focus on best practices. Employees will also meet weekly with professional peers throughout the district to better develop understandings that match job responsibilities. Staff will participate in professional development, some of which central office staff will create and or conduct. Our campus will also consult with our ESC liaisons to build capacity.

    How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will host weekly required staff and leadership staff meetings. Written information will be distributed to staff via email. Other relevant documents like employee handbook and year consolidated calendars will be placed on website or in SharePoint. Professional digital calendars will be shared amongst office staff members to include: principal, counselor, student community liaison and registrar. Students and parents will receive these expectations at scheduled upcoming meetings and through communication created specifically for them.

    Desired Annual Outcome: By June 2022, all campus staff have developed transparent roles and responsibilities to elevate school climate and culture. Performance expectations are clear, written, measurable, and match job responsibilities. Precise role implementation builds more time for instructional leadership which will have a positive impact on low student performance.

    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: Performance expectations are clear, written and measurable and daily operations move seamlessly with ease. Staff evaluations are performed.

    District Actions: District provides consolidated calendar / access to Eduphoria and expectations for staff to assess yearly duty completion. District requires and sets deadlines for performance evaluations.

    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

Action Step 1: Distribute and review Written Roles & Responsibilities , Job descriptions, Organizational Charts & TTESS Rubrics to all staff.
 	
    Evidence Used to Determine Progress: Documents described and agenda items
    Person(s) Responsible: All Staff
    Resources Needed: District developed documents that detail roles & responsibilities, job descriptions, organizational charts and TTESS documents.
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** May 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Create space for weekly staff meetings to occur in the form of administrative team meetings, instructional staff meetings, staff meetings and or within professional communities.
 	
    Evidence Used to Determine Progress: Calendar Invites, Agenda documents, Sign - In sheets, Data and literature discussed with meetings.
    Person(s) Responsible: All Staff
    Resources Needed: Shared virtual calendars, Calendar Invites, Agenda documents, Sign - In sheets, Data and literature discussed with meetings.
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** May 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Offer and Require Relevant and Rigorous Professional Development for all school stake holders to assist staff with build stronger understandings of certain job related roles and responsibilities. Examples include, but not limited to training within discipline, and social emotional support, platform trainings, leadership training, sheltered instruction, leadership training, Cultural Competence & Racial Bias, and Communication Styles & Skills.
 	
    Evidence Used to Determine Progress: Certificates, agendas, sign-in sheets.
    Person(s) Responsible: All Stakeholders
    Resources Needed: Training opportunities and time to participate in trainings, substitute staff, ways to research and disseminate training solutions.
    Addresses an Identified Challenge: None
 	
    Start Date: March 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** May 30, 2022
    Funding Sources: SIG - 6200-Professional and contracted services - $10,625
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Continue Weekly Staff Meetings that address expanding student data and utilization for driving academic success.
 	
    Evidence Used to Determine Progress: Calendars and Agendas
    Person(s) Responsible: All Staff
    Resources Needed: Meeting Platform
    Addresses an Identified Challenge: None
 	
    Start Date: March 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** May 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 5 Details	Reviews

Action Step 5: Evaluate staff with performance evaluations and or TTESS appraisal.. Also have staff members self evaluate job performance for 2021/2022 sy using TTESS rubric or similar job related appraisal tool.
 	
    Evidence Used to Determine Progress: TTESS rubrics and appraisal tools
    Person(s) Responsible: All Staff
    Resources Needed: Eduphoria
    Addresses an Identified Challenge: No
 	
    Start Date: April 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** May 31, 2022
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Participants unable to attend weekly scheduled meetings with peer professionals due to issues related to illness, weather, and staff vacancy. Acclimate staff who started employment post cycle 1.

What specific action steps address these challenges?: Record staff meetings in TEAMS for replay availability. Create an employee binder with processes and procedures.

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

> **Implementation Level:** Beginning Implementation
>
> **Rationale:** To increase student academic success, best practices advise using student data to drive instruction. Data driven instruction will be a focus area for the district and for the campus during the 21/22 sy. All stakeholders will receive data to interpret during the year.
>
> **Who will you partner with?:** Other
>
> **How will you build capacity in this Essential Action?** Campus will use student data and district sanctioned resources (i.e.. Edgenuity, Canvas, Coach Digital, TEKS resources, TAMS, etc.) to guide instructional planning, track progress, and capture trends. We will also consult with our ESC liaisons to build capacity.
>
> **How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The prioritization of this action item will be communicated in the weekly distribution and review of data elements. Creating a culture that holds space for authentic conversations concerning data in varying forms will be the way our campus creates buy in. Students and parents will receive these expectations at scheduled upcoming meeting and through specific communication created for them (i.e. data reports mailed to parents).
>
> **Desired Annual Outcome:** By the end of this school year, 70% of instructional staff will be able to track, discuss and monitor students by several data points to identify data trends, set measurable goals based on data to lead to higher levels of student performance during planning and within PLCs.
>
> **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 the 2020-2022 school year, teachers will be able to analyze student data individually and in a team setting to identify student's academic needs and develop a plan to increase student achievement.
>
> **District Actions:** District provides evaluation guidance, weekly metrics, and access to other data manipulation tools to determine if data based instructional strategies assisted in creating student success. District distributes data aligned lesson plans and scope & sequence.
>
> **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

Action Step 1: Attend data meetings that allow all staff to participate in data interpretation for lesson implementation.
    Evidence Used to Determine Progress: Agendas, sources viewed, sign in sheets.
    Person(s) Responsible: Instructional staff: principal, teachers, associate teachers and district instructional coordinator.
    Resources Needed: Platforms that house campus student data.
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** May 30, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews
Action Step 2: Compile and track CCMR data for enrolled juniors and seniors. **Evidence Used to Determine Progress:** Transcripts, credits, documents that address matching CCMR data points **Person(s) Responsible:** Administrative Staff, Central Office Staff **Resources Needed:** Spreadsheets created to continuously monitor data. **Addresses an Identified Challenge:** None **Start Date:** February 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** May 31, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Administer and collect several baseline student data samples to disaggregate for planning. **Evidence Used to Determine Progress:** Beginning of Year assessments, Renaissance reading and math data, grades, Response to Intervention information, previous STAAR data, accountability data, CCMR and grad data, attendance etc. **Person(s) Responsible:** All Staff **Resources Needed:** Eduphoria, LMS, Websmart, etc. **Addresses an Identified Challenge:** None **Start Date:** March 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** May 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4: Provide additional stakeholders (students, parents, community) with many opportunities to establish and ACCESS their accurate data. **Evidence Used to Determine Progress:** Surveys, feedback **Person(s) Responsible:** All Staff **Resources Needed:** Websmart Platform, Communication platforms (ringcentral, school messenger, postal service, phones) **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** May 30, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Students not working at optimal levels may skew data and alter accurate results.

What specific action steps address these challenges?: Attach relevant incentives to all assessments.

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
3	1	3	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
1	1	1	School Improvement Grant		$3,660.00
				Sub-Total	$3,660.00
				Budgeted Budget Object Code Amount	$3,660.00
				+/- Difference	$0.00
				Grand Total Budgeted	$14,285.00
				Grand Total Spent	$24,910.00
				+/- Difference	-$10,625.00

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	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	31	38	61	Released STAAR	17	29	Other	23	18	40	
			All	All	Reading	Meets	STAAR	8	20	61	Released STAAR	11	25	Other	9	5	20	
			All	All	Reading	Masters	STAAR	0	1	61	Released STAAR	3	6	Other	2	0	3	
			All	All	Mathematics	Approaches	STAAR	26	52	65	Released STAAR	3	3	Other	15	21	45	
			All	All	Mathematics	Meets	STAAR	0	9	65	Released STAAR	1	0	Other	3	0	10	
			All	All	Mathematics	Masters	STAAR	0	0	65	Released STAAR	1	0	Other	1	2	1	
			All	All	Science	Approaches	STAAR	56	44	64	Released STAAR	34	34	Other	15	36	45	
			All	All	Science	Meets	STAAR	13	8	64	Released STAAR	18	18	Other	4	6	10	
			All	All	Science	Masters	STAAR	3	0	64	Released STAAR	1	0	Other	1	3	1	
			All	All	Social Studies	Approaches	STAAR	71	82	61	Released STAAR	74	73	Other	75	77	85	
			All	All	Social Studies	Meets	STAAR	29	58	61	Released STAAR	33	35	Other	34	23	45	
			All	All	Social Studies	Masters	STAAR	5	27	61	Released STAAR	15	15	Other	10	9	10	
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	All	NA	STAAR	9	24	67	Released STAAR	15	15	Other	30	20	15	
	Focus 2	Academic Achievement	All	Hispanic	All	NA	STAAR	9	24	62	Released STAAR	16	16	Other	32	30	15	

Addendums

RENAISSANCE®

Star Record Book

Subject	Math
Class or Group	Screening

Latest Tests   Screening Comparison

Star Unified Scale

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
ADAME, JESSE	9				
AGUILAR, TJ	9	10/5/21	Math	10 / 1007	📅
ALCALA, ALYSSA	10				
AVERY, BA'CANAN	12				
BAGGETT, ISAAC	9	9/28/21	Math	66 / 1127	📅
BALBUENA, JAZANAE	10				
BANDA, JUSTICE	10				
BARDEN, MATTHEW	9	9/27/21	Math	2 / 935	📅
BARRON, TATIANA	12	10/8/21	Math	40 / 1111	📅
BASALDUA, EDEN	9	9/28/21	Math	1 / 896	📅
BASCUS, QUISEAN	12				
BASS, AAZAREIA	10				
BILBREY, KIARA	10				
BOWSHER, NOAH	11				
BOYLE, LILLIE	12				
BROWN, MAKARRAE	9	10/8/21	Math	↑ 39 / 1087	📅
BROWN, SHUN'QUIES	9	10/8/21	Math	4 / 970	📅
BUSTOS, ZACHARIAH	9				
CANTU, MARISSA	9				
CARDENAS, CAMERON	9	9/27/21	Math	3 / 957	📅
CARDONA, HAZEL	9	9/28/21	Math	47 / 1099	📅
CASTILLO, TIMOTHY	11				
CHAVEZ, LUIS	10	9/28/21	Math	33 / 1074	📅
CHEATHAM, JAKHYDRYON	12				

Student	GL	Star Adaptive (English)		
		Date	Test Type	Score (PR / SS)
CONTRERAS, KARIZMA	10	10/8/21	Math	71 / 1140
CURTIN, CAMILLIA	11	9/28/21	Math	44 / 1108
DANIEL, MICHAEL	11	9/27/21	Math	12 / 1037
DAVILA, ARMANDO	10	9/29/21	Math	40 / 1089
DAVILA, NICKALOS	9	9/28/21	Math	30 / 1066
DAVIS, TYLER	10			
DELGADO, JADEN	11	10/7/21	Math	5 / 995
DUMOND, MADISON	12	9/29/21	Math	10 / 1035
ELIZALDE, ALFONSO	10	9/29/21	Math	58 / 1117
ELIZALDE, ALONDRA	10	9/28/21	Math	80 / 1157
ESPINOZA, KALLIE	10	9/27/21	Math	60 / 1120
ESQUIVEL, MIA	11			
EVANS, LASHONTE	9	9/29/21	Math	1 / 873
FAIR, TYLER	9	9/28/21	Math	28 / 1061
FLORES, JERMIAH	9			
FLOWERS, GUIE'ANN	10			
FORD, MADISON	10			
FOUNTAIN, DANIEL	9	9/28/21	Math	34 / 1075
FOUST, TYRA	11			
FRAZIER, ZACHARIAH	9			
FREEMAN, SHAYLEE	9	9/29/21	Math	1 / 933
FUENTES, JAEDYN	9	9/28/21	Math	29 / 1064
FULCHER, AA'KOYA	10			
FULCHER, AARON	10			
GALLEGOS, JOSE	9			
GARCIA, ADAM	9	9/27/21	Math	11 / 1009
GARCIA, EVANGELINA	10			
GARCIA, FRANK	12	9/28/21	Math	1 / 913
GARCIA, ISABEL	10	9/27/21	Math	11 / 1007
GARCIA, JOHN	9	10/7/21	Math	12 / 1016
GARSES, PARIS	10	9/28/21	Math	22 / 1047
GONZALES, ELIAS	9	9/28/21	Math	8 / 994
GONZALEZ, ARIK	10			
GONZALEZ, BRYAN	12	9/28/21	Math	14 / 1049

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
GREEN, JASE'LYNN	9				
GUERRA, ASHLYNN	9				
GUERRERO, ADRIANA	10	9/27/21	Math	10 / 1003	📅
GUERRERO, ALEXANDRA	11	10/8/21	Math	43 / 1107	📅
GUTIERREZ, CHRISTOPHER	9	9/29/21	Math	61 / 1120	📅
GUZMAN, DESTINY	10	9/28/21	Math	16 / 1029	📅
GUZMAN, DONOVAN	10				
GUZMAN, PAYTEN	9	10/8/21	Math	38 / 1086	📅
HAMMONS, KRISTOPHER	9	9/28/21	Math	40 / 1088	📅
HERNANDEZ, ESMERALDA	12	10/6/21	Math	18 / 1061	📅
HERNANDEZ, JAZMIN	9	9/29/21	Math	28 / 1061	📅
HERNANDEZ, SAMANTHA	11				
HERRERA, PARADISE	12	9/29/21	Math	45 / 1119	📅
HOPPE, BRIAN	10	10/8/21	Math	38 / 1086	📅
HORTON, IRA	9	9/28/21	Math	1 / 886	📅
HULL, CHLOE	12	9/28/21	Math	74 / 1167	📅
INFANTE, AZRE	12	10/8/21	Math	11 / 1039	📅
JONES, AJAH	9	10/8/21	Math	4 / 970	📅
JONES, ANIYAH	9	10/8/21	Math	9 / 1001	📅
JONES, JEKHADRIEN	12				
KELLOUGH, NATHANIEL	11				
KELLY, DALORIAN	10	9/27/21	Math	73 / 1143	📅
KELLY, SHIDA	11	9/27/21	Math	39 / 1100	📅
KOURIS, ACHILLES	10	9/28/21	Math	75 / 1146	📅
LARKIN, ARIANNA	12				
LEWIS, CHRISTOPHER	10	9/28/21	Math	24 / 1050	📅
LINKER, SAVANNAH	9				
LOPEZ, JOSE	10				
LUJAN, GABRIELLA	9	9/28/21	Math	26 / 1058	📅
LUNA, ZAKAYLA	9	9/28/21	Math	17 / 1034	📅
LUNG, TYLER	10				
M VALLIN, JASMINE	9	9/27/21	Math	28 / 1062	📅
MARES, SEANNA	9	9/28/21	Math	20 / 1042	📅
MARMOLEJO, ZEPHANIAH	11	9/27/21	Math	1 / 946	📅

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
MARTIN, JAILA	9				
MARTINEZ, MIA	10	9/27/21	Math	3 / 974	⚠
MARTINEZ, MIGUEL	12	9/29/21	Math	7 / 1017	📅
MARTINEZ, MYA	9	9/28/21	Math	9 / 1023	📅
MATA, JESALYN	10				
MCDOWELL, BRE'AZIA	9				
MELENDEZ, VIVIANA	11	10/15/21	Math	45 / 1111	
MENDOZA, ANDREW	9	9/27/21	Math	52 / 1105	📅
MERMELLA, ANGEL	9				
MOJICA, RIKKILYNN	9	9/27/21	Math	19 / 1040	📅
MONTEMAYOR, SARRINA	9				
MORALES, ALEXA	11				
MORALES, DOMINIC	11	9/29/21	Math	36 / 1095	📅
NAVARRO, PARIS	10				
NELOMS, KA'MIA	10				
ORTIZ, HAYLEY	9	10/7/21	Math	47 / 1100	📅
PALMER, JAMES	12	9/28/21	Math	15 / 1054	📅
PATTON, CREEYANNA	9				
PENA, ADRIENNE	10	10/6/21	Math	13 / 1020	📅
PENA, GREGORY	12				
PEREZ, EMMA MAE	10	9/28/21	Math	30 / 1067	📅
PEREZ, ISAIAH	10				
PERSON, KAMERON	11				
PINNER, ZACHARY	12	9/29/21	Math	62 / 1146	📅
PLEMMONS, ALYVIA	12				
PROA, BENJAMIN	9				
PROA, GABRIELLE	9				
PROA, HAELEY	10	9/30/21	Math	13 / 1017	📅
PRUITT, DENIELLA	12	10/7/21	Math	87 / 1203	📅
PRUITT, EYRUSALEM	9	10/7/21	Math	3 / 955	📅
QUEZADA, JEROME	11				
RAMIREZ, JORDAN	10	10/8/21	Math	5 / 975	📅
RAMIREZ, MADISYN	9	9/28/21	Math	7 / 990	📅
RAMIREZ, ROSENDO	10				

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
RAMIREZ, SIERRA	9	9/27/21	Math	49 / 1102	🗓
RAMOS, ALINA	10	9/29/21	Math	27 / 1058	🗓
RAMOS, CHRISTIAN	9	9/27/21	Math	24 / 1052	🗓
REYES, MELANIE	12				
RIDDLEY, ADRIANA	11	10/7/21	Math	8 / 1020	🗓
RIOS, DAMIAN	10				
RIOS, GUILLERMO	10				
RIVERA, KUTTER	10	9/28/21	Math	6 / 980	🗓
RIVERA, ZACKERY	9	9/27/21	Math	49 / 1102	🗓
ROBBINS, KATIE	10				
ROBERTS, KOHANNA	9	9/27/21	Math	60 / 1118	🗓
ROBINSON, SKYLAR	9	9/27/21	Math	1 / 929	🗓
RODRIGUEZ MATA, DIMAS	10	10/7/21	Math	2 / 945	🗓
RODRIGUEZ, ADRYAN	11				
RODRIGUEZ, CALVIN	9	9/28/21	Math	15 / 1028	🗓
RODRIGUEZ, ISAURA	10	9/27/21	Math	9 / 996	🗓
RODRIGUEZ, LYSANDRA	11				
RODRIGUEZ, ZACKREY	10	9/29/21	Math	28 / 1062	🗓
ROJO, CERESSA	10	9/27/21	Math	63 / 1125	🗓
SALAZAR, BREANA	9	10/7/21	Math	7 / 990	🗓
SANCHEZ, CADENCE	9	9/28/21	Math	1 / 823	🗓
SANCHEZ, DONOVAN	10	9/27/21	Math	52 / 1108	🗓
SANCHEZ, NEVAEH	10	9/28/21	Math	11 / 1009	🗓
SANTOS-FERNANDEZ, JAZMIN	9	9/27/21	Math	15 / 1025	🗓
SERVIN, SANTIAGO	9				
SOSEBEE, LANDON	9	9/28/21	Math	10 / 1007	🗓
STINE, JAIDEN	9	9/28/21	Math	2 / 942	🗓
SUSTAITA BARRON GARCIA, ANGEL	9	9/27/21	Math	1 / 888	🗓
SUSTAITA, EDWARDO	10	9/28/21	Math	1 / 869	🗓
SUSTAITA, JERICKA	9	9/28/21	Math	1 / 925	🗓
SWARTZ, TRAVIS	11	9/28/21	Math	6 / 1008	🗓
TAYLOR, MIAKEAL	9	9/27/21	Math	13 / 1018	🗓
TAYLOR, ZOEY	10	10/7/21	Math	21 / 1044	🗓
TILLMAN, KEINAISHA	11	10/8/21	Math	1 / 807	🗓

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
TISDALE, LEO	10	10/8/21	Math	■ 3 / 951	📅
TORRES, VANESSA	9	9/28/21	Math	■ 2 / 946	📅
TOUCHSTONE, JENESIS	9				
TOUCHSTONE, JOHN	12				
TOVAR, ADAM	12				
TREVINO, HOPE	10	9/29/21	Math	■ 8 / 992	📅
TREVINO, LEEROY	9	9/27/21	Math	■ 36 / 1079	📅
TREVINO-RAMON, ALIYAH	11	9/27/21	Math	▢ 13 / 1039	📅
TROTTY, ABBY	11				
VALDEZ, MARISSA	10	10/6/21	Math	■ 40 / 1089	📅
VASQUEZ, MARIAH	12	9/28/21	Math	▢ 19 / 1063	📅
VEGA, DILLON	12				
VILLARREAL, RUBEN	10	9/28/21	Math	▢ 10 / 1002	📅
WALKER, ASHLEY	10	9/28/21	Math	■ 37 / 1083	📅
WASHINGTON, BREANNA	10	9/28/21	Math	■ 4 / 960	📅
WEBB, JOSHUA	11				
WEBB, XAVIER	9	9/27/21	Math	■ 85 / 1163	📅
WRIGHT, CA'MYREA	12	9/29/21	Math	■ 61 / 1144	📅
WRIGHT, DEMARCO	11				
YBARBO, CHLOE	10				
YOUNG, ALANTE	10	9/27/21	Math	■ 87 / 1174	📅
YOUNG, NIAANN	9	10/7/21	Math	■ 64 / 1124	📅

RENAISSANCE®

Star Record Book

Subject   Reading
Class or Group   Screening

Latest Tests   Screening Comparison

Star Unified Scale

Student	GL	Star Adaptive (English)		
		Date	Test Type	Score (PR / SS)
ADAME, JESSE	9			
AGUILAR, TJ	9	10/5/21	Reading	17 / 1067
ALCALA, ALYSSA	10			
AVERY, BA'CANAN	12			
BAGGETT, ISAAC	9	9/27/21	Reading	56 / 1142
BALBUENA, JAZANAE	10	9/28/21	Reading	1 / 954
BANDA, JUSTICE	10			
BARDEN, MATTHEW	9	9/27/21	Reading	4 / 998
BARRON, TATIANA	12	9/27/21	Reading	53 / 1165
BASALDUA, EDEN	9	9/27/21	Reading	1 / 856
BASCUS, QUISEAN	12			
BASS, AAZAREIA	10			
BILBREY, KIARA	10			
BOWSHER, NOAH	11			
BOYLE, LILLIE	12			
BROWN, MAKARRAE	9	10/8/21	Reading	1 / 904
BROWN, SHUN'QUIES	9	10/8/21	Reading	2 / 982
BUSTOS, ZACHARIAH	9			
CANTU, MARISSA	9			
CARDENAS, CAMERON	9	9/27/21	Reading	6 / 1022
CARDONA, HAZEL	9	9/27/21	Reading	16 / 1065
CASTILLO, TIMOTHY	11			
CHAVEZ, LUIS	10	9/28/21	Reading	4 / 1015
CHEATHAM, JAKHYDRYON	12			

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
CONTRERAS, KARIZMA	10	9/28/21	Reading	60 / 1160	📅
CURTIN, CAMILLIA	11	9/27/21	Reading	36 / 1126	📅
DANIEL, MICHAEL	11	9/27/21	Reading	4 / 1014	📅
DAVILA, ARMANDO	10	9/29/21	Reading	29 / 1107	📅
DAVILA, NICKALOS	9				
DAVIS, TYLER	10				
DELGADO, JADEN	11	10/7/21	Reading	6 / 1037	📅
DUMOND, MADISON	12	9/28/21	Reading	12 / 1075	📅
ELIZALDE, ALFONSO	10	9/28/21	Reading	3 / 1009	📅
ELIZALDE, ALONDRA	10	9/27/21	Reading	26 / 1100	📅
ESPINOZA, KALLIE	10	9/27/21	Reading	14 / 1071	📅
ESQUIVEL, MIA	11	9/28/21	Reading	1 / 952	📅
EVANS, LASHONTE	9	9/28/21	Reading	1 / 949	📅
FAIR, TYLER	9	9/27/21	Reading	8 / 1034	📅
FLORES, JERMIAH	9				
FLOWERS, GUIE'ANN	10				
FORD, MADISON	10				
FOUNTAIN, DANIEL	9	10/7/21	Reading	66 / 1163	📅
FOUST, TYRA	11				
FRAZIER, ZACHARIAH	9				
FREEMAN, SHAYLEE	9	9/29/21	Reading	26 / 1089	📅
FUENTES, JAEDYN	9	9/28/21	Reading	20 / 1074	📅
FULCHER, AA'KOYA	10				
FULCHER, AARON	10				
GALLEGOS, JOSE	9				
GARCIA, ADAM	9	9/27/21	Reading	2 / 975	📅
GARCIA, EVANGELINA	10				
GARCIA, FRANK	12	9/28/21	Reading	1 / 971	📅
GARCIA, ISABEL	10	9/27/21	Reading	5 / 1026	📅
GARCIA, JOHN	9	10/7/21	Reading	1 / 936	📅
GARSES, PARIS	10	9/28/21	Reading	7 / 1046	📅
GONZALES, ELIAS	9	9/27/21	Reading	4 / 1000	📅
GONZALEZ, ARIK	10				
GONZALEZ, BRYAN	12	9/27/21	Reading	17 / 1094	📅

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
GREEN, JASE'LYNN	9	10/5/21	Reading	19 / 1074	📅
GUERRA, ASHLYNN	9				
GUERRERO, ADRIANA	10	9/27/21	Reading	7 / 1045	📅
GUERRERO, ALEXANDRA	11	10/8/21	Reading	6 / 1037	📅
GUTIERREZ, CHRISTOPHER	9	9/29/21	Reading	45 / 1123	📅
GUZMAN, DESTINY	10	9/28/21	Reading	2 / 987	📅
GUZMAN, DONOVAN	10				
GUZMAN, PAYTEN	9	10/6/21	Reading	18 / 1083	📅
HAMMONS, KRISTOPHER	9	9/27/21	Reading	25 / 1087	📅
HERNANDEZ, ESMERALDA	12	10/6/21	Reading	27 / 1120	📅
HERNANDEZ, JAZMIN	9	9/27/21	Reading	5 / 1011	📅
HERNANDEZ, SAMANTHA	11				
HERRERA, PARADISE	12	9/28/21	Reading	13 / 1081	📅
HOPPE, BRIAN	10	9/27/21	Reading	5 / 1028	📅
HORTON, IRA	9	9/28/21	Reading	1 / 615	📅
HULL, CHLOE	12	9/27/21	Reading	45 / 1153	📅
INFANTE, AZRE	12				
JONES, AJAH	9	10/8/21	Reading	2 / 981	📅
JONES, ANIYAH	9	10/8/21	Reading	8 / 1035	📅
JONES, JEKHADRIEN	12				
KELLOUGH, NATHANIEL	11				
KELLY, DALORIAN	10	9/27/21	Reading	15 / 1073	📅
KELLY, SHIDA	11	9/27/21	Reading	5 / 1033	📅
KOURIS, ACHILLES	10				
LARKIN, ARIANNA	12				
LEWIS, CHRISTOPHER	10	9/28/21	Reading	2 / 988	📅
LINKER, SAVANNAH	9				
LOPEZ, JOSE	10				
LUJAN, GABRIELLA	9	10/7/21	Reading	↑ 32 / 1102	📅
LUNA, ZAKAYLA	9	9/28/21	Reading	26 / 1089	📅
LUNG, TYLER	10				
M VALLIN, JASMINE	9	9/27/21	Reading	8 / 1033	📅
MARES, SEANNA	9	10/8/21	Reading	4 / 1002	📅
MARMOLEJO, ZEPHANIAH	11	9/27/21	Reading	4 / 1013	📅

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
MARTIN, JAILA	9				
MARTINEZ, MIA	10	9/27/21	Reading	■ 1 / 916	📅
MARTINEZ, MIGUEL	12	9/28/21	Reading	▫ 11 / 1071	📅
MARTINEZ, MYA	9	9/27/21	Reading	■ 8 / 1052	📅
MATA, JESALYN	10				
MCDOWELL, BRE'AZIA	9				
MELENDEZ, VIVIANA	11	10/15/21	Reading	■ 46 / 1143	
MENDOZA, ANDREW	9	9/27/21	Reading	▫ 10 / 1044	📅
MERMELLA, ANGEL	9	9/29/21	Reading	■ 1 / 942	📅
MOJICA, RIKKILYNN	9	9/27/21	Reading	■ 5 / 1008	📅
MONTEMAYOR, SARRINA	9				
MORALES, ALEXA	11	10/8/21	Reading	▫ 10 / 1061	📅
MORALES, DOMINIC	11	9/28/21	Reading	■ 4 / 1014	📅
NAVARRO, PARIS	10				
NELOMS, KA'MIA	10				
ORTIZ, HAYLEY	9	10/7/21	Reading	■ 61 / 1153	📅
PALMER, JAMES	12	9/27/21	Reading	■ 7 / 1052	📅
PATTON, CREEYANNA	9				
PENA, ADRIENNE	10	9/27/21	Reading	■ 5 / 1024	📅
PENA, GREGORY	12	9/27/21	Reading	▫ 15 / 1086	📅
PEREZ, EMMA MAE	10	9/27/21	Reading	■ 39 / 1124	📅
PEREZ, ISAIAH	10				
PERSON, KAMERON	11				
PINNER, ZACHARY	12	9/28/21	Reading	■ 89 / 1225	📅
PLEMMONS, ALYVIA	12				
PROA, BENJAMIN	9				
PROA, GABRIELLE	9				
PROA, HAELEY	10	9/27/21	Reading	■ 9 / 1055	📅
PRUITT, DENIELLA	12	9/27/21	Reading	■ 26 / 1117	📅
PRUITT, EYRUSALEM	9	9/27/21	Reading	▫ 21 / 1077	📅
QUEZADA, JEROME	11				
RAMIREZ, JORDAN	10	9/28/21	Reading	■ 1 / 789	📅
RAMIREZ, MADISYN	9	9/27/21	Reading	■ 9 / 1040	📅
RAMIREZ, ROSENDO	10				

Student	GL	Star Adaptive (English)		
		Date	Test Type	Score (PR / SS)
RAMIREZ, SIERRA	9	9/27/21	Reading	21 / 1078
RAMOS, ALINA	10	9/29/21	Reading	4 / 1022
RAMOS, CHRISTIAN	9	9/27/21	Reading	38 / 1111
REYES, MELANIE	12	9/27/21	Reading	1 / 964
RIDDLEY, ADRIANA	11	10/7/21	Reading	8 / 1049
RIOS, DAMIAN	10			
RIOS, GUILLERMO	10			
RIVERA, KUTTER	10	9/29/21	Reading	2 / 984
RIVERA, ZACKERY	9	9/27/21	Reading	12 / 1050
ROBBINS, KATIE	10			
ROBERTS, KOHANNA	9	9/27/21	Reading	63 / 1155
ROBINSON, SKYLAR	9	9/27/21	Reading	17 / 1067
RODRIGUEZ MATA, DIMAS	10	9/28/21	Reading	1 / 962
RODRIGUEZ, ADRYAN	11	9/27/21	Reading	35 / 1124
RODRIGUEZ, CALVIN	9	9/27/21	Reading	7 / 1025
RODRIGUEZ, ISAURA	10	9/27/21	Reading	4 / 1018
RODRIGUEZ, LYSANDRA	11	10/5/21	Reading	33 / 1122
RODRIGUEZ, ZACKREY	10	9/28/21	Reading	12 / 1064
ROJO, CERESSA	10	9/27/21	Reading	83 / 1201
SALAZAR, BREANA	9			
SANCHEZ, CADENCE	9	9/28/21	Reading	1 / 933
SANCHEZ, DONOVAN	10	9/27/21	Reading	31 / 1110
SANCHEZ, NEVAEH	10	9/28/21	Reading	3 / 998
SANTOS-FERNANDEZ, JAZMIN	9	9/27/21	Reading	20 / 1074
SERVIN, SANTIAGO	9			
SOSEBEE, LANDON	9	10/6/21	Reading	1 / 946
STINE, JAIDEN	9	9/27/21	Reading	5 / 1011
SUSTAITA BARRON GARCIA, ANGEL	9	9/27/21	Reading	36 / 1109
SUSTAITA, EDWARDO	10	9/28/21	Reading	24 / 1097
SUSTAITA, JERICKA	9	9/28/21	Reading	1 / 805
SWARTZ, TRAVIS	11	9/27/21	Reading	31 / 1117
TAYLOR, MIAKEAL	9	9/27/21	Reading	2 / 969
TAYLOR, ZOEY	10	10/7/21	Reading	14 / 1070
TILLMAN, KEINAISHA	11	9/29/21	Reading	1 / 868

Student	GL	Star Adaptive (English)			
		Date	Test Type	Score (PR / SS)	
TISDALE, LEO	10	10/8/21	Reading	■ 1 / 615	📅
TORRES, VANESSA	9	9/28/21	Reading	■ 1 / 903	📅
TOUCHSTONE, JENESIS	9				
TOUCHSTONE, JOHN	12				
TOVAR, ADAM	12	9/28/21	Reading	■ 6 / 1042	📅
TREVINO, HOPE	10	9/29/21	Reading	■ 2 / 990	📅
TREVINO, LEEROY	9	9/27/21	Reading	▨ 10 / 1045	📅
TREVINO-RAMON, ALIYAH	11	9/27/21	Reading	▨ 13 / 1071	📅
TROTTY, ABBY	11	9/28/21	Reading	▨ 22 / 1095	📅
VALDEZ, MARISSA	10	10/6/21	Reading	▨ 14 / 1070	📅
VASQUEZ, MARIAH	12	9/27/21	Reading	▨ 13 / 1080	📅
VEGA, DILLON	12				
VILLARREAL, RUBEN	10	9/27/21	Reading	▨ 16 / 1077	📅
WALKER, ASHLEY	10	9/27/21	Reading	■ 7 / 1044	📅
WASHINGTON, BREANNA	10	9/27/21	Reading	■ 9 / 1056	📅
WEBB, JOSHUA	11				
WEBB, XAVIER	9	9/27/21	Reading	▨ 44 / 1122	📅
WRIGHT, CA'MYREA	12	9/28/21	Reading	■ 36 / 1138	📅
WRIGHT, DEMARCO	11				
YBARBO, CHLOE	10				
YOUNG, ALANTE	10	9/27/21	Reading	▨ 90 / 1219	📅
YOUNG, NIAANN	9	9/29/21	Reading	■ 26 / 1088	📅

RENAISSANCE

Star Record Book

Subject   Reading
Class or Group   Screening

Latest Tests   Screening Comparison

Latest Assessment Results

Star Reading
District Benchmark

Star Adaptive (English)   Star Unified Scale

Student	GL	Date	Test Type	Score (PR / SS)
‌	10	1/7/22	Reading	82 / 1201
ROUGHER NOAH	11	1/28/22	Reading	68 / 1184
ORTIZ ‌	9	1/20/22	Reading	64 / 1161
CONTRERAS KAREN	10	1/26/22	Reading	63 / 1168
‌	9	1/6/22	Reading	62 / 1157
‌	9	1/19/22	Reading	59 / 1152
‌	10	1/6/22	Reading	56 / 1156
‌	10	1/19/22	Reading	55 / 1155
‌	9	1/20/22	Reading	53 / 1142

Student	GL	Date	Test Type	Score (PR / SS)
████████	12	1/19/22	Reading	46 / 1157
████████	9	1/28/22	Reading	42 / 1123
████████	9	1/20/22	Reading	40 / 1121
████████	9	1/20/22	Reading	38 / 1116
████████	11	9/27/21	Reading	35 / 1124
████████	10	1/26/22	Reading	34 / 1120
████████	12	1/25/22	Reading	33 / 1132
████████	11	10/5/21	Reading	33 / 1122
████████	11	9/27/21	Reading	31 / 1117
████████	10	9/27/21	Reading	31 / 1110
████████	9	2/15/22	Reading	31 / 1105
████████	10	1/19/22	Reading	30 / 1111
████████	9	1/20/22	Reading	29 / 1100
████████	9	1/19/22	Reading	28 / 1098
████████	9	1/19/22	Reading	27 / 1095
████████	11	1/28/22	Reading	25 / 1108
████████	9	1/21/22	Reading	25 / 1091
████████	9	1/20/22	Reading	23 / 1088

Star Adaptive (English)

Student	GL	Date	Test Type	Score (PR / SS)
[redacted]	10	1/25/22	Reading	22 / 1093
[redacted] PARIS	10	1/19/22	Reading	21 / 1091
[redacted]	9	1/19/22	Reading	21 / 1082
[redacted]	9	2/2/22	Reading	20 / 1083
[redacted]	11	2/2/22	Reading	18 / 1092
ELIZALDE [redacted]	10	1/20/22	Reading	18 / 1083
HERNANDEZ ESMERALDA	12	1/19/22	Reading	15 / 1091
PENA GREGORY	12	1/28/22	Reading	15 / 1089
[redacted]	12	2/2/22	Reading	15 / 1089
[redacted]	11	1/28/22	Reading	15 / 1083
[redacted]	10	1/6/22	Reading	15 / 1077
[redacted]	10	1/6/22	Reading	14 / 1074
[redacted]	10	1/28/22	Reading	14 / 1071
[redacted] RISSA	10	10/6/21	Reading	14 / 1070
[redacted]	9	1/28/22	Reading	14 / 1064
[redacted]	12	1/25/22	Reading	12 / 1081
[redacted]	12	1/28/22	Reading	12 / 1080
[redacted]	10	1/20/22	Reading	12 / 1067

Student	GL	Date	Test Type	Score (PR / SS)
VILLARREAL RUBEN	10	1/19/22	Reading	12 / 1065
(redacted)	9	1/28/22	Reading	10 / 1049
(redacted)	9	9/27/21	Reading	10 / 1045
FORD AARON	10	2/25/22	Reading	9 / 1058
RIVERA (redacted)	10	1/20/22	Reading	8 / 1050
(redacted)	9	1/20/22	Reading	8 / 1041 →
(redacted) JAMES	12	9/27/21	Reading	7 / 1052
(redacted) BREANNA	10	1/19/22	Reading	7 / 1045
PERSON (redacted)	11	1/19/22	Reading	7 / 1045
(redacted)	10	1/6/22	Reading	7 / 1043
RAMOS ALINA	10	1/19/22	Reading	7 / 1040
(redacted)	9	2/7/22	Reading	7 / 1039 →
(redacted)	12	2/25/22	Reading	6 / 1047 →
(redacted)	12	10/8/21	Reading	6 / 1037
DELGADO JADEN	11	10/7/21	Reading	6 / 1037
(redacted)	10	1/19/22	Reading	6 / 1034
RODRIGUEZ CALVIN	9	1/6/22	Reading	6 / 1026
(redacted)	9	1/19/22	Reading	6 / 1026

Star Adaptive (English)

Student	GL	Date	Test Type	Score (PR / SS)
(redacted)	9	9/27/21	Reading	6 / 1022
(redacted)	11	1/28/22	Reading	5 / 1032
(redacted)	10	1/19/22	Reading	5 / 1031
(redacted)	10	1/20/22	Reading	5 / 1026
(redacted)	9	2/8/22	Reading	5 / 1023
(redacted)	10	1/28/22	Reading	5 / 1023
(redacted)	9	1/19/22	Reading	5 / 1022
(redacted)	9	1/28/22	Reading	5 / 1016
(redacted)	10	1/25/22	Reading	4 / 1019
(redacted)	9	1/6/22	Reading	4 / 1008
(redacted)	9	2/2/22	Reading	4 / 1006
(redacted)	9	1/20/22	Reading	4 / 1004
(redacted)	12	1/25/22	Reading	3 / 1015
(redacted)	12	2/2/22	Reading	3 / 1013
(redacted)	12	1/19/22	Reading	3 / 1011
(redacted)	10	1/6/22	Reading	3 / 1005
(redacted)	11	1/19/22	Reading	3 / 1002
(redacted)	10	1/28/22	Reading	3 / 1001

Star Adaptive (English)

Student	GL	Date	Test Type	Score (PR / SS)
[redacted]	10	1/20/22	Reading	3 / 1001
[redacted]	9	1/28/22	Reading	3 / 995
[redacted]	9	1/20/22	Reading	3 / 995
[redacted]	9	2/9/22	Reading	3 / 994
[redacted]	9	1/19/22	Reading	3 / 991
[redacted]	9	1/26/22	Reading	3 / 989
[redacted]	12	1/6/22	Reading	2 / 1002
[redacted]	12	1/28/22	Reading	2 / 994
[redacted]	11	1/25/22	Reading	2 / 991
[redacted]	12	1/28/22	Reading	2 / 988
[redacted]	9	1/19/22	Reading	2 / 983
[redacted]	10	1/20/22	Reading	2 / 980
[redacted]	9	1/20/22	Reading	2 / 980
[redacted]	10	1/7/22	Reading	2 / 976
[redacted]	9	1/7/22	Reading	2 / 976
[redacted]	9	2/9/22	Reading	2 / 970
[redacted]	9	1/28/22	Reading	2 / 969
[redacted]	12	1/6/22	Reading	1 / 971

Star Adaptive (English)

Student	GL	Date	Test Type	Score (PR / SS)
[redacted]	10	1/28/22	Reading	1 / 964
[redacted]	12	1/19/22	Reading	1 / 963
[redacted]	10	1/25/22	Reading	1 / 962
[redacted]	10	2/2/22	Reading	1 / 960
[redacted]	9	1/25/22	Reading	1 / 955
[redacted]	11	1/28/22	Reading	1 / 954
[redacted]	11	9/28/21	Reading	1 / 952
[redacted]	9	1/28/22	Reading	1 / 952
[redacted]	9	1/25/22	Reading	→ 1 / 951
[redacted]	9	1/25/22	Reading	1 / 947
[redacted]	9	10/6/21	Reading	1 / 946
[redacted]	10	1/19/22	Reading	1 / 946
[redacted]	10	1/28/22	Reading	→ 1 / 946
[redacted]	9	1/28/22	Reading	1 / 946
[redacted]	10	1/19/22	Reading	1 / 939
[redacted]	9	1/19/22	Reading	1 / 936
[redacted]	9	1/6/22	Reading	1 / 934
[redacted]	10	1/19/22	Reading	1 / 930

Star Adaptive (English)

Student	GL	Date	Test Type	Score (PR / SS)	
	9	2/15/22	Reading	1 / 929	🔵
	10	9/27/21	Reading	1 / 916	
	11	1/20/22	Reading	1 / 914	
	10	1/28/22	Reading	1 / 914	
	10	1/28/22	Reading	1 / 897	
	9	1/25/22	Reading	1 / 882	
	11	9/29/21	Reading	1 / 868	🔵
	9	9/27/21	Reading	1 / 856	🔵
NGEL	9	1/19/22	Reading	→ 1 / 842	
JOSE	10	2/2/22	Reading	1 / 615	△
	9	1/25/22	Reading	1 / 615	△
	9	1/19/22	Reading	1 / 615	△
	10	1/28/22	Reading	→ 1 / 615	△
	9				
	9				
	9				
RA	10				
	10				