

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



Superintendent:
DCSI/Grant Coordinator:

Armard Anderson
Uneeda Givens

Principal: Nato James
ESC Case Manager: Andrea Livingston
ESC Region: 4

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Uneeda Givens

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Akilah Bennings

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Nato James

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Data Analysis

Domain 1

What accountability goal has your campus set for this year?

Domain 1: For the 2021/2022 school year, our campus will increase our Domain I STAAR by the following:

Approaches from 49% to 55%

Meets from 10% to %15

Masters from 1% to 5%

Projected Domain 1 Score: 27 Component Score = 77 Scale Score

Rationale: Gains in student achievement through enhanced STAAR performance will correspond with greater results in student success initiatives, school progress.

CCMR: During the 2020-2021 school year, RMA-Houston had 58 graduates which of 9% met CCMR credit criteria. Based on current CCMR opportunities our goal is to have 40% of our graduating seniors for the 2021-2022.

Rationale: With the increase in student participation, as well as students meeting the CCMR credit criteria RMA-Houston is more likely to maintain our B rating from the 2018-2019 school year.

Graduation Rate: During the 2020-2021 school year RMA-Houston's graduation rate was 59%. For the 2021-2022 school year our Federal Graduate Rate goal will be to increase 5% to 64%, which will give me a scale score of 65.

Domain 2A or 2B

What accountability goal has your campus set for this year?

As an AEA campus Domain 2B is not applicable, For Domain **2A** we do not meet the growth criteria for enough first time testers in English 2 or Algebra 1, however we will continue to monitor growth in first-time testers while offering them supporting success strategies. Our goal is to reach a scaled score of at least 70 specifically for our economically disadvantaged.

If we focus on overall achievement, and increase of Domain 1 score to a 70 our relative Performance (2A) will also improve. Our goal is to make strides in closing the learning gap of the past year by focusing on frequent review of student data and basing targeted student interventions on that data.

DRS-Rationale:

We are a predominately at-risk high school that has an Eco Dis percentage of 81%. Strength in reading and math opens opportunities for our students.

Domain 3

What accountability goal has your campus set for this year?

Domain 3: Closing the Gaps:

0 targets met (Projection)

During the 2021-2022 school year our goal will be to achieve one component point in either academic achievement (for a scale score of 66), or graduation rate (for a scale score of 62) or school quality (for a scale score of 68).

Rationale: With my domain 1 goals of 55%, 10%, 5% and maintaining a graduation rate of at least 50% we will have an overall 71 scale score in domain 1. With domain 2 having minimal effect on our overall accountability and with one component met in Domain 3, we will still achieve a "C" rating, even with a score of 9% in CCMR.

RMA-Houston will reach our goal by utilizing the initiatives below.

- Texas College Bridge
- Memorandum of Understanding with Lone Star College
- Lone Star College in efforts to increase the number of courses offered, as well as students enrolled in dual credit.
- We also will focus on continuing education, opening up opportunities for students to receive a certification through OSHA.
- The Texas Success Initiative will also be a focus. RMA-Houston will partner with Lone Star College implementing SAT and ACT prep, as well as college prep for ELA and Math courses.

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?

Subject Areas: Based off 2019 STAAR data RMA-Houston will focus on increasing our E1 and E2 achievement scores. To align with the 2021 goals of 55% we will need to increase reading overall (E1 & E2) by 17% at the approaches level and 5% at the masters level.

Student Groups:

- Economically Disadvantage
- CCMR -graduates (Domain 1) Student Success -1 graduates and 12th graders (Domain 3)

By studying our longitudinal data, it is apparent that our students have struggled in Algebra and English for many years. We need to prioritize these focus areas to support our students as well as in making up the significant learning loss from last year. Prioritizing Algebra and English content areas will improve our overall data for the current school year. Because our campus has a large number of students who are Economically Disadvantaged, we will prioritize this group as well. We will ensure our Data Driven Instruction and Inquiry (DDI) practices in Algebra and English are strong and in place at the beginning of the year, and that we are using tutoring in a way to support our students who did not pass STAAR Algebra and English exams this year. We are also focusing on CCMR to improve our student achievement and closing the gaps domains.

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

Algebra 1: During the 2020-2021 school year, Algebra 1 results decreased by 11% in approaches, however did show 8% increase in meets and masters.

English 1: During the 2020-2021 school year, ELA STAAR decreased 11% in approaches and 4% in meets.

Increasing scores for sub groups(ELLs and Sped); Increase each sub group by 5% (example 5- 15) Increase 10% for Domain 1, Increase Domain 2 10%, Increase Domain 3 10%. CCMR will improve 5% and TELPAS scores will increase 10%.

Domain 2A: As an AEA campus we will be focusing on 2A. Our goal is to reach a scaled score of at least 70 specifically for our economically disadvantaged students in in ELA/R and Algebra I in 2022.

Rationale: We are a predominately at-risk high school that has an Eco Dis percentage of 81%. Strength in reading and math opens opportunities for our students.

Domain 3: We will increase CCMR / Graduation rates and track English language proficiency throughout the year to increase our score from a 30 out of 100 to at least 60.

Rationale: Assisting our students in these vital ways will aid our campus in achieving an overall C rating for 2022.

CCMR

What goals has your campus set for CCMR?

CCMR: By monitoring and tracking our CCMR, RMA-Houston will increase from 9% to 50% for our 2022 graduates.

Rationale:

We currently have established a Memorandum of Understanding with Lone Star College in efforts to increase the number of courses offered, as well as students enrolled in dual credit. We also will focus on Continuing Education opening up opportunities for students to receive a certification through OSHA. The Texas Success Initiative will also be a focus. RMA-Houston will partner with Lone Star College implementing SAT and ACT prep, as well as college prep for ELA and Math courses.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

During the 2020-2021 school year RMA-Houston's graduation rate was 59%. For the 2021-2022 school year our Federal Graduate Rate goal will be to increase 5% to 64%.

Essential Actions

Cycles 1-3

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

Implementation Level: Not Yet Started

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

Implementation Level: Not Yet Started

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

Implementation Level: Not Yet Started

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

Implementation Level: Partial Implementation

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

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?: Based on the data from the BOY assessment, significant increases were made, however the performance have not yet been reached.

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

Implementation Level: Partial Implementation

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

Who will you partner with?: Other

How will you build capacity in this Essential Action? Weekly PLC meetings will be held to establish feedback opportunity on lesson plans. One meeting per week. (Teams Calendar) During this meeting we will follow a 9 Step PLC Cycle: 1. Identify the standard. 2. Deconstruct the standard. 3. Create an assessment aligned to the standards, 4. Gather resources, establish activities (C4U's) 5. Utilized "Instruction the Wildcat Way" to vet district lesson plans (Lesson Objective is also established at this time.) 6. Embed Wildcat Review, lesson activities, C4U's, Exit Tickets. 7. Provide High-Quality instruction. 8. Administer common assessment. 9. Review assessment data and create reteach plan.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will revisit our focus on effective classroom and instructional strategies at our weekly PLCs and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school Title 1 event, family newsletter, and updates at parent and community events. Our students will be made aware of our focus on preparation and excellent teaching provided from our teachers. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, 100% of campus teachers will be utilizing high-quality instructional materials with fidelity that will be measured by lesson plans and feedback on classroom observations.

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

Desired 90-day Outcome: By the end of November 2021, utilizing the the 9 Step PLC Cycle, (1. Identify the standard. 2. Deconstruct the standard. 3. Create an assessment aligned to the standards, 4. Gather resources, establish activities (C4U's) 5. Utilized "Instruction the Wildcat Way" to vet district lesson plans (Lesson Objective is also established at this time.) 6. Embed Wildcat Review, lesson activities, C4U's, Exit Tickets. 7. Provide High-Quality instruction. 8. Administer common assessment. 9. Review assessment data and create reteach plan.) the teachers will be able to collaborate amongst each other with little to no directives, ensuring a high quality lesson plan.

District Actions: The district provides weekly lesson plans which the teachers will vet during PLCs. The vetting process is aligned to "9 Step Lesson Plan Cycle." The district provides opportunities for ongoing support and coaching of the campus leader through weekly walk-throughs aligned to TTESS.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The "9 Step Lesson Plan Cycle" was introduced to the campus during the 20-21 SY. It has become a norm during PLCs and is utilized as a rubric on how PLCs should be conducted.

Step 1 Details	Reviews
<p>Action Step 1: By the end of the first cycle, the principal will establish a campus-wide instructional expectations protocol which identifies student and teacher behaviors throughout the lesson cycle. During PLCs the principal and teachers will vet district lesson plans side by side utilizing the "Instruction the Wildcat" form to ensure alignment to our instructional expectations.</p> <p>Evidence Used to Determine Progress: Weekly PLC</p> <p>Person(s) Responsible: Principal and Core Teachers</p> <p>Resources Needed: "Instruction the Wildcat Way" Form, Exit Tickets, formative assessment and interim assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 16, 2021 - Frequency: Weekly - Evidence Collection Date: October 16, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: "Instruction the Wildcat Way" and the "9 Step Lesson Plan Cycle" has been established and is a norm in our everyday instructional process.</p>
Step 2 Details	Reviews
<p>Action Step 2: During our weekly PLCs the principal will ensure 100% of teachers independently will create and map out highly tested TEK action plans to design lessons and formative assessments with the support of Instructional leadership team</p> <p>Evidence Used to Determine Progress: HFT action plan, formative assessments, data tracker</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: HFT action plan, formative assessments, data tracker</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: October 13, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: This practice has been implemented, however still needs to become more of a norm during PLCs. Limited time during PLCs is the main barrier.</p>

Step 3 Details	Reviews
<p>Action Step 3: Teachers will create STAAR intervention plan based of BOY STAAR Interim data, as well as weekly exit ticket data. Or teachers will also determine if a "reteach" opportunity is warranted based off of the data.</p> <p>Evidence Used to Determine Progress: STAAR Interim data, lesson plans, exit ticket data and re-teach plan</p> <p>Person(s) Responsible: Principal and Core Teachers</p> <p>Resources Needed: STAAR Interim data, lesson plans, exit ticket data and re-teach plan</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: October 13, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: A "10 Day STAAR Blitz" occurred prior to students taking the fall STAAR EOC. Each Teacher presented their plan to Mr. James prior to implementation.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We will continue to align PLC practices to the "9 Step Lesson Plan Cycle" for the 2021 SY, due to the fact 2 out of the 4 core teaching positions are not yet filled. (Science & Math)

What specific action steps address these challenges?: The challenge of filling my science and math position will be effected across all action steps. When positions are filled I will have to focus on building teacher capacity.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: By the end of the 2021-2022 school year, through the use of daily formative assessments and interim testing, we will utilize data driven instruction to ensure student success. Students will benefit from this protocol because it will allow them to take more ownership in their own learning. The teachers will have weekly one on ones with students each week, based off exit tickets and interventions. This protocol will benefit the instruction in class due to the fact, it will allow the teacher to implement strategic and meaningful lesson plans, as well as integrate opportunities for differentiation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Principal will collaborate with the teachers during weekly PLC's to review and disaggregated data from our daily exit tickets, weekly common assessments and formative assessments. The tracking and monitoring of all students progress will drive the lesson plans for the following week making them more meaningful and precise.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will revisit our focus on effective classroom and instructional strategies at our PLCs and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school Title 1 event, family newsletter, and updates at parent and community events. Our students will be made aware of our focus on preparation and excellent teaching provided from our teachers. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of the 2021-2022 school year, all teachers will be proficient in utilizing student test data to inform and drive daily instruction/intervention which will be measured by the use of data in lesson plans and increase in EOC scores.

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

Desired 90-day Outcome: District Instructional Coordinator and Principal review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers through weekly lesson planning.

District Actions: DSCI and Instructional Service Coordinator ensure all district assessment data is provided within two instructional days and assistance is provided for identifying struggling learners.

Did you achieve your 90 day outcome?: Yes

Why or why not?: This protocol occurs during weekly PLCs.

Step 1 Details	Reviews
<p>Action Step 1: The teacher will create and implement Teacher/Student data binders. The student data binder will be utilized as a tool where students can track their personal formative data.</p> <p>Evidence Used to Determine Progress: Data Binders, Formative assessments, exit tickets</p> <p>Person(s) Responsible: Principal, Teachers and Students</p> <p>Resources Needed: Data Binders, Formative assessments, exit tickets</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: August 23, 2021 - Frequency: Weekly - Evidence Collection Date: October 13, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: All campus core teachers have and utilize their teacher data binders as a resource to view data, create reteach plans, view Lead4ward resources, as well as storing weekly lesson plans. Implementation of student data binders have made significant process, however they are not at a level where the norm is for them to be utilized as a data resource. Barrier: Limited time during PLCs to adequately model and train teachers and students of their purpose.</p>
Step 2 Details	Reviews
<p>Action Step 2: Weekly PLC meetings will be conducted to establish feedback opportunity on lesson plans. Formative assessments, exit tickets and Wildcat review data will be reviewed to determine reteach plans. One meeting per week. (Teams Calendar)</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: August 16, 2021 - Frequency: Weekly - Evidence Collection Date: October 13, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Meetings are being held weekly.</p>
Step 3 Details	Reviews
<p>Action Step 3: Based off formative data, exit tickets, and weekly common assessment, teachers will provide in class interventions aligned to identified standards.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: August 16, 2021 - Frequency: Weekly - Evidence Collection Date: October 13, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Barriers: Limited time during the lesson cycle.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Recognizing the need to reteach a lesson based on the data and the lack of mastery of TEKS in closing the gaps.

What specific action steps address these challenges?: Embedded PLCs for data desegregation and action planning

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: Bases on the information above, RMA-Houston did not achieve our cycle 2 goal on the interim STAAR. Student attendance has been a factor, as well as having 2 teacher vacancy in math and science.

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

Implementation Level: Partial Implementation

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

Who will you partner with?: Other

How will you build capacity in this Essential Action? Weekly PLC meetings will be held to establish feedback opportunity on lesson plans. One meeting per week. (Teams Calendar) During this meeting we will follow a 9 Step PLC Cycle: 1. Identify the standard. 2. Deconstruct the standard. 3. Create an assessment aligned to the standards, 4. Gather resources, establish activities (C4U's) 5. Utilized "Instruction the Wildcat Way" to vet district lesson plans (Lesson Objective is also established at this time.) 6. Embed Wildcat Review, lesson activities, C4U's, Exit Tickets. 7. Provide High-Quality instruction. 8. Administer common assessment. 9. Review assessment data and create reteach plan.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will revisit our focus on effective classroom and instructional strategies at our weekly PLCs and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school Title 1 event, family newsletter, and updates at parent and community events. Our

students will be made aware of our focus on preparation and excellent teaching provided from our teachers. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, 100% of campus teachers will be utilizing high-quality instructional materials with fidelity that will be measured by lesson plans and feedback on classroom observations.

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

Desired 90-day Outcome: By the end February teacher will create and implement "STAAR Allowable Supplemental Aids" to prepare students for the Spring STAAR EOC.

District Actions: The district will provide weekly lesson plans which the teachers will vet during PLCs. We will align the aids to the lesson for that week.

Did you achieve your 90 day outcome?: No

Why or why not?: RMA- Houston has created a PowerPoint template where we add "allowable supplemental aids" for each STAAR EOC. However, implementation across all EOC areas has been challenging due we have had an vacancy in math and science for the majority of the school year.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 2, the teacher will collaborate with each other during the PLCs to vet district lesson plans side by side utilizing the "Instruction the Wildcat" form to ensure alignment to our instructional expectations.</p> <p>Evidence Used to Determine Progress: Weekly PLC</p> <p>Person(s) Responsible: Principal and Core Teachers</p> <p>Resources Needed: "Instruction the Wildcat Way" Form, Exit Tickets, formative assessment and interim assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2021 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: "Instruction the Wildcat Way" and the "9 Step Lesson Plan Cycle" has been established and is a norm in our everyday instructional process.</p>
Step 2 Details	Reviews
<p>Action Step 2: During our weekly PLCs, 100% of teachers will independently utilize fall STAAR EOC data to map out daily intervention action plans embedded in lesson plans.</p> <p>Evidence Used to Determine Progress: Fall EOC data, formative assessments, data tracker</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Fall EOC data, formative assessments, data tracker</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: January 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The final "Fall STAAR EOC" scores were received from the the district testing coordinator on 2.17.22. We will start analyzing the data during and planning out interventions as of 2.21.22.</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle 2, teachers will begin creating allowable supplemental aids to utilize during the 2022 Spring EOC STAAR.</p> <p>Evidence Used to Determine Progress: STAAR Interim data, lesson plans, exit ticket data and re-teach plan</p> <p>Person(s) Responsible: Principal and Core Teachers</p> <p>Resources Needed: STAAR Interim data, lesson plans, exit ticket data and re-teach plan</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: January 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: RMA- Houston has created a PowerPoint template where we add "allowable supplemental aids" for each STAAR EOC. However, implementation across all EOC areas has been challenging due we have had an vacancy in math and science for the majority of the school year.</p>

Step 4 Details	Reviews
<p>Action Step 4: During our weekly PLCs the principal will ensure 100% of teachers independently will create and map out highly tested TEK action plans to design lessons and formative assessments with the support of Instructional leadership team</p> <p>Evidence Used to Determine Progress: HFT action plan, formative assessments, data tracker</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: HFT action plan, formative assessments, data tracker</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: This is an ongoing instructional expectation.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: AS 1: "Instruction the Wildcat Way" is an ongoing expectation. AS 2: During this cycle I will have 2 new teachers that I will have to train as they simultaneously prepare their students for STAAR EOC intervention. AS 3: Building the teachers capacity on how to implement "STAAR Allowable Supplemental Aids" during a lesson. AS 4: Overloading of interventions.

What specific action steps address these challenges?: Lesson Plan vetting
Lesson Plan rehearsal prior to delivering the lesson

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: By the end of the 2021-2022 school year, through the use of daily formative assessments and interim testing, we will utilize data driven instruction to ensure student success. Students will benefit from this protocol because it will allow them to take more ownership in their own learning. The teachers will have weekly one on ones with students each week, based off exit tickets and interventions. This protocol will benefit the instruction in class due to the fact, it will allow the teacher to implement strategic and meaningful lesson plans, as well as integrate opportunities for differentiation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Principal will collaborate with the teachers during weekly PLC's to review and disaggregated data from our daily exit tickets, weekly common assessments and formative assessments. The tracking and monitoring of all students progress will drive the lesson plans for the following week making them more meaningful and precise.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will revisit our focus on effective classroom and instructional strategies at our PLCs and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school Title 1 event, family newsletter, and updates at parent and community events. Our students will be made aware of our focus on preparation and excellent teaching provided from our teachers. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of the 2021-2022 school year, all teachers will be proficient in utilizing student test data to inform and drive daily instruction/intervention which will be measured by the use of data in lesson plans and increase in EOC scores.

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

Desired 90-day Outcome: By the end of February the District Instructional Coordinator and Principal review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers through weekly lesson planning.

District Actions: DSCI and Instructional Service Coordinator ensure all district assessment data is provided within two instructional days and assistance is provided for identifying struggling learners.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Principal PLCs are held weekly with the DIC.

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 2 the teacher will ensure student data binders are being utilized daily. The student data binder will be utilized as a tool where students can track their personal formative data.</p> <p>Evidence Used to Determine Progress: Data Binders, Formative assessments, exit tickets</p> <p>Person(s) Responsible: Principal, Teachers and Students</p> <p>Resources Needed: Data Binders, Formative assessments, exit tickets</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: January 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Coaching the new teachers on how to integrate data one on one's with their students.</p>
Step 2 Details	Reviews
<p>Action Step 2: Weekly PLC meetings will be conducted to establish feedback opportunity on lesson plans. Formative assessments, exit tickets and Wildcat review data will be reviewed to determine reteach plans. One meeting per week. (Teams Calendar)</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p> <p>Funding Sources: SIG - 6200-Professional and contracted services - \$10,625</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Ongoing instructional expectation.</p>
Step 3 Details	Reviews
<p>Action Step 3: Based off Fall EOC STAAR data, formative data, exit tickets, and weekly common assessment, teachers will provide in class interventions aligned to identified standards.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Following Spring Break the teachers will create a STAAR driven intervention plan that will be conducted 2-3 a week, to ensure all students who may not be scheduled in the actual class can receive STAAR interventions as well. .</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: AS 1: Creating time for students to go over their data one on one with the teacher. AS 2: Recognizing the need to reteach a lesson based on the data and the lack of mastery of TEKS in closing the gaps. AS 3: Balancing the weekly lesson plans with interventions.

What specific action steps address these challenges?: Dedicated time, content training for teacher, and PLCs specific to address instruction and acquisition in action are planned.

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

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

Who will you partner with?: Other

How will you build capacity in this Essential Action? Weekly PLC meetings will be held to establish feedback opportunity on lesson plans. One meeting per week. (Teams Calendar) During this meeting we will follow a 9 Step PLC Cycle: 1. Identify the standard. 2. Deconstruct the standard. 3. Create an assessment aligned to the standards, 4. Gather resources, establish activities (C4U's) 5. Utilized "Instruction the Wildcat Way" to vet district lesson plans (Lesson Objective is also established at this time.) 6. Embed Wildcat Review, lesson activities, C4U's, Exit Tickets. 7. Provide High-Quality instruction. 8. Administer common assessment. 9. Review assessment data and create reteach plan.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will revisit our focus on effective classroom and instructional strategies at our weekly PLCs and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school Title 1 event, family newsletter, and updates at parent and community events. Our

students will be made aware of our focus on preparation and excellent teaching provided from our teachers. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, 100% of campus teachers will be utilizing high-quality instructional materials with fidelity that will be measured by lesson plans and feedback on classroom observations.

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

Desired 90-day Outcome: By the end of May the District Instructional Coordinator and Principal review disaggregated the STAAR data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

District Actions: The district will provide weekly lesson plans which the teachers will vet during PLCs. We will align the aids to the lesson for that week.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 3, the teacher will continue to collaborate with each other during the PLCs to vet district lesson plans side by side utilizing the "Instruction the Wildcat" form to ensure alignment to our instructional expectations.</p> <p>Evidence Used to Determine Progress: Weekly PLC</p> <p>Person(s) Responsible: Principal and Core Teachers</p> <p>Resources Needed: "Instruction the Wildcat Way" Form, Exit Tickets, formative assessment and interim assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: During our weekly PLCs, 100% of teachers will independently utilize fall STAAR EOC data to identify critical areas of need for the 2022-2023 school year.</p> <p>Evidence Used to Determine Progress: Fall EOC data, formative assessments, data tracker</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Fall EOC data, formative assessments, data tracker</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: By the end of cycle 3, teachers will begin utilize STAAR data to measure the effectiveness of the implemented, allowable supplemental aids.</p> <p>Evidence Used to Determine Progress: STAAR Interim data, lesson plans, exit ticket data and re-teach plan</p> <p>Person(s) Responsible: Principal and Core Teachers</p> <p>Resources Needed: STAAR Interim data, lesson plans, exit ticket data and re-teach plan</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: During our weekly PLCs the principal will ensure 100% of teachers independently will create and map out an highly tested TEK action plans to design lessons and formative assessments for students testing in he summer.</p> <p>Evidence Used to Determine Progress: HFT action plan, formative assessments, data tracker</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: HFT action plan, formative assessments, data tracker</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: End of the year teacher burnout.

What specific action steps address these challenges?: As a principal we will ensure teachers are encouraged and incentivized as we close out the cycle.

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Rationale: By the end of the 2021-2022 school year, through the use of daily formative assessments and interim testing, we will utilize data driven instruction to ensure student success. Students will benefit from this protocol because it will allow them to take more ownership in their own learning. The teachers will have weekly one on ones with students each week, based off exit tickets and interventions. This protocol will benefit the instruction in class due to the fact, it will allow the teacher to implement strategic and meaningful lesson plans, as well as integrate opportunities for differentiation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The Principal will collaborate with the teachers during weekly PLC's to review and disaggregated data from our daily exit tickets, weekly common assessments and formative assessments. The tracking and monitoring of all students progress will drive the lesson plans for the following week making them more meaningful and precise.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will revisit our focus on effective classroom and instructional strategies at our PLCs and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back to school Title 1 event, family newsletter, and updates at parent and community events. Our students will be made aware of our focus on preparation and excellent teaching provided from our teachers. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end of year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By the end of the 2021-2022 school year, all teachers will be proficient in utilizing student test data to inform and drive daily instruction/intervention which will be measured by the use of data in lesson plans and increase in EOC scores.

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

Desired 90-day Outcome: By the end of May, the Principal review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers through weekly lesson planning.

District Actions: By the end of May the District Instructional Coordinator and Principal will review STAAR data to identify strengths and weaknesses.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

Step 1 Details	Reviews
<p>Action Step 1: By the end of cycle 3 the teacher will ensure student data binders are being utilized daily. The student data binder will be utilized as a tool where students can track their personal formative data.</p> <p>Evidence Used to Determine Progress: Data Binders, Formative assessments, exit tickets</p> <p>Person(s) Responsible: Principal, Teachers and Students</p> <p>Resources Needed: Data Binders, Formative assessments, exit tickets</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Weekly PLC meetings will be conducted to establish feedback opportunity on lesson plans. Formative assessments, exit tickets and Wildcat review data will be reviewed to determine reteach plans. One meeting per week. (Teams Calendar)</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p> <p>Funding Sources: SIG - 6200-Professional and contracted services - \$10,625</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Based off Spring EOC STAAR data, formative data, exit tickets, and weekly common assessment, teachers will provide in class interventions aligned to identified standards, to prepare students for the summer administration.</p> <p>Evidence Used to Determine Progress: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Person(s) Responsible: Principal and Teachers</p> <p>Resources Needed: Weekly assessments, interim data, STAAR data and weekly common assessment</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2022 - Frequency: Weekly - Evidence Collection Date: May 31, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Interrupted planning time due to STAAR testing and other assessments administered during the spring.

What specific action steps address these challenges?: Schedule out planning time around testing days.

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

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

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	38	21	60	Interim Assessment	40	39	Other	45	20	55	
			All	All	Reading	Meets	STAAR	12	10	60	Interim Assessment	30	33	Other	35	12	10	
			All	All	Reading	Masters	STAAR	0	0	60	Interim Assessment	5	6	Other	5	0	5	
			All	All	Mathematics	Approaches	STAAR	58	33	69	Interim Assessment	40	40	Other	45	16	62	
			All	All	Mathematics	Meets	STAAR	3	4	69	Interim Assessment	5	5	Other	10	0	5	
			All	All	Mathematics	Masters	STAAR	2	4	69	Interim Assessment	1	0	Other	5	0	2	
			All	All	Science	Approaches	STAAR	58	19	63	Interim Assessment	57	57	Other	62	12	60	
			All	All	Science	Meets	STAAR	6	13	63	Interim Assessment	29	29	Other	34	4	10	
			All	All	Science	Masters	STAAR	0	6	63	Interim Assessment	14	14	Other	14	0	2	
			All	All	Social Studies	Approaches	STAAR	62	70	62	Interim Assessment	65	65	Other	65	72	65	
			All	All	Social Studies	Meets	STAAR	14	15	62	Interim Assessment	39	39	Other	39	18	16	
			All	All	Social Studies	Masters	STAAR	5	9	62	Interim Assessment	17	17	Other	17	0	5	
2. Domain 3	Focus 1	ELA	All	African American	All	NA	STAAR	0	4	62	Other	20	4	Other	39	11	39	
	Focus 2	ELA	All	Econ Disadv	Reading	NA	STAAR	0	4	99	Interim Assessment	37	50	Other	37	12	37	

Addendums

Richard Milburn Academy – Houston High School

The Wildcat Way

Learning Environment

- Core Content Class Structure: 60 mins Blended Learning
- Data Wall – updated weekly with exit tickets, STAAR and district test data
- Word Wall – updated by unit
- Anchor Charts – updated by standard and unit
- Instructional Board Configuration (objective) posted on board
 - Updated Daily (based off TEKS being taught)
 - Student friendly language
 - Lesson Agenda (Should be clearly posted with times for transitions)

TODAY I AM

A description of the activity that the students will be doing

SO THAT I CAN

Describes the skills/knowledge (TEKS) in terms of an action verb

I'LL KNOW I'VE GOT IT WHEN

A criterion that shows how well the student can demonstrate knowledge or apply the skill in terms of a measurable goal

Lesson Opener

- “Wildcat Review” (7.5 mins) Spiraled Learning
- Essential Questions: What should I know by the end of the lesson? (Higher Order Thinking Question/STAAR Question)

Grading Categories	Weights
Test/Project/Quiz	45
Daily	35
Homework	10
Participation	10

Lesson Cycle

- I do (7.5 mins) – Teacher models specific skill or strategy, “Precise and Concise”
 - Teacher behavior: Modeling/Think aloud
 - Student behavior: Listening AND taking notes
- We do (10 mins) – students attempt with teacher/partner or small group
 - Teacher behavior: CFU/Probing Questions (Monitor student screen activity at ALL TIMES)
 - Student behavior: Students attempt skill strategy
- You do (20mins) – Students will independently practice skill or strategy taught
 - Teacher behavior: small groups/1-to-1 conferences (based on PLC data)
 - Student Behavior: Independent practice (teacher assigned)

Lesson Closure

- Interventions/Exit Tickets (15 mins) (Closes out every lesson. Aligned to the current TEK/Standard. STAAR aligned.)

*Note that instructional time within the cycle may vary depending on the lesson.

Lesson Planning (Due Friday; Bring to Thursday PLC for vetting)

- **Lesson Plan Vetting/ "At Bats"** – Lesson plan vetting or rehearsal will be held during PLC's. Teachers will receive feedback prior to classroom delivery.
- **Lead4ward Field Guides** – Unpack standards, build content knowledge, prepare for misconceptions, and view released items
- **Reading, Writing, and Student Discourse** across all content areas
- **Checking for Understanding** (Identified in lesson plan and OFTEN!)
 - Daily "Wildcat Review" spiral Do Now's and Exit Tickets
 - CFUs during Instruction – at least two daily from [Lead4ward](#), [Effective Practices](#) or [53 Ways to CFU](#)

Assessment & Data

- All **Exit Tickets** administered by the teacher, based on STAAR STEM questions
- Monthly **Data Meetings** with department during PLCs – KNOW YOUR DATA!
- **Student Data Tracking** – via Student Data Binder
- **Teacher Data Tracking** – Digital Data Tracking, Teacher Data Binder or Displayed
- **Assessments** – Assigned via the district

Content Specific:

- **ELA I & II - Writing Wednesday's:** – Students will practice writing using a STAAR release prompt through a 4-week cycle. Each week the students will focus on a separate paragraph, until the students have a complete paper at the end of the month. (Expository or Persuasive)
- **5 EOC Content Areas:** - Friday one on one student data conferences.

Highlight Green: Should be clearly displayed in the classroom.

Highlight Purple: Should be planned and identified in the lesson plan. Also, should be displayed clearly in the classroom.

RMA- HOUSTON PLC

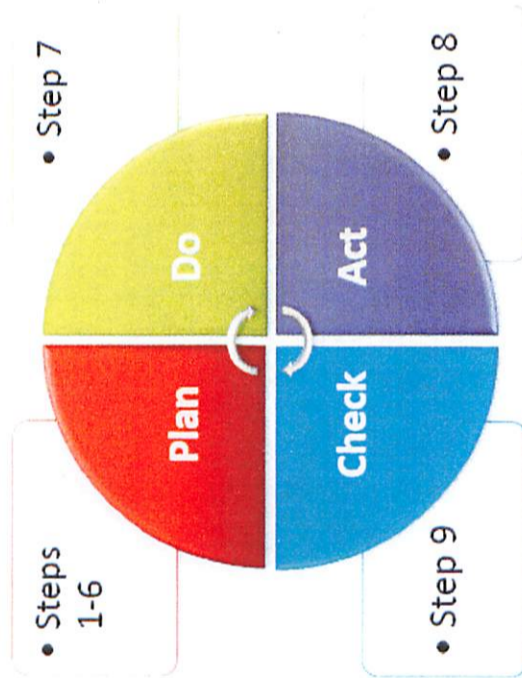
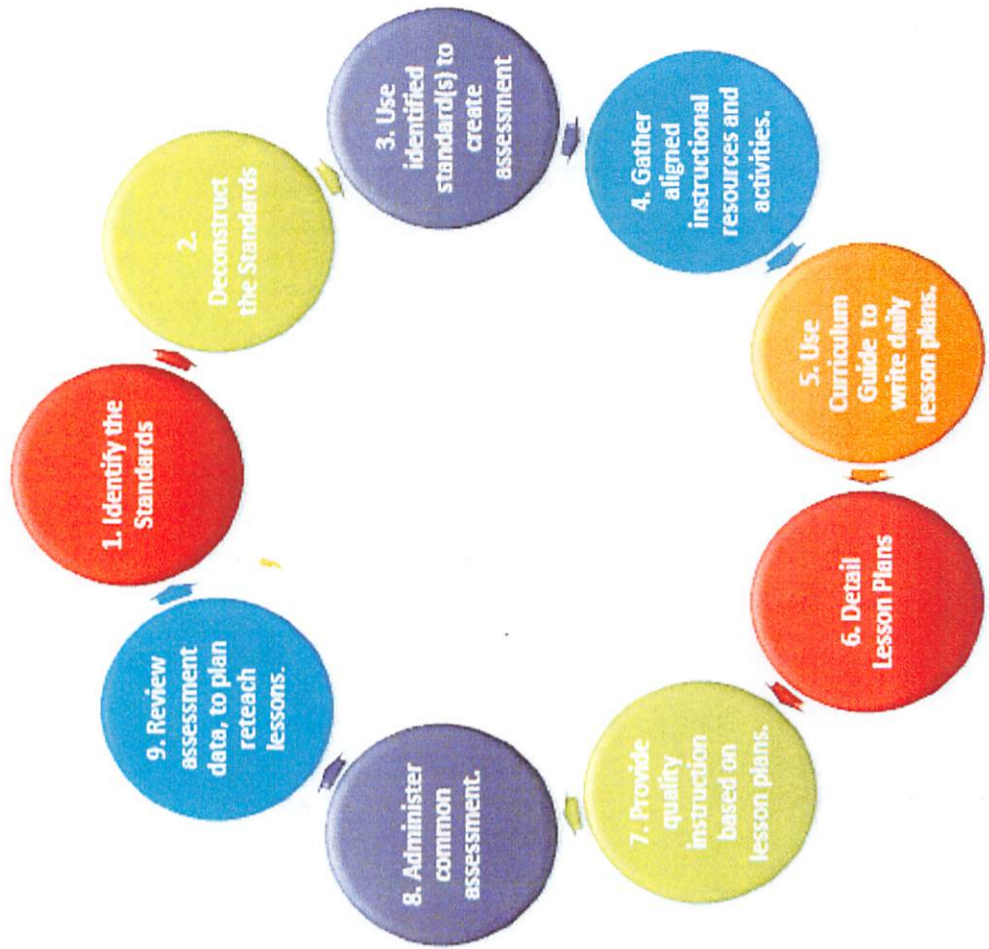
Teacher:

Administrator:

Agenda:

Planning Cycle	Actions	
Plan: Steps 1-6		
1. Identify the Standards		
2. Deconstruct the Stanards		
3. Use Identified Standard(s) to Create Assessment		
4. Gather Aligned Instructional Resources and Activites		
5. Use Curriculum Guide to Write Daily Lesson Plans		
6. Detail Lesson Plans		
Do: Step 7		
7. Provide Quailty Instruction Based on Lesson Plans		
Act: Step 8		
8. Administer Common Assessment		
Check: Step 9		
9. Review Assessment Data, to Plan Reteach Lessons		
Reteach Plan		
Notes:		
Interventions		
Notes:		
Accomodations: SPED/504/ESL		
Notes:		
Teacher Signature	Administrator Signature	Date

PLANNING CYCLE



March 2022

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
SPRING BREAK 15	SPRING BREAK 16	SPRING BREAK 17	SPRING BREAK 18	SPRING BREAK 19	20	21
22 5A describe the stages of the cell cycle, including deoxyribonucleic acid (DNA) replication and mitosis, and the importance of the cell cycle to the growth of organisms	23 5A describe the stages of the cell cycle, including deoxyribonucleic acid (DNA) replication and mitosis, and the importance of the cell cycle to the growth of organisms	24 6C explain the purpose and process of transcription and translation using models of DNA and RNA;	25 6C explain the purpose and process of transcription and translation using models of DNA and RNA;	26 6E identify and illustrate changes in DNA and evaluate the significance of these changes	27	28
29 identify and illustrate changes in DNA and evaluate the significance of these changes	30 6G recognize the significance of meiosis to sexual reproduction.	31 6G recognize the significance of meiosis to sexual reproduction.				

April 2022

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 7F analyze other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination.	2 7F analyze other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination.	3	4
5 7C analyze other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination.	6 7C analyze other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination.	7 7E analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species	8 7E analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species	9 10 A describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals	10	11
12 10A describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals	13 9C identify and investigate the role of enzymes.	14 9C identify and investigate the role of enzymes.	15 11A summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems	16 11A summarize the role of microorganisms in both maintaining and disrupting the health of both organisms and ecosystems	17	18

<p>19 11 B describe how events and processes that occur during ecological succession can change populations and species diversity.</p>	<p>20 11 B describe how events and processes that occur during ecological succession can change populations and species diversity.</p>	<p>21 12 A interpret relationships, including predation, parasitism, commensalism, mutualism, and competition, among organisms</p>	<p>22 12 A interpret relationships, including predation, parasitism, commensalism, mutualism, and competition, among organisms</p>	<p>23 12 E describe how environmental change can impact ecosystem stability</p>	<p>24</p>	<p>25</p>
<p>26 12 E describe how environmental change can impact ecosystem stability</p>	<p>27 ALL TEKS PRACTICE TEST</p>	<p>28 ALL TEKS PRACTICE TEST</p>	<p>29 ALL TEKS PRACTICE TEST</p>	<p>30 ALL TEKS PRACTICE TEST</p>		

May

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						