

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

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

Dr. Armard Anderson  
Dr. Uneeda Givens

**Principal:** Ingrid Baker-Erhahon  
**ESC Case Manager:** Andrea Livingston  
**ESC Region:** 4

# 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:** Patrick Campbell

## 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:** Ingrid Baker-Erhahon

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# Data Analysis

## Domain 1

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

For the 2021/2022 school year, our campus will increase our performance by increasing 9 percent in approaches from 39 to 48 and meets increase by 3 percent from 14 to 17. This is derived from the significant decrease from 2019-2020- 47 component and compared to 2020-2021- which was 18 component. This will increase our component score to a 21.

Increases to hispanic, economically disadvantage, CCMR and graduation rate will all play a significant factor in order to increase accountability rating. CCMR to increase from 2% to 50%

## Domain 2A or 2B

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

As an AEA campus we will be focusing on 2A. Our goal is to reach a component score of 19 specifically for our economically disadvantaged and Hispanic students in ELAR and Algebra 1 in 2022. Our goal last year was at 70 but given our significant decrease to 14 we set 19 as a viable component. score.

## Domain 3

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

We will increase CCMR/ graduation rates which are currently 15 /58 and increase these to 25/68 thus could potentially increase our overall rating.

For accountability purposes, we are focusing on our Hispanic and economically disadvantaged students. CCMR we're at a 2% and to at least increase this to 50% by the end of the 2022 school year.

## 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?**

Esconomically disadvantage - ELAR and Alg 1; 2021 component score of 14 and to increase to 17; The goal would be ELAR - 45/20/1; Alg 1 - 25/5/1

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

Hispanics - ELAR and Alg 1; 2021 component score was a 14 and to increase to 17. The goal would be ELAR - 45/20/1 Alg -30/5/1; to increase CCMR scores for Hispanic and low socio economin from 3% to at least 50% by the end of May 2022.

## **CCMR**

### **What goals has your campus set for CCMR?**

CCMR points for 2019 are at 2 and our goal is to increase to at least 50 for 2021-2022 school year for all students who are graduating

## **Federal Graduation Rate**

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

The graduation rate is currently at 58 and will increase to 68.



# Essential Actions

## Cycles 1-3

**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: Beginning 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?:** There were some pockets of success; however, we are working on implementing campus wide data systems that inform and invest everyone in the attainment of the campus achievement goal. We are currently implement student reflection sheets and student data conferences to help students own their learning. In addition to having teachers complete campus data protocol exercises, teachers are also tracking data on their classroom data wall. Lastly, the campus is establishing a campus data wall to identify campus wide trends and patterns.

### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Leaders will be able to help teachers to implement routines and instructional strategies effectively. Lesson plans will indicate their start, middle, and end of each period and allow them to focus on key instruction. The objective of this is for imbedded strategies and routines to be planned accordingly. This in-turn will allow students to understand key misconception or misunderstandings that may have occurred previously. CCMR will be effectively discussed for students and encouraged to participate in certification areas that will ensure career readiness.

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

**How will you build capacity in this Essential Action?** Principal and (District Instructional Coordinator) DIC will monitor and meet weekly with teachers to provide coaching and key instructional strategies to help develop key teaching methods that teacher needs in order to produce significant student outcomes. Texas Tech will be providing coaching and instructional strategies to develop best practices. Lead forward will also provide us with best practices during PD.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers will submit lesson plans weekly and principal will review these and provide needed feedback. Walkthroughs will also address any barriers or misunderstandings that teachers may have concerning routines and strategies. These will be discussed at weekly meetings with principal. This will be evident through PLC agendas and notes. Through social media, flyers, phone calls distributed to families will understand the importance of these items. This will be ongoing during our faculty meetings and PLC to understand our ongoing process. The same will be given to all students/ Parents about our continued progress toward our end goals.

**Desired Annual Outcome:** By the end of May 2022, 100% of RMA Pasadena teachers and campus leaders will implement routines and an instructional program that consists of content taught at the appropriate level of rigor. The lesson cycle will progress from a Daily Warm Up, to the gradual release model, and conclude with an exit ticket. Data collected from CFUs implemented throughout the lesson and the Exit Ticket will help the teacher to gauge student mastery and misconceptions. Data from exit tickets will be used to inform instruction i.e. creation of a Spiral Review Calendar, opportunities for compacting the curriculum. PLCs will consist of structured planning and the use of At Bat protocols to facilitate teachers' delivery of instructional content that is aligned to the daily objective.

100% of all EOC teachers will create and submit weekly lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, and formative assessments along with exemplar responses. District provides a basic lesson plan and both district PLC and local campus PLC will meet bi-weekly with teachers to help develop on top of what is being provided from district to have more specific and goal oriented goals.

Campus instructional leaders review lesson plans weekly for alignment to the standards, the scope and sequence, and the expected level of rigor, accommodations for special populations, and provide teachers with feedback and lesson planning support. PLC meetings will also address any barriers and provide bi-weekly meetings to communicate key instructional strategies that will help teachers will effective outcomes and discuss the above weekly. What are your challenges --having teacher buy in and openness with leadership to discuss challenges to be able to go from a challenge to a strength by the end of the year. During PLC we will discuss how weekly walkthroughs went and discuss these with the above either in a group or one on one.

**District Commitment Theory of Action:** If the district policies and practices support effective instruction in schools, then our teachers will be able to create and submit objective driven lesson plans that follow our scope and sequence with the expected level of rigor.

**Desired 90-day Outcome:** By the end of May 2022, 90% of teachers will implement exit tickets in their lesson plans which will take place at the end of their scheduled class

period. Teachers will have the exit ticket data posted daily on their data wall. While utilizing this strategy effectively, it will set the foundation for discussions during the PLC pertaining to targeted areas needed.

**District Actions:** The district will provide a sufficient amount of PLC time to discuss data and opportunities to invest in career, military readiness programs.

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

**Why or why not?:** Implementation of these practices were started; however, they were not implemented with consistency and fidelity. Data from exit tickets were not available to discuss during PLCs as this was not regularly collected. This initiative also lost momentum as the campus underwent a change in leadership. We are currently at 14% of consistent implementation.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> PLC meetings to discuss lesson plans</p> <p><b>Evidence Used to Determine Progress:</b> PLC agenda/ notes</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> time embedded in schedule to meet with teachers</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 12, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> A new principal has been named for the campus. Going forward, biweekly PLCs will be held on the campus and at the district level. Additionally, the principal will schedule weekly open lab hours in which teachers can receive additional support with lesson planning. Teachers will also receive lesson plan feedback.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> instructional strategies provided to core teachers</p> <p><b>Evidence Used to Determine Progress:</b> Agendas from district led PLC</p> <p><b>Person(s) Responsible:</b> DISC in charge of their subject area</p> <p><b>Resources Needed:</b> adequate working TEAMS for all personnel</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 12, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Instructional strategies have been provided to teachers; however, there has not been a system in place to monitor implementation of selected strategies. Going forward the campus will have a biweekly instructional focus aligned with the district led PLCs. Teachers will receive feedback during weekly walkthroughs/observations on their implementation of the selected strategy.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> implement key instructional strategy within classroom based upon data driven items</p> <p><b>Evidence Used to Determine Progress:</b> lesson plans; exit tickets</p> <p><b>Person(s) Responsible:</b> principal</p> <p><b>Resources Needed:</b> adequate meeting time within schedule to meet with teachers consistently</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 12, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Biweekly PLCs will be held on the campus. Additionally, the principal will schedule weekly open lab hours in which teachers can receive additional support with lesson planning and implementing instructional strategies as outlined in the district's PLCs. The principal will also schedule weekly open lab hours in which teachers can receive additional support with implementing instructional strategies. Teachers will collect exit ticket data in their Exit Ticket Tracker. Data from the Exit Ticket Tracker will inform instructional decisions. Teachers will use data from common assessments to create spiral review calendars that indicate how/when low performing TEKS will be revisited.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Coaching teachers to routinely utilize these exit tickets with fidelity during local PLC instructional time.

**What specific action steps address these challenges?:** Effective classroom routines and instructional strategies will be monitored by campus leader. If items are not met then the campus leader will coach teachers effectively.

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Teachers need to understand and be able to differentiate data . Teachers will be utilizing exit tickets, weekly quizzes, and district set assessments in order to have a varied amount of data to target key skills to improve student understandings. CCMR be will a key driving factor for leadership to increase student workforce opportunities.

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

**How will you build capacity in this Essential Action?** Teachers will be able to drive their own data and be able to effectively lead PLC discussions based on data collected. DISC and principal will be able to instill a sense of urgency and coach teachers to better understand and utilize accurate data collected. Leadership team will effectively regulate and plan CCMR events to meet all graduating seniors.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will continuously talk about this at data/ PLC meetings. We will communicate to all students and parents the effectiveness of data driven standards and how this effects student learning.

**Desired Annual Outcome:** By the end of May 2022, 100% of RMA Pasadena Teachers and leaders will have facilitated an instructional program that increases student learning and engagement. Additionally, this instruction program will result in the campus meeting meet their TIP performance goal of a minimum of 45% of students showing mastery at the approaches level, a minimum of 12% showing mastery at the meets level, and a minimum of 5% showing mastery at the master's level across all content areas as demonstrated on the Spring EOC exam. These gains will be the result of campus content specific PLCs and targeted coaching support provided by the campus principal. 100% of Teachers will effectively be able to disaggregate data based on exit tickets, quizzes, district assessments on their own and develop key interventions that will maximize student outcome. This will be evident by PLC meeting notes, discussions and samples from students.

**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 January 2022, 100% of campus leaders and teachers will conduct data driven discussions and be able to disaggregate data from exit tickets. quizzes, and district common assessments . Teachers will discuss student passing rate in local PLC. If the passing rate is below 70% the teacher and campus leader will create a plan to implement key academic strategies to ensure student success. As teachers continue to build rapport with students, this will also create gains for both graduation rates and build interest in different CCMR opportunities.

**District Actions:** The district provide assistance in building capacity within teachers to acquire key instructional strategies and also learn ways to help increase CCMR scores.

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

**Why or why not?:** The campus has a campus data protocol in place; however, teachers did not regularly utilize the protocol. As such, they were unable to own the data and facilitate conversations about implementation of strategies that would move the academic needle across the board.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Create systems in place in order to properly provide necessary elements that will impact students through College, Career, Military (CCMR) standards</p> <p><b>Evidence Used to Determine Progress:</b> sign in sheets</p> <p><b>Person(s) Responsible:</b> CTE coordinator, principal</p> <p><b>Resources Needed:</b> financial assistance to provide assistance to ensure proper support is provided for CCMR programs</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> January 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Students have been enrolled in OSHA certification classes. The campus is also implementing programs to prepare students to take the TSI Exam. Lastly, the campus has shared information with students about learning opportunities to obtain certifications from our partnership with LEE College.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Texas bridge program discussed to begin implementation</p> <p><b>Evidence Used to Determine Progress:</b> email dialogue for meetings</p> <p><b>Person(s) Responsible:</b> CTE coordinator, counselor, principal, college representative</p> <p><b>Resources Needed:</b> none</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> January 31, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Plans are still in place to begin rolling out the Texas Bridge Program. We anticipate the program will be fully implemented during Term 3.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> CCMR programs embedded within school system</p> <p><b>Evidence Used to Determine Progress:</b> OSHA sign in sheets, OSHA cards, TSI roster, Xerox enrolled students</p> <p><b>Person(s) Responsible:</b> CTE coordinator, principal, counselor, DISC</p> <p><b>Resources Needed:</b> continuous dialogue with CTE coordinator</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> January 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Ongoing conversations are taking place with the CTE Coordinator to form partnerships with local colleges to embed CTE opportunities within the context of our school day. We are awaiting an MOU from San Jacinto university to be able to offer students the opportunity to complete classes at the neighboring university outside of their studies at RMA. Additionally, we are working to secure transportation to be able to transport students to these opportunities. Campus leadership team meeting will include an ongoing agenda item that addresses CCMR opportunities our students may be eligible for.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> CCMR for 2020-2021 school year uploaded correctly to district student collection platform to indicate accurate CCMR points collected on campus and ensure they match with what is submitted to state</p> <p><b>Evidence Used to Determine Progress:</b> PEIMS reports; sign off reports ensuring items have been properly documented and sent to Superintendent or Superintendent designee</p> <p><b>Person(s) Responsible:</b> district counselor coordinator, district PEIMS supervisor, CTE coordinator, DISC, Superintendent or Superintendent designee</p> <p><b>Resources Needed:</b> Ensure all areas are coded correctly and everyone listed above signs off on documents ensuring this process occurs by submission deadline</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 11, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> January 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Communication with the campus leadership team will be streamlined to ensure accurate information is collected and reported.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** A challenge is being able to fully implement processes with consistency and having student commitments to fulfill CCMR requirements.

**What specific action steps address these challenges?:** 5.3 Data driven instruction - having consistent follow through with tracking data and monitoring data walls.

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** We are making progress towards our goals. In some areas we have had to increase our goals because students have met targets. We will continue to work towards having more students perform at the Master's level.

### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Leaders will be able to help teachers to implement routines and instructional strategies effectively. Lesson plans will indicate their start, middle, and end of each period and allow them to focus on key instruction. The objective of this is for imbedded strategies and routines to be planned accordingly. This in-turn will allow students to understand key misconception or misunderstandings that may have occurred previously. CCMR will be effectively discussed for students and encouraged to participate in certification areas that will ensure career readiness.

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

**How will you build capacity in this Essential Action?** Principal and (District Instructional Coordinator) DIC will monitor and meet weekly with teachers to provide coaching and key instructional strategies to help develop key teaching methods that teacher needs in order to produce significant student outcomes. Texas Tech will be providing coaching and instructional strategies to develop best practices. Lead forward will also provide us with best practices during PD.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers will submit lesson plans weekly and principal will review these and provide needed feedback. Walkthroughs will also address any barriers or misunderstandings that teachers may have concerning routines and strategies. These will be discussed at weekly meetings with principal. This will be evident through PLC agendas and notes. Through social media, flyers, phone calls distributed to families will understand the importance of these items. This will be ongoing during our faculty meetings and PLC to understand our ongoing process. The same will be given to all students/ Parents about our continued progress toward our end goals.

**Desired Annual Outcome:** By the end of May 2022, 100% of RMA Pasadena teachers and campus leaders will implement routines and an instructional program that consists of content taught at the appropriate level of rigor. The lesson cycle will progress from a Daily Warm Up, to the gradual release model, and conclude with an exit ticket. Data collected from CFUs implemented throughout the lesson and the Exit Ticket will help the teacher to gauge student mastery and misconceptions. Data from exit tickets will be used to inform instruction i.e. creation of a Spiral Review Calendar, opportunities for compacting the curriculum. PLCs will consist of structured planning and the use of At Bat protocols to facilitate teachers' delivery of instructional content that is aligned to the daily objective.

100% of all EOC teachers will create and submit weekly lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, and formative assessments along with exemplar responses. District provides a basic lesson plan and both district PLC and local campus PLC will meet bi-weekly with teachers to help develop on top of what is being provided from district to have more specific and goal oriented goals.

Campus instructional leaders review lesson plans weekly for alignment to the standards, the scope and sequence, and the expected level of rigor, accommodations for special populations, and provide teachers with feedback and lesson planning support. PLC meetings will also address any barriers and provide bi-weekly meetings to communicate key instructional strategies that will help teachers will effective outcomes and discuss the above weekly. What are your challenges --having teacher buy in and openness with leadership to discuss challenges to be able to go from a challenge to a strength by the end of the year. During PLC we will discuss how weekly walkthroughs went and discuss these with the above either in a group or one on one.

**District Commitment Theory of Action:** If the district policies and practices support effective instruction in schools, then our teachers will be able to create and submit objective driven lesson plans that follow our scope and sequence with the expected level of rigor.

**Desired 90-day Outcome:** Teachers will consistently deliver instruction that is 100% aligned with the daily objective. Lesson Plans, lesson cycle, and instructional activities will be structured to facilitate mastery of the daily objective as demonstrated on the Exit Ticket. The Campus will implement a TSI Incentive Program to yield a 50% increase in the number of students passing the TSI Exam. All students will be enrolled in the TSI Edgenuity Courses. Students will receive incentives for reaching benchmarks in each content course. Students who successfully complete all courses will be entered into a drawing for a chance to win an iPad. All campus teachers will be divided into teams to support students in completing the TSI Edgenuity courses. The teacher team who has the most students completing the course will receive an incentive and bragging rights.

**District Actions:** The district will provide district level PLCs on topics that undergird improved instructional practices.



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

**Why or why not?:** Teachers are delivering instruction that aligns with daily objective 75% of the time. Students demonstrated successful completion of the Texas College Bridge Program. 70% of enrolled students completed English and 75% of enrolled students completed Math.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> PLC meetings and Open Lab Hours to discuss lesson plans, lesson resources, and create a space to practice lessons before they go live.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agenda/ notes/lesson plans</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> time embedded in schedule to meet with teachers</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> January 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Principal will send invite to teachers to attend Open Lab Hours based on coaching needs.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Professional Development on Key instructional strategies provided to core teachers as warranted by data collection</p> <p><b>Evidence Used to Determine Progress:</b> Agendas from district led PLC; Campus Data Protocol;</p> <p><b>Person(s) Responsible:</b> DIC in charge of their subject area</p> <p><b>Resources Needed:</b> adequate working TEAMS for all personnel</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> January 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to monitor campus data to assess campus PD needs.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> implement key instructional strategy within classroom based upon data driven items</p> <p><b>Evidence Used to Determine Progress:</b> lesson plans; exit tickets</p> <p><b>Person(s) Responsible:</b> principal</p> <p><b>Resources Needed:</b> adequate meeting time within schedule to meet with teachers consistently</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 12, 2021</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Teachers have begun use of exit ticket tracker. Continue to monitor for consistent usage of tracker. Work with teachers to utilize data from Exit Ticket Tracker to inform instruction.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> conduct walkthroughs and observations to identify trends in areas of improvement/success</p> <p><b>Evidence Used to Determine Progress:</b> Eduphoria Teacher Evaluation Tool</p> <p><b>Person(s) Responsible:</b> principal</p> <p><b>Resources Needed:</b> adequate meeting time within schedule to meet with teachers consistently</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> January 31, 2022</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Schedule and protect weekly observation times.</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> All staff will be made aware of professional development offerings provided by lead4ward, ESC 4 and ESC 20</p> <p><b>Evidence Used to Determine Progress:</b> Teachers will provide certificates of completion from professional development.</p> <p><b>Person(s) Responsible:</b> Principal and Teachers</p> <p><b>Resources Needed:</b> Laptop, Professional Development provided by Lead4Ward, ESC 4 and ESC 20.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 1, 2022</p> <p><b>Funding Sources:</b> - 6200-Professional and contracted services - \$10,625</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> To date teachers have attended 2 PD Offerings from Lead4ward, 1 from Region 4 ESC and 2 from Region 20 ESC.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Effective use of available time and human capital are the only foreseeable challenges to achieving desired campus/student outcomes.

**What specific action steps address these challenges?:** Observation/Walkthrough, PLC and Open Lab events will be added to the calendar to ensure these events are a priority. I will also seek out campus instructional leaders to aid in vetting lesson plans and conducting calibrated observations/walkthroughs.

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Teachers need to understand and be able to differentiate data . Teachers will be utilizing exit tickets, weekly quizzes, and district set assessments in order to have a varied amount of data to target key skills to improve student understandings. CCMR be will a key driving factor for leadership to increase student workforce opportunities.

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

**How will you build capacity in this Essential Action?** Teachers will be able to drive their own data and be able to effectively lead PLC discussions based on data collected. DISC and principal will be able to instill a sense of urgency and coach teachers to better understand and utilize accurate data collected. Leadership team will effectively regulate and plan CCMR events to meet all graduating seniors.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will continuously talk about this at data/ PLC meetings. We will communicate to all students and parents the effectiveness of data driven standards and how this effects student learning.

**Desired Annual Outcome:** By the end of May 2022, 100% of RMA Pasadena Teachers and leaders will have facilitated an instructional program that increases student learning and engagement. Additionally, this instruction program will result in the campus meeting meet their TIP performance goal of a minimum of 45% of students showing mastery at the approaches level, a minimum of 12% showing mastery at the meets level, and a minimum of 5% showing mastery at the master's level across all content areas as demonstrated on the Spring EOC exam. These gains will be the result of campus content specific PLCs and targeted coaching support provided by the campus principal. 100% of Teachers will effectively be able to disaggregate data based on exit tickets, quizzes, district assessments on their own and develop key interventions that will maximize student outcome. This will be evident by PLC meeting notes, discussions and samples from students.

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

**Desired 90-day Outcome:** By the end of February 2022, 100% of RMA Pasadena core teachers will implement the campus data protocol to disaggregate data from common assessments. 100% of RMA Pasadena teachers will utilize Exit Ticket Trackers, Student Reflection Sheets, Data Conferences, and Edgenuity Trackers to inform their instructional program.

75% of RMA students will complete the data protocol for reflecting on exit ticket and common assessment performance. Student reflection sheets will be referred to during weekly data conferences to set goals, identify student performance trends, and skills gaps.

**District Actions:** The district will provide common assessments for all core content areas.

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

**Why or why not?:** 100% of teachers are tracking data using the campus data trackers. Student reflection and student weekly data conferences is still lagging behind.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Create systems in place in order to properly provide necessary elements that will impact students through College, Career, Military (CCMR) standards</p> <p><b>Evidence Used to Determine Progress:</b> sign in sheets</p> <p><b>Person(s) Responsible:</b> CTE coordinator, principal</p> <p><b>Resources Needed:</b> financial assistance to provide assistance to ensure proper support is provided for CCMR programs</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 12, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Campus has a spreadsheet that is updated regularly to determine where students are in relation to obtaining credit for CCMR.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Texas bridge program discussed to begin implementation</p> <p><b>Evidence Used to Determine Progress:</b> email dialogue for meetings</p> <p><b>Person(s) Responsible:</b> CTE coordinator, counselor, principal, college representative</p> <p><b>Resources Needed:</b> none</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 11, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Texas Bridge has been implemented and students are completing the program successfully.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> CCMR programs embedded within school system</p> <p><b>Evidence Used to Determine Progress:</b> OSHA sign in sheets, OSHA cards, TSI roster, Xerox enrolled students</p> <p><b>Person(s) Responsible:</b> CTE coordinator, principal, counselor, DISC</p> <p><b>Resources Needed:</b> continuous dialogue with CTE coordinator</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 11, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Ongoing certification opportunities and post secondary options sessions will occur.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> CCMR for 2020-2021 school year uploaded correctly to district student collection platform to indicate accurate CCMR points collected on campus and ensure they match with what is submitted to state</p> <p><b>Evidence Used to Determine Progress:</b> PEIMS reports; sign off reports ensuring items have been properly documented and sent to Superintendent or Superintendent designee</p> <p><b>Person(s) Responsible:</b> district counselor coordinator, district PEIMS supervisor, CTE coordinator, DISC, Superintendent or Superintendent designee</p> <p><b>Resources Needed:</b> Ensure all areas are coded correctly and everyone listed above signs off on documents ensuring this process occurs by submission deadline</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 11, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 11, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Campus spreadsheet and district spreadsheet are aligned,</p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> CCMR programs embedded within school system</p> <p><b>Evidence Used to Determine Progress:</b> OSHA sign in sheets, OSHA cards, TSI roster, Xerox enrolled students</p> <p><b>Person(s) Responsible:</b> CTE coordinator, principal, counselor, DISC</p> <p><b>Resources Needed:</b> continuous dialogue with CTE coordinator</p> <p><b>Addresses an Identified Challenge:</b> None</p> <p><b>Start Date:</b> September 27, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 11, 2021</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Ongoing certification opportunities and post secondary options sessions will occur.</p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Implementing data protocols, student reflections, and student data conferences with consistency and fidelity may pose challenges to achieving desired campus/student outcomes.

**What specific action steps address these challenges?:** Data protocol review dates will be placed on the Outlook calendar to remind teachers when this is due. Teachers will also receive invites for data conferences. Student data tubs will be audited biweekly to ensure student reflection and student data conferences are being held.

## Cycle 3 - (Mar – May)

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

### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Beginning Implementation

**Rationale:** Leaders will be able to help teachers to implement routines and instructional strategies effectively. Lesson plans will indicate their start, middle, and end of each period and allow them to focus on key instruction. The objective of this is for imbedded strategies and routines to be planned accordingly. This in-turn will allow students to understand key misconception or misunderstandings that may have occurred previously. CCMR will be effectively discussed for students and encouraged to participate in certification areas that will ensure career readiness.

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

**How will you build capacity in this Essential Action?** Principal and (District Instructional Coordinator) DIC will monitor and meet weekly with teachers to provide coaching and key instructional strategies to help develop key teaching methods that teacher needs in order to produce significant student outcomes. Texas Tech will be providing coaching and instructional strategies to develop best practices. Lead forward will also provide us with best practices during PD.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers will submit lesson plans weekly and principal will review these and provide needed feedback. Walkthroughs will also address any barriers or misunderstandings that teachers may have concerning routines and strategies. These will be discussed at weekly meetings with principal. This will be evident through PLC agendas and notes. Through social media, flyers, phone calls distributed to families will understand the importance of these items. This will be ongoing during our faculty meetings and PLC to understand our ongoing process. The same will be given to all students/ Parents about our continued progress toward our end goals.

**Desired Annual Outcome:** By the end of May 2022, 100% of RMA Pasadena teachers and campus leaders will implement routines and an instructional program that consists of content taught at the appropriate level of rigor. The lesson cycle will progress from a Daily Warm Up, to the gradual release model, and conclude with an exit ticket. Data collected from CFUs implemented throughout the lesson and the Exit Ticket will help the teacher to gauge student mastery and misconceptions. Data from exit tickets will be used to inform instruction i.e. creation of a Spiral Review Calendar, opportunities for compacting the curriculum. PLCs will consist of structured planning and the use of At Bat protocols to facilitate teachers' delivery of instructional content that is aligned to the daily objective.

100% of all EOC teachers will create and submit weekly lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, and formative assessments along with exemplar responses. District provides a basic lesson plan and both district PLC and local campus PLC will meet bi-weekly with teachers to help develop on top of what is being provided from district to have more specific and goal oriented goals.

Campus instructional leaders review lesson plans weekly for alignment to the standards, the scope and sequence, and the expected level of rigor, accommodations for special populations, and provide teachers with feedback and lesson planning support. PLC meetings will also address any barriers and provide bi-weekly meetings to communicate key instructional strategies that will help teachers will effective outcomes and discuss the above weekly. What are your challenges --having teacher buy in and openness with leadership to discuss challenges to be able to go from a challenge to a strength by the end of the year. During PLC we will discuss how weekly walkthroughs went and discuss these with the above either in a group or one on one.

**District Commitment Theory of Action:** If the district policies and practices support effective instruction in schools, then our teachers will be able to create and submit objective driven lesson plans that follow our scope and sequence with the expected level of rigor.

**Desired 90-day Outcome:** By the end of May 2022, 100% of teachers will implement exit tickets in their lesson plans which will take place at the end of their scheduled class period. Teachers will have the exit ticket data posted daily on their data wall. While utilizing this strategy effectively, it will set the foundation for discussions during the PLC pertaining to development of reteach plans and spiral review calendars.

**District Actions:** District will continue to provide biweekly PLCS to core content teachers

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

**Why or why not?:** None

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

Step 1 Details	Reviews
<p><b>Action Step 1:</b> PLC meetings and Open Lab Hours to discuss lesson plans, lesson resources, and create a space to practice lessons before they go live.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agenda/ notes/lesson plans</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> time embedded in schedule to meet with teachers</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> April 29, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Data from Exit Tickets will be used to drive Spiral Reviews and Reteaching.</p> <p><b>Evidence Used to Determine Progress:</b> Spiral Review Calendar</p> <p><b>Person(s) Responsible:</b> Principal/Teachers</p> <p><b>Resources Needed:</b> Planning Time; Region 4 Instructional Resources; Lead4Ward Resources</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 7, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> April 29, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Peer Observation will be used as a tool to calibrate campus expectations.</p> <p><b>Evidence Used to Determine Progress:</b> Peer Observation Sheets</p> <p><b>Person(s) Responsible:</b> Principal/Teachers</p> <p><b>Resources Needed:</b> Relief Coverage</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> February 28, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> April 29, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Consistent implementation of a well thought out lesson cycles, checks for understanding, and exit tickets across the campus are ongoing challenges.

**What specific action steps address these challenges?:** Action Steps 1,2, and 3, peer observations and administrative walkthroughs and observations will be ongoing practices. Pockets of Success will be highlighted and celebrated. Teachers not demonstrating proficiency will be required to engage in structured planning with an administrator.

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Beginning Implementation

**Rationale:** Teachers need to understand and be able to differentiate data . Teachers will be utilizing exit tickets, weekly quizzes, and district set assessments in order to have a varied amount of data to target key skills to improve student understandings. CCMR be will a key driving factor for leadership to increase student workforce opportunities.

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

**How will you build capacity in this Essential Action?** Teachers will be able to drive their own data and be able to effectively lead PLC discussions based on data collected. DISC and principal will be able to instill a sense of urgency and coach teachers to better understand and utilize accurate data collected. Leadership team will effectively regulate and plan CCMR events to meet all graduating seniors.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will continuously talk about this at data/ PLC meetings. We will communicate to all students and parents the effectiveness of data driven standards and how this effects student learning.

**Desired Annual Outcome:** By the end of May 2022, 100% of RMA Pasadena Teachers and leaders will have facilitated an instructional program that increases student learning and engagement. Additionally, this instruction program will result in the campus meeting meet their TIP performance goal of a minimum of 45% of students showing mastery at the approaches level, a minimum of 12% showing mastery at the meets level, and a minimum of 5% showing mastery at the master's level across all content areas as demonstrated on the Spring EOC exam. These gains will be the result of campus content specific PLCs and targeted coaching support provided by the campus principal. 100% of Teachers will effectively be able to disaggregate data based on exit tickets, quizzes, district assessments on their own and develop key interventions that will maximize student outcome. This will be evident by PLC meeting notes, discussions and samples from students.

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

**Desired 90-day Outcome:** By the end of May 2022, 100% of core teachers will have internalized and be able to utilize the campus data protocol. exit ticket tracker, student reflection sheets, data conferences, and Edgenuity trackers to develop plans for instructional adjustments. The campus leadership team will continue to monitor the progress of all students and provide ongoing coaching and support for teacher implementation.

**District Actions:** District will continue to provide access to multiple campus specific data points. District will establish district success metrics.

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

**Why or why not?:** None

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



Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will be provided an exemplar for completion of each data tracker and student reflection sheet. Teachers will work collaboratively with Admin team to complete the tracker. Teachers will provide each other feedback on data tracker implementation.</p> <p><b>Evidence Used to Determine Progress:</b> Classroom Data Wall</p> <p><b>Person(s) Responsible:</b> Principal/Admin Team/Teachers</p> <p><b>Resources Needed:</b> Data Trackers</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> February 28, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> April 29, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Teachers will engage in data conferences with peers to calibrate data conferences.</p> <p><b>Evidence Used to Determine Progress:</b> Data Conference Notes in Data Bin</p> <p><b>Person(s) Responsible:</b> Teachers</p> <p><b>Resources Needed:</b> Reflection Sheets</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> February 28, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> April 29, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will monitor students' Edgenuity completion rates daily/weekly using the Edgenuity Data Tracker.</p> <p><b>Evidence Used to Determine Progress:</b> Edgenuity Data Tracker</p> <p><b>Person(s) Responsible:</b> Teachers</p> <p><b>Resources Needed:</b> Edgenuity Data Tracker</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> February 28, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> April 29, 2022</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Teacher confidence in their ability to interpret data and use it to inform instruction is an ongoing challenge.

**What specific action steps address these challenges?:** Action steps 1 and 2 which address modeling of campus data protocol expectations will continue to take place. Audits of data bins will occur. Celebration of successful implementation will occur.

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	1	5			\$10,625.00
<b>Sub-Total</b>					\$10,625.00
<b>Budgeted Budget Object Code Amount</b>					\$10,625.00
<b>+/- Difference</b>					\$0.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$3,660.00
<b>+/- Difference</b>					\$3,660.00
<b>Grand Total Budgeted</b>					\$14,285.00
<b>Grand Total Spent</b>					\$10,625.00
<b>+/- Difference</b>					\$3,660.00

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	37	41	49	District Created Benchmark	42	34	Other	43	23	45	
			All	All	Reading	Meets	STAAR	7	19	49	District Created Benchmark	20	17	Other	20	4	20	
			All	All	Reading	Masters	STAAR	0	0	49	District Created Benchmark	1	4	Other	3	0	5	
			All	All	Mathematics	Approaches	STAAR	35	24	70	District Created Benchmark	20	66	Other	30	31	25	
			All	All	Mathematics	Meets	STAAR	3	0	70	District Created Benchmark	5	44	Other	8	6	5	
			All	All	Mathematics	Masters	STAAR	0	0	70	District Created Benchmark	1	33	Other	3	0	5	
			All	All	Science	Approaches	STAAR	67	15	58	District Created Benchmark	15	36	Other	20	24	20	
			All	All	Science	Meets	STAAR	8	0	58	District Created Benchmark	2	5	Other	5	18	5	
			All	All	Science	Masters	STAAR	0	0	58	District Created Benchmark	1	0	Other	3	0	1	
			All	All	Social Studies	Approaches	STAAR	69	55	81	District Created Benchmark	50	81	Other	55	55	60	
			All	All	Social Studies	Meets	STAAR	25	19	81	District Created Benchmark	15	62	Other	19	27	20	
			All	All	Social Studies	Masters	STAAR	2	3	81	District Created Benchmark	1	37	Other	3	5	5	
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	8	19	39	Interim Assessment	40	34	Other	45	23	45	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	NA	STAAR	0	0	70	Interim Assessment	40	75	Other	45	36	45	

# Addendums

## Peer Class Observation Form

Faculty Member Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Class Observed: \_\_\_\_\_ Date and Time of Class: \_\_\_\_\_

**Describe what happened in this class session.**

1. What was done by the faculty member and/or the students during the **warm up**? What teaching methods did you observe? How effective were these activities and methods in achieving the daily objective?
2. What was done by the faculty member and/or the students during the **I DO, WE DO and YOU DO** portion of the lesson? What teaching methods did you observe? How effective were these activities and methods in achieving the daily objective?
3. What was done by the faculty member and/or the students during the **assessment** portion of the lesson? What teaching methods did you observe? How effective were these activities and methods in obtaining data on student mastery of the daily objective?
4. Were there any teaching strategies that you think the faculty member should share during the next campus PD?

## Peer Class Observation Form

5. Was there a point during this class session when the faculty member “lost” student attention? If so, what do you think caused it? How did the faculty member react, what did he/she do to regain student attention? Were the efforts in this regard effective?
  
  
  
  
  
  
  
  
  
  
6. How did the physical surroundings or environment of the class session affect the learning experience, if at all? (For example, the temperature or set up of the classroom, outside noise, lighting, problems with equipment or technology, etc.)
  
  
  
  
  
  
  
  
  
  
7. Other comments or observations:

## Peer Class Observation Form

Faculty Member Observed: McKinney Observer: Mac  
Class Observed: English Date and Time of Class: 1-27-2022

Describe what happened in this class session.

1. What was done by the faculty member and/or the students during the **warm up**? What teaching methods did you observe? How effective were these activities and methods in achieving the daily objective?

of technology. <sup>Effective use</sup>

2. What was done by the faculty member and/or the students during the **I DO, WE DO and YOU DO** portion of the lesson? What teaching methods did you observe? How effective were these activities and methods in achieving the daily objective?

Uses relevant life examples to relate to the students, monitors students during direct instruction.

3. What was done by the faculty member and/or the students during the **assessment** portion of the lesson? What teaching methods did you observe? How effective were these activities and methods in obtaining data on student mastery of the daily objective?

One-on-One intervention for a struggling student, used a timer

4. Were there any teaching strategies that you think the faculty member should share during the next campus PD?

PowerPoint usage



## Peer Class Observation Form

5. Was there a point during this class session when the faculty member "lost" student attention? If so, what do you think caused it? How did the faculty member react, what did he/she do to regain student attention? Were the efforts in this regard effective?

Frequent monitoring prevented for the most part student apathy or inattentiveness.

6. How did the physical surroundings or environment of the class session affect the learning experience, if at all? (For example, the temperature or set up of the classroom, outside noise, lighting, problems with equipment or technology, etc.)

Classroom layout and spacing appeared ideal for the lesson.

7. Other comments or observations:

## Peer Class Observation Form

Faculty Member Observed: William McKinney Observer: Fernando AstorgaClass Observed: Reading Date and Time of Class: 1/27/2022 10:02

Describe what happened in this class session.

1. What was done by the faculty member and/or the students during the **warm up**? What teaching methods did you observe? How effective were these activities and methods in achieving the daily objective?

*The teacher used the Classroom app on the smart board and set the timer for five minutes. He monitored the students' performance individually and ensured full engagement. The students used TEAMS for the warmup.*

2. What was done by the faculty member and/or the students during the **I DO, WE DO and YOU DO** portion of the lesson? What teaching methods did you observe? How effective were these activities and methods in achieving the daily objective?

*The teacher demonstrated the Fryer model on the board. He showed the class how to draw the model and label the model appropriately. He introduced a high order question in the assignment in introducing the topic of "Universal Truths".*

3. What was done by the faculty member and/or the students during the **assessment** portion of the lesson? What teaching methods did you observe? How effective were these activities and methods in obtaining data on student mastery of the daily objective?

*The exit tickets were posted on the TEAMS app for assessment. The teacher assessed the students' knowledge of key words and concepts in the discussion of "The Raven". There was a consistent checking for understanding during the lesson. The word wall was also reinforced.*

4. Were there any teaching strategies that you think the faculty member should share during the next campus PD?

*The use of technology in the classroom. The warm-up and its inclusion of the Classroom app and smart board should be shared. Both elements introduce the element of urgency to the class time. The implementation of TEAMS coupled with the powerpoint on the smartboard was highly effective in reinforcing the theme in the lesson ("The Raven").*

## Peer Class Observation Form

5. Was there a point during this class session when the faculty member "lost" student attention? If so, what do you think caused it? How did the faculty member react, what did he/she do to regain student attention? Were the efforts in this regard effective?

I did not observe the teacher "losing" a student but I observed that he had to motivate the students to complete their warm-ups. The students' lack of motivation was due to lack of sleep and/or student apathy. The teacher checked on the students' work, consequently.

6. How did the physical surroundings or environment of the class session affect the learning experience, if at all? (For example, the temperature or set up of the classroom, outside noise, lighting, problems with equipment or technology, etc.)

The classroom has an open, ambient set up and the students are spaced accordingly. This setup prioritizes individual performance and accountability. I did not observe any distractions in the class.

7. Other comments or observations:

The students were engaged in the lesson and compliance was observed. Background music was played back during the secondary portion of the class and it lent the class a sense of dramatic urgency. A check for understanding for all students comprised the lesson closure. This included word and concepts from "The Raven".