Richard Milburn Academy

RMA Odessa - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Dr. Armard Anderson
DCSI/Grant Coordinator: Dr. Uneeda Givens

Principal: Mary Janssen
ESC Case Manager: Marcos Lopez
ESC Region: 18

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: Mary Janssen

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Data Analysis

Domain 1

What accountability goal has your campus set for this year?

After looking at the 2019-2021 and 2020-2021 EOC data we have set this accountability goal. We want to move from 31% Approches to 35%, 8% Meets to 15% and 0% Masters to 5%. We will work toward achieving our goals by closing the learning gap created due to the Pandemic. We will use high quality instructional materials, data based interventions and tutorials. Teachers and staff will be trained in research based teaching strategies and implement them in their lesson presentations. The use of these strategies should help close the gap for our English language learners and special pops students as well as our general education students.

We are confident we can increase CCMR from 14% to 50%. This will be attained by proper coding with our PEIMS system, dual credit offerings, work based certifications such as OSHA, and TSIA testing through Odessa College. We will also work towards CTE sequence coding through our Endorsement offerings on campus such as Architecture and Construction, Business, and Criminal Justice.

Graduation Rate will increase from 50% to 67%. Our Student Community Liasion will work with our students to increase their attendance so credits are not lost due to attendance. Teachers will work with students using student data to individualize instruction geared toward success in the classroom and on the STAAR EOCs required for graduation. Staff members will work to meet other needs of the students by providing services such as counseling, job searches, day care information through Texas Workforce.

By meeting the goals listed above, we would raise our Student Achievement Scale Score from 72 to 77. We would still receive a C in this area, but combined with accomplishing our goals for Domain 3, we would receive a score of 75 and move from Improvement Required to a C rated campus.

Domain 2A or 2B

What accountability goal has your campus set for this year?

Because we are an AEA campus, we will focus on Domain 2A. Our goal is to move from a score of 21 to 25 targeting our English Language Learners and Hispanic population. This will be accomplished through intentional tutoring, individualized interventions used to close the gap from lost learning over the 2019-2020 and 2020-2021 school year. If we reach this goal, we will still receive an F for this Domian but we feel this is a reasonable goal at this time. By attaining this goal, this Domain will affect Domains 1 and 3 as the students will gain confidence in their testing abilities and work more diligently towards success and graduation.

Domain 3

What accountability goal has your campus set for this year?

We want to increase CCMR from 14% to 50%. This will be attained by proper coding within our PEIMS system, dual credit offerings, work based certifications such as OSHA, and TSIA testing through Odessa College. We will also work towards CTE sequence coding through our Endorsement offerings on campus such as Business, AutoCAD and Criminal Justice.

Because we know that our high population of English Language Learners will not only affect our campus, but our district too, these students will be our primary target. We are hoping that by increasing our English Language Learners' EOC scores, we will not only help ourselves, but help our district improve in our accountability scores. ESL ELA/Reading scores will improve from 17% Approaches to 20%, 9% Meets to 12% and 0% Masters to 3%. Algebra 1 EOC scores will increase from 13% Approaches to 16%, 7% Meets to 10% and 0% Masters to 3%. TELPAS Composite Ratings will increase from 14% "Students Who Progressed at Least One Proficiency Level" to 20%. Through targeted professional development provided by the district and campus, teachers will learn and put into practice researched based teaching strategies, individualized tutorials and interventions geared toward our English language learners. We are implementing ESL Tutorials the last 15 minutes of class on Tuesday and Thursdays. Enrichment assignments will be provided Monday, Wednesday and Friday geared toward our ESL students.

Hispanics represent our highest ethnicity population. We will not only work to improve our ESL EOC scores, we want to improve our EOC scores for all our Hispanic students. Our goal is to improve the percentage of all EOCs taken and passed from 30% Approaches to 35%, 8% Meets to 11% and 0% Masters to 3%. We will offer individualized tutoring for all students as prescripbed by HB 4545, students and teachers will work together to disaggregate individual student data and create attainable goals for students' success.

By increasing our Academic Achievement Score from 0 to 2 and our Graduation Rate from 1 to 5, we will earn a Scaled Score of 72 or a C for Domain 3. Combined with our projected success in Domain 1 and Domain 2, our campus would receive an Overall Score and Grade of 72 or a C. This would bring our campus out of Improvement Required. When we move from Improvement Required to a C, our campus culture and climate will begin to reflect increased success among the staff and students.

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?

RMA Odessa with work with Math, specifically Algebra 1, and English 1 and English 2. Our students seem to perform well on the Biology and US History STAAR EOCs. We want to increase the student success rate for Algebra 1, English 1 and English 2 EOC to 35% Approaches, 15% Meets and 5% Masters on these 3 EOCs. If this goal is accomplished and combined with our targeted student groups, we move the dial from a D to a C campus.

Many of our English language learners also fall under our accountability for Economically Disadvantaged. If we are successful in helping our students increase their scores on the STAAR EOCs, this will help us gain 2 points in the Academic Achievement Catagory in Domain 3.

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

English language learners are our targeted student group this year. We know that we have enough students to impact not only our campus, but the district overall. Our goal for our English language learners is to move from 0% progress on the TELPAS to the targeted 36%. We also want to work with our students to move from 9% Meets and 6% Masters to the target of 29% overall in ELA/Reading. Our goal for Math is to move from 0% Meets or Masters to the target of 40%. We know this is big jump but will make a huge impact in our accountability rating.

Our Graduation Rate target for last year was set at 90%. We will work to move from 53% to 67%. If we attain the goals for both our student groups and our graduation rate, we should earn 2 points under Academic Achievement and Graduation Rate to increase our Domain 3 score to a C.

CCMR

What goals has your campus set for CCMR?

We want to increase CCMR from 14% to 50%. This will be attained by proper coding within our PEIMS system, dual credit offerings, work based certifications such as OSHA, and TSIA testing through Odessa College. We will also work towards CTE sequence coding through our Endorsement offerings on campus such as Business, AutoCAD and Criminal Justice. If we reach this goal, along with other goals that have been set, our Domain 1 Grade will increase from a D to a C.

We will work to attain this goal by offering OSHA certificate training and TSIA testing on our campus at least twice this school year. Ten students will take and pass a dual credit class throughout the school year. 50% of students will take a coherent sequence CTE path. These plans will equip our students to be better prepared for the workforce or high education upon graduation.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Our Graduation Rate target for last year was set at 90%. We will work to move from 53% to 67%. We compared our 2019-2020 and 2020-2021 graduates. We want to return to graduating at least 100 students this year. 100 graduates would greatly impact all of our ELL, Hispanic and Econimically Disadvantaged student groups. If we attain the goals for both our student groups and our graduation rate, we should earn 2 points under Academic Achievement and Graduation Rate to increase our Domain 3 score to a C.

Essential Actions

Cycles 1-3

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

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: 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: Partial 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?: We did not meet our student performance data goals based on December EOC results. Many factors play a part in this result. Absenteeism has been high for both staff and students due to COVID. Teachers and students are learning to use the remote tutoring provided to comply with HB 4545. There are many gaps in student learning that we are still discovering and working to close.

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

Implementation Level: Partial Implementation

Rationale: If campus administration/leaders know and carry out their responsibilities with fidelity, good leadership will foster an atmosphere of high morale and build a sense of community and support systems. Currently RMA administration/leaders are learning new responsibilities and how to distribute these responsibilities to help create a system of organization and build capacity in other staff members.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the use of leadership skills learned through the Texas Tech Leadership Academy, professional development provided by both the campus and district, district Human Resources department, T-TESS and T-PESS, teachers and staff will begin to take on more leadership roles on campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: RMA faculty and staff will be notified through emails, staff meetings and PLCs. Faculty and staff will be encouraged to share their ideas as to how to distribute responsibilities and be able to volunteer for their chosen responsibility. Stakeholders input through surveys will be the way we continue to create buy-in during this cycle.

Desired Annual Outcome: By the end of school year 2021-2022, June 1, 100% of teachers and staff will have an opportunity to volunteer to plan and participate in at least 3 school wide events and at least 2 staff members will take on a position of leadership, of their choice, on the campus and fulfill the requirements for that position.

District Commitment Theory of Action: If the district ensures that campus administrator receives training such as Texas Tech Leadership Academy and coaching through district initiatives, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success such as filling the open Counselor and Student Success Coach positions, then the campus administration 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 shows improvement.

Desired 90-day Outcome: Campus leadership will schedule on the calendar weekly meetings with all staff and provide job descriptions.. Staff will discuss open positions on the campus and the specific job descriptions for those positions. Staff will determine what aspects of each of those positions they might be able to fulfill and take on some of the responsibilities. Staff will also discuss and begin to plan school wide events such as attendance celebrations, Trunk or Treat and Thanksgiving Feast. We will discuss RtI and Attendance committee positions. 50% of meetings will have a set agenda prior to meeting time. By the end of Cycle 1, 25% of events and required meetings will be on the campus calendar with agenda templates to be completed prior to each meeting. 20% of crossover duties will be assigned by October 30.

District Actions: The district will provide leadership and support to the staff in helping to cross train staff members for new responsibilities. The district will provide in writing detailed instructions for RtI and Attendance committee positions and agenda templates for those committee meetings.

Did you achieve your 90 day outcome?: No

Why or why not?: The only item we did not achieve would be that 20% of crossover duties would be assigned by October 30. Although many on campus have picked up responsibilities, these are not in writing.

Step 1 Details	Reviews
Action Step 1: District and Campus weekly meetings will be placed on the campus calendar. **Evidence Used to Determine Progress:** Campus calendar with scheduled weekly meetings, invited and agendas. **Person(s) Responsible:** Principal **Resources Needed:** Outlook calendar **Addresses an Identified Challenge:** Yes **Start Date:** September 23, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** While all formal meetings are on the calendar, documentation must become a habit.

Step 2 Details	Reviews
Action Step 2: Teachers and Staff will disaggregation job descriptions to look for cross overs or duplications in individual positions. **Evidence Used to Determine Progress:** Weekly meeting agenda. Results of the disaggregation. PLC sign in sheets. **Person(s) Responsible:** Principal All Staff **Resources Needed:** Job descriptions for all positions on campus. Weekly meeting agenda Sign in Sheets Poster Board/large Post it Notes Markers **Addresses an Identified Challenge:** Yes **Start Date:** September 30, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Although we disaggregated some positions on campus such as club sponsors, RtI committee and attendance committee responsibilities, these responsibilities have not all been assigned. We did not follow through with the assignments. Assignments will be made by January 3.

Step 3 Details	Reviews
Action Step 3: All staff will plan a draft calendar of school wide events for the year. **Evidence Used to Determine Progress:** Campus calendar September through June. Notes/Artifacts from the planning meeting. Weekly meeting agenda. **Person(s) Responsible:** All staff Principal **Resources Needed:** District Calendar Student Calendar Staff Calendar Blank Calendar **Addresses an Identified Challenge:** Yes **Start Date:** October 14, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Campus leadership has included faculty and staff in decisions concerning events up to this point. From this point forward, faculty and staff should be taking ownership of our campus planning

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Staff members may not be open to taking on more responsibilities. This will have to become a team effort. While our staff does work well professionally a more cohesive team will have to be built among the staff for this to be successful. There is no monetary incentive for staff members to take on extra responsibilities.

What specific action steps address these challenges?: Weekly meetings must be on the calendar and invites sent to all involved.
Job descriptions will have to be provided.
Agendas must be provided prior to the meeting.
Notes of discussion must be recorded during each meeting.
Specific committee requirements must be provided.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Partial Implementation

Rationale: If teachers are supported by campus and district leadership with high quality instructional materials and targeted professional development, teachers will gain experience and confidence using researched based teaching strategies that will include differentiated and scaffolded support for students with disabilities, English learners and other student groups. Currently teachers are learning to use the new high quality instructional materials and how to best fit them to class audiences. Teachers are not using specific researched based teaching strategies, especially those geared toward English learners with fidelity.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus and district leadership will provide professional development through Region 18 and Region 20 Service Centers and outside professional development opportunities that will include teaching strategies, content knowledge and classroom management.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be made aware of various professional development opportunities through emails, PLCS, district communications. through these opportunities, teachers will be able to chose professional development they feel will help them achieve their personal goals. Campus and District PLCs will address specific needs of the district. Campus PLCs will routinely discuss the Targeted Improvement Plan, teacher personal goals and students goals. Feedback will be provided through weekly walkthroughs and coaching meetings.

Desired Annual Outcome: By the end of the 2021-2022 school year, June 1, 100% of teachers will use researched based teaching strategies in their class presentations. All campus and classroom procedures will become routine for 100% of staff and students. The campus culture will be one of student success and engagement. Attendance will increase by 10%. English language learners' EOC Algebra 1, English 1 and English 2 scores will improve by 2% in the Meets category.

District Commitment Theory of Action: If the district provides high quality instructional materials such as Scope and Sequence and targeted professional development through District PLCs and Professional Development offerings, teachers will gain knowledge in researched based teaching strategies, be better prepared for classroom presentation which will lead to improved student success and classroom culture.

Desired 90-day Outcome: By the end of the 90 days, all teachers will be trained in Sheltered Instruction strategies. High quality materials will be provided to core content area teachers with resources. 25% of teachers will begin to use at least 1 Sheltered Instruction strategy in their classroom per week. 100% of teachers will upload their lesson plans in Eduphoria weekly. At least 2 lesson plans audit, with Sheltered Instruction strategies in mind, will occur monthly. 100% of weekly walkthroughs will provide constructive feedback.

District Actions: The district will provide high quality instructional materials with resources weekly for core content area teachers. The district will also provide instructional support for campus leadership and teachers and opportunities for professional development. The district will also provide feedback during on campus walkthroughs and lesson plan audits.

Did you achieve your 90 day outcome?: No

Why or why not?: High quality instructional materials have been provided, Sheltered Instruction strategies have been provided. Not all teachers are uploading lesson plans in Eduphoria and Sheltered Instruction strategies are not being added to the high quality instructional materials by the teachers.

Step 1 Details	Reviews
Action Step 1: 100% of teachers will attend Sheltered Instructional strategies training through Region 20. **Evidence Used to Determine Progress:** Certificates provided by Regions 20. **Person(s) Responsible:** All campus teachers Principal **Resources Needed:** Laptop Region 20 individual teacher account Internet access **Addresses an Identified Challenge:** Yes **Start Date:** September 9, 2021 - **Frequency:** One Time - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** All teachers did not receive a certificate although all did complete the professional development. There was a problem with their responses being assessed by Region 20. Campus leadership will follow through with the certificate problem.

Step 2 Details	Reviews
Action Step 2: District will provide high quality instructional materials weekly to core content area teachers. **Evidence Used to Determine Progress:** High quality instructional materials will be received weekly. Teachers will share the instructional materials via email with the principal. **Person(s) Responsible:** District Instructional staff Core Content Teachers Principal **Resources Needed:** Internet Printer/email High Quality Instructional Materials **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** High quality instructional materials are received by the teachers on a regular bases. Principal will continue to encourage teachers to share these materials with Walkthrough feedback, lesson plans audits and campus PLCs.

Step 3 Details	Reviews
Action Step 3: 25% of teachers will incorporate 1 Sheltered Instructional strategy in their lesson plans and begin to practice in their content presentation. **Evidence Used to Determine Progress:** Lesson Plans Walkthrough Evidence **Person(s) Responsible:** All teachers Principal **Resources Needed:** High quality instructional materials Sheltered Instructional strategies Walkthrough template **Addresses an Identified Challenge:** Yes **Start Date:** October 5, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Teachers are not personalizing the high quality instructional materials, thus Sheltered Instruction strategies are not listed in their lesson plans. Principal will continue to monitor and document teacher's inclusion of Sheltered Instruction strategies through Walkthrough feedback and lesson plan audits.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Although teachers do not have to write their own lesson plans now, they are adjusting to being flexible and making the district provided high quality instructional materials their own. Teachers are not in the habit of writing out their instructional strategies in their lesson plans. Teachers will have to work at making it a habit to practice and use the strategies daily.

What specific action steps address these challenges?: High quality instructional materials must be provided weekly.
Teachers will attend Sheltered Instructional strategies professional development.
Teachers will personalize their lesson plans with a specific Sheltered Instructional Strategy weekly.
Teachers will upload their lesson plans in Eduphoria by Friday noon each week.
District and campus leadership will complete walkthroughs, lesson plan audits with constructive feedback.
Campus leadership will discuss constructive feedback with teachers weekly.

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: If teachers, staff and students could better disaggregate data then students' goals set within lesson plans, tutorials and interventions for student success, student performance and graduation will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District and Campus leaders will work with Texas Tech Leadership Academy, Lead4Ward, Region 18 and Region 20 Service Centers to provide professional development specifically for data disaggregation. Teachers will work with students to disaggregate their individual data.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Agendas for campus PLCs, various stakeholder meetings and student meetings will include references to the Targeted Improvement Plan. All will be made aware of the process that we are using to help student's better understand their own data and to make individual goals for success.

Desired Annual Outcome: By teaching teachers and students how to disaggregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans, tutorials and interventions will be built around the need. Students will be encouraged by the results of their data and work to achieve their ultimate goal of graduation. Passing rate for all EOCs will increase by 2% school wide. Our graduation rate will increase by 5%. This Annual Outcome will be achieved by the end of the 2021-2022 school year, June 1.

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: Within Cycle 1, 100% of core content area teachers will be provided guidance through the district PLCs concerning data disaggregation. 100% of core content area teachers will include individual student data disaggregation instructions in their lesson plans. Student data will be based on the beginning of the year benchmark (Released EOC) and Renaissance Reading and Math testing. Campus leadership will provide data disaggregation instruction to all teachers and staff in a scheduled weekly faculty PLC.

District Actions: The district will provide support and training on how to access and read student benchmark data in Eduphoria. District PLCs will provide instructions for disaggregating student data and how to use that data to personalize classroom interventions. The district will also provide support for campus leadership when needed for data disaggregation.

Did you achieve your 90 day outcome?: No

Why or why not?: Teachers are still not as familiar with accessing data from Renaissance Reading and Math. More training is required. The use of student data is not specifically reflected in lesson plans.

Step 1 Details	Reviews
Action Step 1: District PLC will provide instructions for accessing BOY benchmark in Eduphoria. **Evidence Used to Determine Progress:** District PLC Agenda Student data in Eduphoria. **Person(s) Responsible:** District Instructional Staff Core Content Teachers Principal **Resources Needed:** Laptop Internet access Student testing roster Student data **Addresses an Identified Challenge:** Yes **Start Date:** September 16, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Teachers will continue to learn to disaggregate student data and implement the results through classroom interventions.

Step 2 Details	Reviews
Action Step 2: Core content teachers will provide an explanation and discuss the outcomes of the BOY Benchmark with the principal in a weekly campus PLC. **Evidence Used to Determine Progress:** BOY printed data for the specific content taught by the teacher. Weekly PLC agenda. Notes/Artifacts presented during the PLC by the teacher. **Person(s) Responsible:** Core content are teachers Principal **Resources Needed:** Eduphoria BOY Benchmark data Weekly PLC Agenda **Addresses an Identified Challenge:** Yes **Start Date:** October 14, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Teachers will discuss the outcomes of the December EOC with principal in a weekly campus PLC.

Step 3 Details	Reviews
Action Step 3: All teachers will receive instructions for individual student data disaggregation in a weekly campus PLC. **Evidence Used to Determine Progress:** BOY Benchmark data 20-21 EOC data Student data template Meeting agenda Notes/Artifacts **Person(s) Responsible:** All teachers and ATs Principal **Resources Needed:** BOYS Benchmark data 20-21 EOC data Students data template Meeting agenda **Addresses an Identified Challenge:** Yes **Start Date:** October 28, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** October 29, 2021	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Although most of our teachers have worked with our plan to disaggregate data in the past. More instruction is required. Disaggregating December EOC data will be the next step. Students will also be taught how to disaggregate their individual data.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Campus leadership and teachers are not familiar with using Eduphoria for student data.
Campus leadership and teachers are not familiar with Renaissance Reading and Math.
Teachers are not comfortable using the high quality instructional materials and personalizing them to meet student needs.

What specific action steps address these challenges?: Students will take the beginning of the year benchmark (Released EOC) and Renaissance Reading and Math tests.
Campus leadership and teachers need to be retrained on how to use Eduphoria for student date.
Campus leadership and teachers need to be retrained on how to use Renaissance Reading and Math.
Teachers will discuss student data from the Released EOC and Renaissance tests with the campus principal during the local PLCs.
Local PLC agendas will include data discuss and targeted areas for students to be included in lesson plans.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Multiple facets played a part in student performance data goals not being met. COVID continues to affect student learning through multiple staff and student extended absences. Student apathy, and social and emotional needs are affecting student classroom participation.

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

Implementation Level: Partial Implementation

Rationale: If campus administration/leaders know and carry out their responsibilities with fidelity, good leadership will foster an atmosphere of high morale and build a sense of community and support systems. Currently RMA administration/leaders are learning new responsibilities and how to distribute these responsibilities to help create a system of organization and build capacity in other staff members.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the use of leadership skills learned through the Texas Tech Leadership Academy, professional development provided by both the campus and district, district Human Resources department, T-TESS and T-PESS, teachers and staff will begin to take on more leadership roles on campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: RMA faculty and staff will be notified through emails, staff meetings and PLCs. Faculty and staff will be encouraged to share their ideas as to how to distribute responsibilities and be able to volunteer for their chosen responsibility. Stakeholders input through surveys will be the way we continue to create buy-in during this cycle.

Desired Annual Outcome: By the end of school year 2021-2022, June 1, 100% of teachers and staff will have an opportunity to volunteer to plan and participate in at least 3 school wide events and at least 2 staff members will take on a position of leadership, of their choice, on the campus and fulfill the requirements for that position.

District Commitment Theory of Action: If the district ensures that campus administrator receives training such as Texas Tech Leadership Academy and coaching through district initiatives, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success such as filling the open Counselor and Student Success Coach positions, then the campus administration 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 shows improvement.

Desired 90-day Outcome: By the end of Cycle 2, February 28, 40% of crossover duties will be assigned with at least 2 staff members taking on a leadership role.

District Actions: If the district ensures that campus instructional leaders receive training, such as Texas Tech Leadership Academy and ongoing coaching to support the implementation of instructional leadership through District PLCs, then the campus will be better equipped to develop campus instructional leaders with clear roles.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Mrs. Davidson took on the role of TELPAS Assembler/Verifier. She completed the task within the time frame. Mr. Keena has taken on the campus Data expert role. He has provided spread sheets to all faculty and staff with Fall EOC data.

Step 1 Details	Reviews
Action Step 1: Teachers and Staff will disaggregation job descriptions to look for cross overs or duplications in individual positions to determine where they can cross train so that more than one person on campus can complete a specific task if needed. **Evidence Used to Determine Progress:** Weekly meeting agenda. Results of the disaggregation. PLC sign in sheets. **Person(s) Responsible:** Principal All Staff **Resources Needed:** Job descriptions for all positions on campus. Weekly meeting agenda Sign in Sheets Poster Board/large Post it Notes Markers **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** The need to cross train office staff to complete daily attendance was brought to light when our Admin Sec was out for an extended amount of time. We will request daily attendance training for Registrars and Student Community Liason.

Step 2 Details	Reviews
Action Step 2: December 1 to March 1, faculty and staff will begin to take ownership of our campus planning by submitting topics of discussion during campus weekly meetings. **Evidence Used to Determine Progress:** Campus calendar September through June. Notes/Artifacts from the planning meeting. Weekly meeting agenda. **Person(s) Responsible:** All staff Principal **Resources Needed:** District Calendar Student Calendar Staff Calendar Blank Calendar **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Multiple, extended staff absences due to COVID during Cycle 2 played a part in this Action Step not being met. Principal needs to follow through to make weekly meetings and agendas a priority.

Step 3 Details	Reviews
Action Step 3: All staff will be made aware of leadership professional development offerings off campus with the opportunity to attend and share information with campus staff. **Evidence Used to Determine Progress:** Certificates from professional development attended. **Person(s) Responsible:** Principal Teachers **Resources Needed:** Laptop Leadership professional development for teachers, counselor and administration provided by Regions 18 and 20. **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 1, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Principal needs to supply staff with resources to search for leadership professional development opportunities.

Step 4 Details	Reviews
Action Step 4: Principal with the help of Central Office will work to fill the open Counselor and Student Support Coach position. **Evidence Used to Determine Progress:** Candidate Applications Job Postings Interview Results. **Person(s) Responsible:** Principal HR Department District Instructional Coach **Resources Needed:** Internet Access to Job Posting Sites Job Descriptions **Addresses an Identified Challenge:** Yes **Start Date:** February 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** June 1, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** Job postings will be made on local sites as we continue to search for qualified applicants.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Lack of available personnel to cover classes for teachers to attend professional development. Absenteeism due to illness.

What specific action steps address these challenges?: Campus leadership will continue to work to fill the Counselor and Student Success Coach positions and meet requirements as mandated from TEA and the District Office.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Partial Implementation

Rationale: If teachers are supported by campus and district leadership with high quality instructional materials and targeted professional development, teachers will gain experience and confidence using researched based teaching strategies that will include differentiated and scaffolded support for students with disabilities, English learners and other student groups. Currently teachers are learning to use the new high quality instructional materials and how to best fit them to class audiences. Teachers are not using specific researched based teaching strategies, especially those geared toward English learners with fidelity.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus and district leadership will provide professional development through Region 18 and Region 20 Service Centers and outside professional development opportunities that will include teaching strategies, content knowledge and classroom management.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be made aware of various professional development opportunities through emails, PLCS, district communications. through these opportunities, teachers will be able to chose professional development they feel will help them achieve their personal goals. Campus and District PLCs will address specific needs of the district. Campus PLCs will routinely discuss the Targeted Improvement Plan, teacher personal goals and students goals. Feedback will be provided through weekly walkthroughs and coaching meetings.

Desired Annual Outcome: By the end of the 2021-2022 school year, June 1, 100% of teachers will use researched based teaching strategies in their class presentations. All campus and classroom procedures will become routine for 100% of staff and students. The campus culture will be one of student success and engagement. Attendance will increase by 10%. English language learners' EOC Algebra 1, English 1 and English 2 scores will improve by 2% in the Meets category.

District Commitment Theory of Action: If the district provides high quality instructional materials such as Scope and Sequence and targeted professional development through District PLCs and Professional Development offerings, teachers will gain knowledge in researched based teaching strategies, be better prepared for classroom presentation which will lead to improved student success and classroom culture.

Desired 90-day Outcome: By the end of Cycle 2, February 28, 50% of teachers will begin to use at least 1 Sheltered Instruction strategy in their classroom per week. Attendance will increase by 5% from the prior 90 days. ESL Meets scores on the December STAAR administration will improve by 1%.

District Actions: The district will continue to provide high quality instructional materials and targeted professional development through District PLCs and opportunities for teachers to attend professional development off campus either in person or virtually.

Did you achieve your 90 day outcome?: No

Why or why not?: Sheltered Instruction PD was required of all teachers. Principal was not a participant and was not made aware of the strategies shared with the teachers. Attendance dropped after the holidays as COVID cases increased. While multiple ESL students scored Meets on the December STAAR the percentage did not improve by 1%.

Step 1 Details	Reviews
Action Step 1: 50% of teachers will incorporate 1 Sheltered Instructional strategy in their lesson plans and begin to practice in their content presentation by February 28. This will positively affect ESL EOC outcomes. **Evidence Used to Determine Progress:** Lesson Plans Walkthrough Evidence **Person(s) Responsible:** All teachers Principal **Resources Needed:** High quality instructional materials Sheltered Instructional strategies Walkthrough template **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** Core content teachers are attending TEKS Resources PD. Strategies from TEKS Resources PD will be used in place of Sheltered Instruction.

Step 2 Details	Reviews
Action Step 2: Attendance will increase by 5% from the prior 90 days due to more home visits, phone calls and contacts made by the campus staff by February 28 and campus incentives. **Evidence Used to Determine Progress:** Contact logs Attendance reports **Person(s) Responsible:** All Staff **Resources Needed:** Student contact information Attendance reports **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** February 28, 2022 **Funding Sources:** - 6300-Supplies and materials - $1,000	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** The attendance goal will remain the same to increase by 5% from Cycle 2 to Cycle 3.. This goal was not met during Cycle 2 due to increased COVID cases following the holidays.

Step 3 Details	Reviews
Action Step 3: All teachers will be introduced to Blended Learning/Group Intervention plans in an effort to personalize student learning to help close the learning gap due to the pandemic and help raise ESL EOC scores. **Evidence Used to Determine Progress:** PD sign in sheets Power Point used to introduce Blended Learning **Person(s) Responsible:** Principal Teachers/ATs **Resources Needed:** Sign in Sheets You Tube videos PD offered through Regional Service Centers **Addresses an Identified Challenge:** Yes **Start Date:** February 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 1, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** Principal will provide and model Blended Learning PD during staff development on Monday, April 18, 2022.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Student/Parent contact information changes often and the school is not notified thus making it hard to keep parents notified of student successes and needs. All Staff will have to make changes when implementing our new campus procedures.

What specific action steps address these challenges?: All staff will continue to make phone calls, home visits and other forms of contact to develop a positive relationship with parents and students.

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: If teachers, staff and students could better disaggregate data then students' goals set within lesson plans, tutorials and interventions for student success, student performance and graduation will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District and Campus leaders will work with Texas Tech Leadership Academy, Lead4Ward, Region 18 and Region 20 Service Centers to provide professional development specifically for data disaggregation. Teachers will work with students to disaggregate their individual data.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Agendas for campus PLCs, various stakeholder meetings and student meetings will include references to the Targeted Improvement Plan. All will be made aware of the process that we are using to help student's better understand their own data and to make individual goals for success.

Desired Annual Outcome: By teaching teachers and students how to disaggregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans, tutorials and interventions will be built around the need. Students will be encouraged by the results of their data and work to achieve their ultimate goal of graduation. Passing rate for all EOCs will increase by 2% school wide. Our graduation rate will increase by 5%. This Annual Outcome will be achieved by the end of the 2021-2022 school year, June 1.

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: 50% of core content area teachers will have disaggregated individual student data by January 31. 2021. This data will be reflected as targeted interventions in 25% of core content lesson plans. 50% of all students will have disaggregated their individual data and set 1 goal for improvement. Passing rate for all EOCs will increase by 1% school wide in the December testing as compared to December testing in 2020.

District Actions: The district will continue to provide academic, behavioral and graduation data on multiple platforms. The district will also provide instruction as to how to read and use this data.

Did you achieve your 90 day outcome?: No

Why or why not?: At the recommendation of Joe Ruiz to concentrate on 2 Essential Actions, we will carry Essential Action 5.3 over to the 2022-2023 school year. We have chosen to focus on 1.1 and 5.1 for the remainder of the 2021-2022 school year.

Step 1 Details	Reviews
Action Step 1: All teachers will continue to receive instructions for individual student data disaggregation in a weekly campus PLC. **Evidence Used to Determine Progress:** December EOC Data Student data template Meeting agenda Notes/Artifacts **Person(s) Responsible:** All teachers and ATs Principal **Resources Needed:** December EOC Data Students data template Meeting agendas **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** At the recommendation of Joe Ruiz to concentrate on 2 Essential Actions, we will carry Essential Action 5.3 over to the 2022-2023 school year. We have chosen to focus on 1.1 and 5.1 for the remainder of the 2021-2022 school year.

Step 2 Details	Reviews
Action Step 2: Teachers and students will disaggregate individual student data together looking for strengths and weaknesses by February 1. **Evidence Used to Determine Progress:** Students Data Template Teacher Student Data Binder **Person(s) Responsible:** Teachers Administrator **Resources Needed:** December EOC Data Student Data Template **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** At the recommendation of Joe Ruiz to concentrate on 2 Essential Actions, we will carry Essential Action 5.3 over to the 2022-2023 school year. We have chosen to focus on 1.1 and 5.1 for the remainder of the 2021-2022 school year.

Step 3 Details	Reviews
Action Step 3: 25% of teachers will incorporate individual student data in their lesson plans as targeted interventions by February 28. **Evidence Used to Determine Progress:** Individual student data Lesson Plans **Person(s) Responsible:** Teachers. Principal **Resources Needed:** Teacher Data Binder December EOC Data **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:** At the recommendation of Joe Ruiz to concentrate on 2 Essential Actions, we will carry Essential Action 5.3 over to the 2022-2023 school year. We have chosen to focus on 1.1 and 5.1 for the remainder of the 2021-2022 school year.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Multiple points of data can be overwhelming. Learning to use data daily must be taught, it is not something that is readily available.

What specific action steps address these challenges?: Teachers will be taught how to use specific data such as EOC test scores. Teachers also will be taught how to use various forms of data collection such as exit tickets and high level questioning.

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: Partial Implementation

Rationale: If campus administration/leaders know and carry out their responsibilities with fidelity, good leadership will foster an atmosphere of high morale and build a sense of community and support systems. Currently RMA administration/leaders are learning new responsibilities and how to distribute these responsibilities to help create a system of organization and build capacity in other staff members.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the use of leadership skills learned through the Texas Tech Leadership Academy, professional development provided by both the campus and district, district Human Resources department, T-TESS and T-PESS, teachers and staff will begin to take on more leadership roles on campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: RMA faculty and staff will be notified through emails, staff meetings and PLCs. Faculty and staff will be encouraged to share their ideas as to how to distribute responsibilities and be able to volunteer for their chosen responsibility. Stakeholders input through surveys will be the way we continue to create buy-in during this cycle.

Desired Annual Outcome: By the end of school year 2021-2022, June 1, 100% of teachers and staff will have an opportunity to volunteer to plan and participate in at least 3 school wide events and at least 2 staff members will take on a position of leadership, of their choice, on the campus and fulfill the requirements for that position.

District Commitment Theory of Action: If the district ensures that campus administrator receives training such as Texas Tech Leadership Academy and coaching through district initiatives, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success such as filling the open Counselor and Student Success Coach positions, then the campus administration 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 shows improvement.

Desired 90-day Outcome: All crossover duties will be assigned by the end of school year, June 1, 2022, including daily attendance training.

District Actions: If the district ensures that campus instructional leaders receive training, such as Texas Tech Leadership Academy and ongoing coaching to support the implementation of instructional leadership through District PLCs, then the campus will be better equipped to develop campus instructional leaders with clear roles.

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: Teachers and Staff will disaggregation job descriptions to look for cross overs or duplications in individual positions to determine where they can cross train so that more than one person on campus can complete a specific task if needed. **Evidence Used to Determine Progress:** Weekly meeting agenda. Results of the disaggregation. PLC sign in sheets. **Person(s) Responsible:** Principal All Staff **Resources Needed:** Job descriptions for all positions on campus. Weekly meeting agenda Sign in Sheets Poster Board/large Post it Notes Markers **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** June 1, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: December 1 to June 1, 2022, faculty and staff will begin to take ownership of our campus planning by submitting topics of discussion during campus weekly meetings. **Evidence Used to Determine Progress:** Campus calendar September through June. Notes/Artifacts from the planning meeting. Weekly meeting agenda. **Person(s) Responsible:** All staff Principal **Resources Needed:** District Calendar Student Calendar Staff Calendar Blank Calendar **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** June 1, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: All staff will be notified through monthly postings of Leadership Professional Development offerings through Regions 18 and 20 ECS. **Evidence Used to Determine Progress:** Certificates from professional development attended. **Person(s) Responsible:** Principal Teachers **Resources Needed:** Laptop Leadership professional development for teachers, counselor and administration provided by Regions 18 and 20. Substitute Teachers **Addresses an Identified Challenge:** Yes **Start Date:** December 6, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** June 1, 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: Principal and Central Office personnel will work together to fill the open Counselor and Student Support Coach positions through job postings, scheduled interviews and job fair attendance. **Evidence Used to Determine Progress:** Candidate Applications Job Postings Interview Results. **Person(s) Responsible:** Principal HR Department District Instructional Coach **Resources Needed:** Internet Access to Job Posting Sites Job Descriptions **Addresses an Identified Challenge:** Yes **Start Date:** February 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** June 1, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Filling the Counselor and Student Success Coach positions. Finding qualified leadership professional development opportunities for staff and having adequate substitutes to allow staff to attend professional development.

What specific action steps address these challenges?: All Action Steps work toward meeting the challenges. Action Steps 1 and 4 are specifically tied to these challenges.

Cycle 3 - (Mar – May)

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

Implementation Level: Partial Implementation

Rationale: If teachers are supported by campus and district leadership with high quality instructional materials and targeted professional development, teachers will gain experience and confidence using researched based teaching strategies that will include differentiated and scaffolded support for students with disabilities, English learners and other student groups. Currently teachers are learning to use the new high quality instructional materials and how to best fit them to class audiences. Teachers are not using specific researched based teaching strategies, especially those geared toward English learners with fidelity.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus and district leadership will provide professional development through Region 18 and Region 20 Service Centers and outside professional development opportunities that will include teaching strategies, content knowledge and classroom management.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers will be made aware of various professional development opportunities through emails, PLCS, district communications. through these opportunities, teachers will be able to chose professional development they feel will help them achieve their personal goals. Campus and District PLCs will address specific needs of the district. Campus PLCs will routinely discuss the Targeted Improvement Plan, teacher personal goals and students goals. Feedback will be provided through weekly walkthroughs and coaching meetings.

Desired Annual Outcome: By the end of the 2021-2022 school year, June 1, 100% of teachers will use researched based teaching strategies in their class presentations. All campus and classroom procedures will become routine for 100% of staff and students. The campus culture will be one of student success and engagement. Attendance will increase by 10%. English language learners' EOC Algebra 1, English 1 and English 2 scores will improve by 2% in the Meets category.

District Commitment Theory of Action: If the district provides high quality instructional materials such as Scope and Sequence and targeted professional development through District PLCs and Professional Development offerings, teachers will gain knowledge in researched based teaching strategies, be better prepared for classroom presentation which will lead to improved student success and classroom culture.

Desired 90-day Outcome: By end of school year 2021-2022, June 1, 75% of teachers will begin to use at least 1 strategy from TEKS Resources PD in their classroom per week. Attendance will increase by 20% from Cycle 1.

District Actions: The district will continue to provide high quality instructional materials and targeted professional development through District PLCs and opportunities for teachers to attend professional development off campus either in person or virtually.

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: 50% of core content teachers will incorporate 1 strategy from TEKS Resources PD in their lesson plans and begin to practice in their content presentation by end of school year 2021-2022, June 1. This will positively affect ESL EOC outcomes. **Evidence Used to Determine Progress:** Lesson Plans Walkthrough Evidence **Person(s) Responsible:** All teachers Principal **Resources Needed:** High quality instructional materials Sheltered Instructional strategies Walkthrough template **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** June 1, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: By June 1, 2022, attendance will increase by 5% from the prior 90 days due to more home visits, phone calls and contacts made by the campus staff and campus incentives. **Evidence Used to Determine Progress:** Contact logs Attendance reports **Person(s) Responsible:** All Staff **Resources Needed:** Student contact information Attendance reports **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Quarterly - **Evidence Collection Date:** June 1, 2022 **Funding Sources:** - 6300-Supplies and materials - $1,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: On Monday, April 18, 2022, all teachers will be introduced to Blended Learning/Group Intervention plans in an effort to personalize student learning to help close the learning gap due to the pandemic and help raise ESL EOC scores. **Evidence Used to Determine Progress:** PD sign in sheets Power Point used to introduce Blended Learning **Person(s) Responsible:** Principal Teachers/ATs **Resources Needed:** Sign in Sheets You Tube videos PD offered through Regional Service Centers **Addresses an Identified Challenge:** Yes **Start Date:** February 7, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** June 1, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Parent/Student contact information changes often and the school is not notified thus making it hard to keep parents notified of student successes, needs and attendance problems. Sometimes teachers are reluctant to try new strategies that they are not familiar with.

What specific action steps address these challenges?: Action Steps 1 and 3 address teacher reluctance to try new strategies. Action Step 2 addresses student attendance problems.

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: If teachers, staff and students could better disaggregate data then students' goals set within lesson plans, tutorials and interventions for student success, student performance and graduation will increase.

Who will you partner with?: Other

How will you build capacity in this Essential Action? District and Campus leaders will work with Texas Tech Leadership Academy, Lead4Ward, Region 18 and Region 20 Service Centers to provide professional development specifically for data disaggregation. Teachers will work with students to disaggregate their individual data.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Agendas for campus PLCs, various stakeholder meetings and student meetings will include references to the Targeted Improvement Plan. All will be made aware of the process that we are using to help student's better understand their own data and to make individual goals for success.

Desired Annual Outcome: By teaching teachers and students how to disaggregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans, tutorials and interventions will be built around the need. Students will be encouraged by the results of their data and work to achieve their ultimate goal of graduation. Passing rate for all EOCs will increase by 2% school wide. Our graduation rate will increase by 5%. This Annual Outcome will be achieved by the end of the 2021-2022 school year, June 1.

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: 75% of core content area teachers will have disaggregated individual student data from the December STAAR EOC administration. This data will be reflected as targeted interventions in 50% of core content lesson plans. 75% of all students will have disaggregated their individual data and set 1 goal for improvement. Graduation rate will increase by 2% based on December STAAR EOC results as we will see student success on those tests.

District Actions: At the recommendation of Joe Ruiz to concentrate on 2 Essential Actions, we will carry Essential Action 5.3 over to the 2022-2023 school year. We have chosen to focus on 1.1 and 5.1 for the remainder of the 2021-2022 school year.

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: All teachers will continue to receive instructions for individual student data disaggregation in a weekly campus PLC. **Evidence Used to Determine Progress:** December EOC Data Student data template Meeting agenda Notes/Artifacts **Person(s) Responsible:** All teachers and ATs Principal **Resources Needed:** December EOC Data Students data template Meeting agendas **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Teachers and students will disaggregate individual student data together looking for strengths and weaknesses by February 1. **Evidence Used to Determine Progress:** Students Data Template Teacher Student Data Binder **Person(s) Responsible:** Teachers Administrator **Resources Needed:** December EOC Data Student Data Template **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: 25% of teachers will incorporate individual student data in their lesson plans as targeted interventions by February 28. **Evidence Used to Determine Progress:** Individual student data Lesson Plans **Person(s) Responsible:** Teachers. Principal **Resources Needed:** Teacher Data Binder December EOC Data **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: N/A - At the recommendation of Joe Ruiz to concentrate on 2 Essential Actions, we will carry Essential Action 5.3 over to the 2022-2023 school year. We have chosen to focus on 1.1 and 5.1 for the remainder of the 2021-2022 school year.

What specific action steps address these challenges?: N/A - At the recommendation of Joe Ruiz to concentrate on 2 Essential Actions, we will carry Essential Action 5.3 over to the 2022-2023 school year. We have chosen to focus on 1.1 and 5.1 for the remainder of the 2021-2022 school year.

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00

6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	SIG		$10,625.00
				Sub-Total	$10,625.00
				Budgeted Budget Object Code Amount	$10,625.00
				+/- Difference	$0.00

6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$1,000.00
3	2	2			$1,000.00
				Sub-Total	$2,000.00
				Budgeted Budget Object Code Amount	$1,000.00
				+/- Difference	-$1,000.00

6400-Other operating costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$3,660.00
				+/- Difference	$3,660.00

6600-Capital Outlay					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

6600-Capital Outlay					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00

Indirect Costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$15,285.00
				Grand Total Spent	$12,625.00
				+/- Difference	$2,660.00

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	25	26	86	Released STAAR	31	32	CBM	31	19	35	
			All	All	Reading	Meets	STAAR	7	10	86	Released STAAR	15	13	CBM	15	8	15	
			All	All	Reading	Masters	STAAR	0	0	86	Released STAAR	3	5	CBM	3	0	5	
			All	All	Mathematics	Approaches	STAAR	25	17	87	Released STAAR	22	35	CBM	22	16	35	
			All	All	Mathematics	Meets	STAAR	0	0	87	Released STAAR	11	9	CBM	11	0	15	
			All	All	Mathematics	Masters	STAAR	0	0	87	Released STAAR	3	6	CBM	3	0	5	
			All	All	Science	Approaches	STAAR	47	39	92	Released STAAR	44	54	CBM	44	38	50	
			All	All	Science	Meets	STAAR	4	5	92	Released STAAR	9	17	CBM	9	6	15	
			All	All	Science	Masters	STAAR	1	0	92	Released STAAR	3	3	CBM	3	0	5	
			All	All	Social Studies	Approaches	STAAR	53	53	94	Released STAAR	58	67	CBM	58	47	65	
			All	All	Social Studies	Meets	STAAR	12	13	94	Released STAAR	18	34	CBM	18	20	20	
			All	All	Social Studies	Masters	STAAR	3	2	94	Released STAAR	5	9	CBM	5	1	7	
2. Domain 3	Focus 1	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	35	25	86	Released STAAR	40	45	Other	45	11	45	
	Focus 2	Academic Achievement	All	ELL	Mathematics	NA	STAAR	22	5	87	Released STAAR	40	33	Other	45	15	45	

Addendums

Professional Development October 11, 2021

Review TIP Essential Action 1.1

Develop campus instructional leaders with clear roles and responsibilities.

Determine Job Descriptions for various Committees, Club Sponsorships

RtI

Attendance

Attendance Incentives

Campus Events Single Event Committee?

Student Council

Trunk or Treat Saturday, October 23 5:00-7:00PM

Title 1 Meeting/Open House, Monday, October 25 5:30-7:00PM

Thanksgiving Feast

Milburn Miracles

Car Show Mrs. Carrera

Prom

Laptops/Technology

Art Club Ms. Whitty

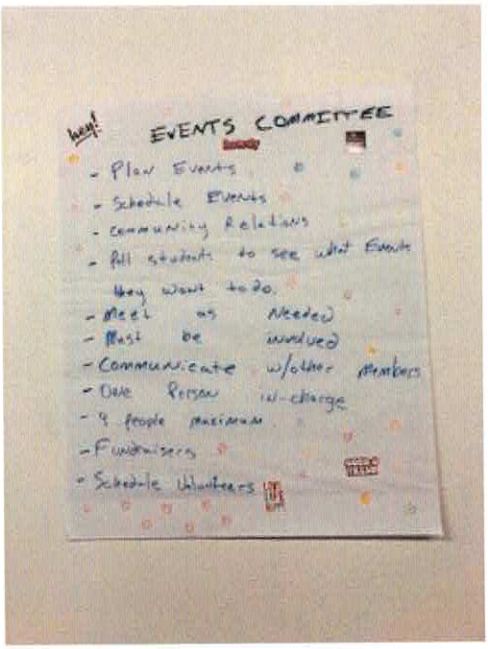
Criminal Justice Club Mrs. Price

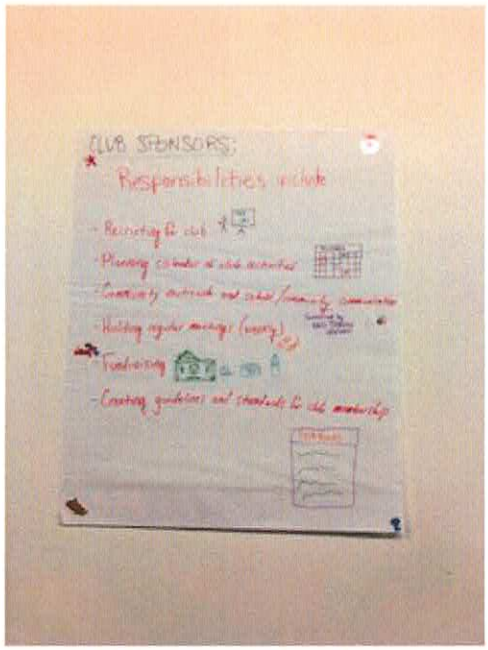
Artifacts

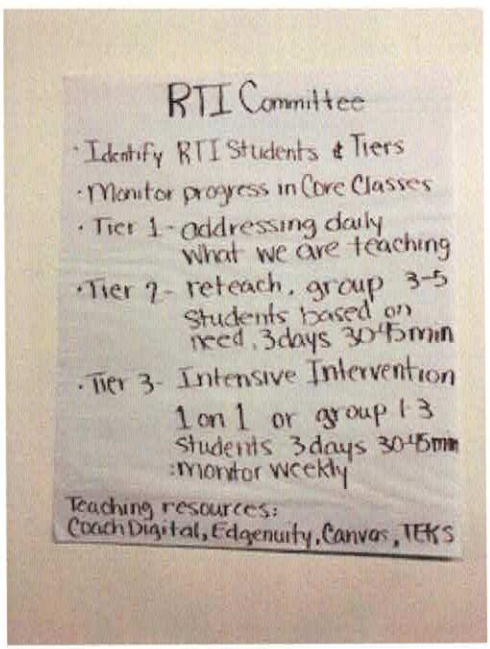
Mary Janssen <dmjanssen76@yahoo.com>

Fri 12/10/2021 4:20 PM

To: Mary Janssen <mjanssen@rma-tx.org>







Sent from my iPhone

5.1 Instructional Strategies

Walkthrough 21-22 SY

Name: Vanessa Alvarado Appraiser: Mary Janssen
Date: 10/22/2021, 10:15 AM - 10:20 AM
School: RMA - Odessa
Grade: Secondary Subject: Mathematics

Instructions: 1) Determine the type of teacher: GEN ED, SPED, Distance, Associate, or Electives Lab then 2) Scroll down to applicable teacher section and rate only the indicators listed for the type of teacher.

General Education Teacher

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
LESSON PLAN is well thought out and fully developed					✓
DAILY OBJECTIVES are aligned to the lesson goal and posted at the front of the classroom					✓
FOCUS is placed on objective by questions asked					✓
PROCEDURES AND ROUTINES are clear and efficient		✓			
STUDENTS WORK RESPECTFULLY individually and in groups			✓		
STUDENT BEHAVIOR is monitored for engagement and understanding			✓		
ACCOMMODATIONS outlined in the IEP, LPAC, or Section 504 are utilized					
ACADEMIC EXPECTATIONS challenge students			✓		
ACCOMMODATIONS - PACING of instruction is evident					
OPPORTUNITIES provided to students to take initiative of their own learning			✓		
COMMUNICATION OPPORTUNITIES are provided for students		✓			

MISTAKES by students are anticipated/addressed				✓	
PROBING QUESTIONS are used to clarify, elaborate learning					
CLEAR EXPLANATIONS are provided for students					
ACCOMMODATIONS - VOCABULARY that is new or difficult is clarified as needed					
ADJUSTS INSTRUCTION to address student needs					
ACCOMMODATIONS - MATERIALS ARE ADAPTED based on student need					
ACCOMMODATIONS - INTERVENTION MODEL is implemented to provide additional assistance to students in areas they struggle					
BLENDED LEARNING MODEL is evident			✓		
RELEVANT AND MEANINGFUL LEARNING engages all students			✓		
STUDENT PARTICIPATION AND PERFORMANCE is monitored for quality		✓			

Special Populations Teacher - SPED

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
FOCUS is placed on objective by questions asked					
STUDENTS WORK RESPECTFULLY individually and in groups					
STUDENT BEHAVIOR is monitored for engagement and understanding					
ACCOMMODATIONS outlined in the IEP, LPAC, or Section 504 are utilized					

RELEVANT AND MEANINGFUL LEARNING engages all students					
STUDENT PARTICIPATION AND PERFORMANCE is monitored for quality					

Feedback for Teacher

Provide evidence for indicators scored Proficient or better and/or suggest improvements for indicators scored Developing or Improvement Needed.

Boy that class was quiet until I got them excited. Sorry about that. Please take the lesson plans from central office, personalize them and upload in Eduphoria as soon as possible. I want you to take one ESL strategy and practice it for a month and then try another. My suggestion is to use a vocabulary strategy.

Vanessa Alvarado	**Date:**	**Mary Janssen, Appraiser**	**Date:**

5.1 Instructional Strategies

Walkthrough 21-22 SY

Name: Alejandra Escobedo Appraiser: Mary Janssen
Date: 11/15/2021, 03:50 PM - 04:05 PM (Revised: 11/19/2021)
School: RMA - Odessa Info: Grade/Lesson Plan Audit
Grade: Secondary Subject: Science

Instructions: 1) Determine the type of teacher: GEN ED, SPED, Distance, Associate, or Electives Lab then 2) Scroll down to applicable teacher section and rate only the indicators listed for the type of teacher.

General Education Teacher

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
LESSON PLAN is well thought out and fully developed			✓		
DAILY OBJECTIVES are aligned to the lesson goal and posted at the front of the classroom			✓		
FOCUS is placed on objective by questions asked				✓	
PROCEDURES AND ROUTINES are clear and efficient			✓		
STUDENTS WORK RESPECTFULLY individually and in groups			✓		
STUDENT BEHAVIOR is monitored for engagement and understanding			✓		
ACCOMMODATIONS outlined in the IEP, LPAC, or Section 504 are utilized				✓	
ACADEMIC EXPECTATIONS challenge students			✓		
ACCOMMODATIONS - PACING of instruction is evident				✓	
OPPORTUNITIES provided to students to take initiative of their own learning			✓		
COMMUNICATION OPPORTUNITIES are provided for students			✓		

MISTAKES by students are anticipated/addressed				✓	
PROBING QUESTIONS are used to clarify, elaborate learning				✓	
CLEAR EXPLANATIONS are provided for students			✓		
ACCOMMODATIONS - VOCABULARY that is new or difficult is clarified as needed				✓	
ADJUSTS INSTRUCTION to address student needs				✓	
ACCOMMODATIONS - MATERIALS ARE ADAPTED based on student need				✓	
ACCOMMODATIONS - INTERVENTION MODEL is implemented to provide additional assistance to students in areas they struggle				✓	
BLENDED LEARNING MODEL is evident					
RELEVANT AND MEANINGFUL LEARNING engages all students			✓		
STUDENT PARTICIPATION AND PERFORMANCE is monitored for quality			✓		

Special Populations Teacher - SPED

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
FOCUS is placed on objective by questions asked					
STUDENTS WORK RESPECTFULLY individually and in groups					
STUDENT BEHAVIOR is monitored for engagement and understanding					
ACCOMMODATIONS outlined in the IEP, LPAC, or Section 504 are utilized					

RELEVANT AND MEANINGFUL LEARNING engages all students					
STUDENT PARTICIPATION AND PERFORMANCE is monitored for quality					

Feedback for Teacher

Provide evidence for indicators scored Proficient or better and/or suggest improvements for indicators scored Developing or Improvement Needed.

Your lesson plans are well written. Please remember that one of our TIP cycle 1 goals is 25% of teachers will begin to use at least 1 Sheltered Instruction strategy in their classroom per week. 100% of teachers will upload their lesson plans in Eduphoria weekly. Pick one Sheltered Instruction strategy and work on it at least a month. Be very specific when writing it in your lesson plans. After a month, choose another strategy to perfect.

Alejandra Escobedo, Grade/Lesson Plan Audit	**Date:**	**Mary Janssen, Appraiser**	**Date:**

5.3 Data

Walkthrough 21-22 SY

Name: Kristi Davidson Appraiser: Mary Janssen

Date: 9/10/2021, 10:15 AM - 10:20 AM

School: RMA - Odessa

Grade: Secondary Subject: English Language Arts

Instructions: 1) Determine the type of teacher: GEN ED, SPED, Distance, Associate, or Electives Lab then 2) Scroll down to applicable teacher section and rate only the indicators listed for the type of teacher.

General Education Teacher

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
LESSON PLAN is well thought out and fully developed					
DAILY OBJECTIVES are aligned to the lesson goal and posted at the front of the classroom			✓		
FOCUS is placed on objective by questions asked					
PROCEDURES AND ROUTINES are clear and efficient			✓		
STUDENTS WORK RESPECTFULLY individually and in groups			✓		
STUDENT BEHAVIOR is monitored for engagement and understanding			✓		
ACCOMMODATIONS outlined in the IEP, LPAC, or Section 504 are utilized			✓		
ACADEMIC EXPECTATIONS challenge students			✓		
ACCOMMODATIONS - PACING of instruction is evident					
OPPORTUNITIES provided to students to take initiative of their own learning			✓		
COMMUNICATION OPPORTUNITIES are provided for students			✓		

MISTAKES by students are anticipated/addressed					
PROBING QUESTIONS are used to clarify, elaborate learning					
CLEAR EXPLANATIONS are provided for students			✓		
ACCOMMODATIONS - VOCABULARY that is new or difficult is clarified as needed					
ADJUSTS INSTRUCTION to address student needs					
ACCOMMODATIONS - MATERIALS ARE ADAPTED based on student need					
ACCOMMODATIONS - INTERVENTION MODEL is implemented to provide additional assistance to students in areas they struggle					
BLENDED LEARNING MODEL is evident					
RELEVANT AND MEANINGFUL LEARNING engages all students					
STUDENT PARTICIPATION AND PERFORMANCE is monitored for quality			✓		

Special Populations Teacher - SPED

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
FOCUS is placed on objective by questions asked					
STUDENTS WORK RESPECTFULLY individually and in groups					
STUDENT BEHAVIOR is monitored for engagement and understanding					
ACCOMMODATIONS outlined in the IEP, LPAC, or Section 504 are utilized					

RELEVANT AND MEANINGFUL LEARNING engages all students					
STUDENT PARTICIPATION AND PERFORMANCE is monitored for quality					

Feedback for Teacher

Provide evidence for indicators scored Proficient or better and/or suggest improvements for indicators scored Developing or Improvement Needed.

The Genre Work Wall is a great idea! Thank you for your input during our PLC. Continue to work to better understand student data. Look at our special pops students now--ESL and Eco Dis in particular. How can we better help them to be more successful when testing? Do you need to add more helps in your lesson plans? For example--ESL strategies will work for every student.

Kristi Davidson	**Date:**	**Mary Janssen, Appraiser**	**Date:**

Pearson Always Learning

EA 1.1
Action Step 1

Learning Management System

- Search
- Home
- Help
- Educator Committee
- Kristi Davidson
  - Edit Account Info
  - View Completed Trainings
  - Sign out

2022 TELPAS Assembling Course

This certifies that on

February 25, 2022

Kristi Davidson

successfully completed the

Texas Training 2022 TELPAS Assembling Course

earning one point zero (1.0) CPE hour.

Print

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Pearson Always Learning

Learning Management System

- Search
- Home
- Help
- Educator Committee
- Kristi Davidson
  - Edit Account Info
  - View Completed Trainings
  - Sign out

2022 TELPAS Verifying Course

This certifies that on

February 25, 2022

Kristi Davidson

successfully completed the

Texas Training 2022 TELPAS Verifying Course

earning one point zero (1.0) CPE hour.

Print

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EAI.1 Action Step 1

Averages for Reporting Categories

Cory Keena <ckeena@rma-tx.org>

Mon 1/31/2022 1:02 PM

To: Peter Rojahn <projahn@rma-tx.org>; Kristi Davidson <KDavidson@rma-tx.org>; Megan Whitty <mwhitty@rma-tx.org>; Thomas Hays <thays@rma-tx.org>; Vanessa Alvarado <valvarado@rma-tx.org>; Joshua Groening <jgroening@rma-tx.org>

Cc: Mary Janssen <mjanssen@rma-tx.org>

Hey all,

One thing I should have added to the data sheets was average questions answered correctly for each reporting category, so that we all know which reporting categories had higher performance and which ones were lower, so I am adding them here for you!

Social Studies:

Results for Each Reporting Category			
1	2	3	4
History	Geography and Culture	Government and Citizenship	Economics, Science, Technology, and Society
Number of Items Tested			
30	12	10	16
Average Number of Items Correct			
13.5/30	6/12	4/10	7/16

Biology:

Results for Each Reporting Category				
1	2	3	4	5
Cell Structure and Function	Mechanisms of Genetics	Biological Evolution and Classification	Biological Processes and Systems	Interdependence within Environmental Systems
Number of Items Tested				
10	10	10	10	10
Average Number of Items Correct				
3/10	3/10	4/10	4/10	4/10

Algebra I:

Results for Each Reporting Category				
1	2	3	4	5
Number and Algebraic Methods	Describing and Graphing Linear Functions, Equations, and Inequalities	Writing and Solving Linear Functions, Equations, and Inequalities	Quadratic Functions and Equations	Exponential Functions and Equations
Number of Items Tested				
11	12	14	11	6
Average Number of Items Correct				

3/11	3/12	4/14	3/11	1.5/6

English I:

Results for Each Reporting Category					
1	2	3	4	5	6
Understanding and Analysis Across Genres	Understanding and Analysis of Literary Texts	Understanding and Analysis of Informational Texts	Composition	Revision	Editing
Number of Items Tested					
8	13	13	16	9	9
Average Number of Items Correct					
3/8	5/13	5/13	5/16	4/9	5/9

English II:

Results for Each Reporting Category					
1	2	3	4	5	6
Understanding and Analysis Across Genres	Understanding and Analysis of Literary Texts	Understanding and Analysis of Informational Texts	Composition	Revision	Editing
Number of Items Tested					
8	13	13	16	9	9
Average Number of Items Correct					
4/8	6/13	5/13	7/16	4/9	5/9

Hope this helps! Let me know if y'all have any other questions! I wish I could provide a question-by-question breakdwon, but since we don't have (and won't have) a released test for December, I'm afraid it wouldn't do any good.

Cory Keena-Whitty
Teacher

Richard Milburn Academy - Odessa
2419 N. County Rd. West, Odessa. TX 79763
P: 432-614-1859

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Period Absence Report

Call Log EA 5.1 Action Step 2

Parameters:

Filter:	Campus/Grade
Campus:	014801002 | Richard Milburn Academy Odessa
Grade Levels:	
Date Range:	02/22/2022 - 02/22/2022
Attendance Codes:	
Minimum Absences:	0
Period Number:	0
Qualified Absences Only?	false
Attendance Track:	All...
Exclude Withdrawn:	No

014801002 - Richard Milburn Academy Odessa

Local ID	Student Name	Grade	Date	ADA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Phone Number	Notes
S014266	Aguilar, Alixis Nevaeh	11	02/22/2022		U																
S013881	Aguilar, Christopher Rey	09	02/22/2022		U																
S015504	ALVARADO GONZALEZ, NAIDELYN	09	02/22/2022		U																
S014040	Anderson, Cheyanne Nichole	11	02/22/2022		U																
S011296	Armendariz, Eli Bruce	10	02/22/2022		U	U	Mail box is full													(432) 385-5282	
S012802	Arreguy, Daniele Nicole	10	02/22/2022		U	U	left v m													(432) 880-1462	
S015480	AVALOS, ATZLAN BRAULIO	10	02/22/2022		U																
S014415	Avalos, Quetzal Braulio	11	02/22/2022		U																
S011279	Barron, Steven	10	02/22/2022		U															(432) 310-3475	
S015315	BRAMBLE, DUSTEN NOAH	09	02/22/2022		U																
S012922	Cardenas-Valenzuela, Ramon Noe	10	02/22/2022		U	U	v m not set up													(432) 924-1503	
S012390	Chavez, Kimberly Alexandria	09	02/22/2022		U																
S011616	Conley, Amber Mae	12	02/22/2022		U															(209) 628-0594	
S016081	CORDS, SHANE ANTHONY	10	02/22/2022		U	U	Suspended														
S012916	Cruz, Stephanie	11	02/22/2022		U	U														(432) 202-5982	
S013371	Cuellar Vigil, Kenya Astrid	11	02/22/2022		U															(915) 803-9674	
S013416	Del Campo, Jazmin	11	02/22/2022		U	U	Having baby today													(432) 310-3708	
S016265	DIAZ VENTURA, FRANCISCO EDUARDO	09	02/22/2022		U																
S011196	Diaz Ventura, Jairo Isaias	12	02/22/2022		U															(432) 703-1163	
S014450	Dominguez Mendoza, Jacinto Manuel	12	02/22/2022		U	U	v m not set up														
S015318	DOMINGUEZ, GRACE LORAINE	09	02/22/2022		U	U	dad was suppose to bring her														
S009712	Duarte Romero, Yessenia	12	02/22/2022		U															(432) 352-7677	
S015378	ESTRADA, ANDREA PERLA	10	02/22/2022		U	U	left v m														
S016062	FIERRO, JUAN ANGEL	11	02/22/2022		U	U	Mail box is full														
S010005	Fierro, Michelle Roxann	12	02/22/2022		U	U														(432) 202-2601	

NOTICE: This report may contain information that is privileged, confidential and/or exempt from disclosure under applicable law.

Period Absence Report

014801002 - Richard Milburn Academy Odessa

Local ID	Student Name	Grade	Date	ADA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Phone Number	Notes
S012766	Flores, Alexandra Espinoza	11	02/22/2022		U															(432) 208-8576	
S009997	Foreman, Jesika Dawn	11	02/22/2022		U															(432) 208-8689	
S015076	GARCIA, ISAIAH RAY	09	02/22/2022		U																
S012948	Garcia, Luis Fernando	10	02/22/2022		U															(432) 703-6165	
S015327	GARDEA, ARIEL NEVAEH	09	02/22/2022		U																
S011692	Gates, Ian Ke'Aun	10	02/22/2022		U															(432) 413-4981	
S008553	Gomez, Joseph Isaiah	12	02/22/2022		U	U														432-258-0675	
S015371	GONZALEZ, MARIANGEL	11	02/22/2022		U																
S011667	Harvey, Ezaiah Marquees	10	02/22/2022		U															(432) 582-5649	
S010891	Hays, Cheyenne Annette	12	02/22/2022		U	U	doctor/mom													(432) 634-7957	
S013903	Jackman, Xavien Lee	09	02/22/2022		U																
S010953	Jenkins, Kayden Ray	11	02/22/2022		U	U	left v·m													(432) 553-2337	
S015113	KECK, TOBY ALLEN	11	02/22/2022		U																
S014551	Lagrone, Frank Eli	10	02/22/2022		U																
S016599	LLANEZ, CONRAD DAVID	10	02/22/2022		U	U	Mother must meet with Mrs. Jonasen before he return														
S015930	LOPEZ, JACOB LEE	10	02/22/2022		U																
S013165	Lopez, Randall James Cofradia	09	02/22/2022		U															(432) 269-5008	
S011672	Loya, Julissa O'Con	12	02/22/2022		U																
S016361	Marquez, Isaiah Reuben	09	02/22/2022			U															
S009900	Medina, Adreama Marissa	11	02/22/2022		U	U														(432) 703-3910	
S015132	Monteau, Landon Michael	11	02/22/2022		U																
S014149	Mora, Lexia Carinthia	11	02/22/2022		U																
S014350	Morales, Kaylee Alina	11	02/22/2022		U																
S012153	Moreno, Brianna	11	02/22/2022		U	U														(432) 208-8447	
S015130	Nunez, Damian Rey	11	02/22/2022		U	U	left v·m														
S014150	Ortiz, Kassandra Nayziht	09	02/22/2022		U	U															
S015348	Phillips, David Omarion	10	02/22/2022		U																
S013692	Ramirez, Amrie Alenae	10	02/22/2022		U																
S013813	Ramirez, Cameran Nicole	10	02/22/2022		U																
S015104	Rivas, Kimberly	12	02/22/2022			U															
S016716	Rodriguez, Rey Rae	09	02/22/2022		U																
S012694	Rodriguez, Videl	11	02/22/2022		U	U	Sick													(432) 438-3007	
S015290	Rudgley, Letaurus Marquees	11	02/22/2022		U																
S012913	Ruiz, Lizette	10	02/22/2022		U	U	# not in Odessa													(915) 204-9103	
S014085	Santiago, Hannah Michelle	09	02/22/2022		U																

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Period Absence Report

014801002 - Richard Milburn Academy Odessa

Local ID	Student Name	Grade	Date	ADA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Phone Number	Notes
S013592	Santos, Jonathan Gabriel	09	02/22/2022		U																
S015147	Sepulveda, Marie Elena	09	02/22/2022		U																
S014078	Silvas, Alejandro	10	02/22/2022		U	U	w.	not	set	up											
S013272	Sims, Nathanael Patrick	11	02/22/2022		U																
S013713	Smith, Rilee William	10	02/22/2022		U	U	left	in													
S014841	Solano, Marc Anthony	10	02/22/2022		U																
S015096	Tarango, Leonardo Ismael	11	02/22/2022		U	U	sick/	mom													
S009771	Tavarez, Kayla Marie	12	02/22/2022		U															(432) 250-3072	
S014527	Tavarez, Yaqueline	10	02/22/2022		U																
S016288	Valenzuela Pinon, Julian	11	02/22/2022		U	U	no	answer													
S016350	Vaught, Jayden Kyle	12	02/22/2022		U	U															
S012112	Velasco, Ariel Monique	12	02/22/2022		U	U														(432) 813-6337	
S015149	Velasquez, Evan Terrell	10	02/22/2022		U	U	they	had	a	power	outage	/	dad								
S014225	Watkins, Ashlyn Briann	09	02/22/2022		U	U	out/	mom													
S015293	Zubia, Joshua Daniel	10	02/22/2022		U																

CAMPUS TOTALS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ADA Absences:	**0**	**73**		0		0		0		0		0		0		0
			31		0		0		0		0		0		0	

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