

Killeen Campus							
District Name	Richard Milburn Academy	Campus Name	Killeen	Superintendent	Armard Anderson	Principal	Lucette Bredt
District Number	014801	Campus Number	000000001	District Coordinator of School Improvement (DCSI)	Amanda McQuade	ESC Support	Region 20

**Assurances**

DCSI	I, the District Coordinator of School Improvement, 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.	<b>Amanda McQuade 9/20/19</b>
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI 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.	<b>Amanda McQuade 9/20/19</b>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (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.	<b>Lucette Bredt 09/26/2019</b>
Board Approval Date	2019-11-08	

**Needs Assessment**

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain I 75, Domain II 60, Domain III 67
	What changes in student group and subject performance are included in these goals?	Improving EOC scores for all subject areas by 3% and provide support for special groups
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR 4, Graduation Rate 57

**Self-Assessment Results**  
(To be completed if the campus HAS NOT had an ESF Diagnostic)

**Use the completed Self-Assessment Tool to complete this section**

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4
5.1 Objective-driven daily lesson plans with formative assessments.	3

5.3 Data-driven instruction.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	Creating a culture of success and high expectations with staff and students to promote a safer educational environment.	Need to recruit an ESL teacher, build the RTI program by providing professional development, recruit an SCL.	Principal & IC will monitor teacher performance with walk throughs, weekly reviews of lesson plans for effective planning.
Desired Annual Outcome	Attendance and Enrollment will increase which will improve campus morale, productivity, and student success.	Use data from surveys and staff input to retain staff and address needs of current employees. Hire all staff and develop checklists for roles & responsibilities.	EOC Scores will improve by 3% in each content area to improve success in Domain I & III.
Barriers to Address During the Year	The homeless issues have been a problem in the downtown area.	RMA is thought of as a DAEP	New teacher in ELA & SPED to the district. Reluctance in reviewing data in Eduphoria.

**District Commitment Theory of Action:** If the district provides the campus with best practice resources and tools for engaging families, and the district recruits qualified candidates, and the district ensures that the campus will have access to high-quality formative assessments, then the campus will be able to establish a positive school culture, develop data-driven lesson plans, and the campus leadership team will be able to retain and support effective teachers.

**ESF Diagnostic Results**  
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic			
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

**District Commitment Theory of Action**

Prioritized Focus Areas for Improvement	<b>Capacity Builder</b>		





Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.
<b>Desired Annual Outcome</b>	Attendance and Enrollment will increase which will improve campus morale, productivity, and student success.	Use data from surveys and staff input to retain staff and address needs of current employees. Hire all staff and develop checklists for roles & responsibilities.	EOC scores will improve by 3% in each content area to improve success in Domain I & III.
<b>Desired 90-day Outcome</b>	Parent & community support will increase with visits and club participation. Activities for students will increase ADA by 1%.	Recruiting an ESL teacher and SCL will improve student success and attendance.	Lesson plans will be reviewed for special education, 504, ELLs, and RtI and will include formative assessments with exemplar responses.
<b>Barriers to Address During this Cycle</b>	The homeless issues have been a problem in the downtown area.	RMA is thought of as a DAEP.	New teacher in ELA & SPED to the district. Reluctance in reviewing data in Eduphoria.
<b>District Actions for this Cycle</b>	The Director of Outreach and Marketing and the Director of Child Nutrition will provide the campus with best practices, resources and tools for engaging families and increasing student attendance.	The Human Resource Department will provide the campus principal assistance with hiring an ESL teacher and Student and Community Liaison.	Instructional Service Coordinator will provide Instructional Coach support with accessing formative assessments, identifying priority TEKS, exemplar lesson plans to use as models and model effective lesson planning.
<b>District Commitments Theory of Action</b>	If the district provides the campus with best practice resources and tools for engaging families, and the district recruits qualified candidates, and the district ensures that the campus will have access to high-quality formative assessments, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the campus leadership team will be able to retain and support effective teachers.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Lesson Plan reviews by Principal & IC before submitting in Eduphoria.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3		Laptops, Teksresource system access, Lesson Plan Guidelines/Template	Principal, IC	Lesson Plans submitted in Eduphoria meet & align with district & state TEKS and goals. Feedback on Lesson Plan Drafts.	Weekly		
Announcements for each session during 3rd & 7th period that include a focus on character to build morale and confidence.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Script for announcements, monologue for character traits, RMA-Mission & Vision statements	Administrative Team	Daily Log for announcements			
Hire ESL and SCL	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3		Indeed, TalentED, Texas Teachers, Iteach Texas	Principal	Staff Roster			
Parent Meetings/Family Nights	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	09/26/19 and November 2019	PowerPoint, handouts, sign in, agenda,	Principal, IC, SCL, Counselor	Agendas, Sign In sheets, Parent Survey results			

Surveys for Parents, Students & Staff	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	October,		Administrative Team	Completed Surveys and questionnaires from Parents, Students & Staff			
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.
<b>Desired Annual Outcome</b>	Attendance and Enrollment will increase which will improve campus morale, productivity, and student success.	Use data from surveys and staff input to retain staff and address needs of current employees. Hire all staff and develop checklists for roles & responsibilities.	EOC scores will improve by 3% in each content area to improve success in Domain I & III.
<b>Desired 90-day Outcome</b>	Parent & community support will increase with visits and club participation. Activities for students will increase ADA by 1%.	Recruiting an ESL teacher and SCL will improve student success and attendance.	Lesson plans will be reviewed for special education, 504, ELLs, and RtI and will include formative assessments with exemplar responses.
<b>Barriers to Address During this Cycle</b>	The homeless issues have been a problem in the downtown area.	RMA is thought of as a DAEP	New teacher in ELA & SPED to the district. Reluctance in reviewing data in Eduphoria.
<b>District Actions for this Cycle</b>	The Director of Outreach and Marketing and the Director of Child Nutrition will provide the campus with best practices, resources and tools for engaging families and increasing student attendance.	The Human Resource Department will provide the campus principal assistance with hiring an ESL teacher and Student and Community Liaison.	Instructional Service Coordinator will provide Instructional Coach support with accessing formative assessments, identifying priority TEKS, exemplar lesson plans to use as models and model effective lesson planning.
<b>District Commitments Theory of Action</b>	If the district provides the campus with best practice resources and tools for engaging families, and the district recruits qualified candidates, and the district ensures that the campus will have access to high-quality formative assessments, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the campus leadership team will be able to retain and support effective teachers.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Lesson Plan reviews by Principal & IC before submitting in Eduphoria.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3		Laptops, Teksresource system access, Lesson Plan Guidelines/Template	Principal, IC	Lesson Plans submitted in Eduphoria meet & align with district & state TEKS and goals. Feedback on	Weekly		
Announcements for each session during 3rd & 7th period that include a focus on character to build morale and confidence.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Script for announcements, monologue for character traits, RMA-Mission & Vision statements	Administrative Team	Daily Log for announcements			
Hire ESL and SCL	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3		Indeed, TalentED, Texas Teachers, Iteach Texas	Principal	Staff Roster			
Parent Meetings	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	09/26/19 and November 2019	Powerpoint, handouts, sign in, agenda,	Principal, IC, SCL, Counselor	Agendas, Sign In sheets, Parent Survey results			

Surveys for Parents, Students & Staff	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	October,		Administrative Team	Completed Surveys and questionnaires from Parents, Students & Staff			
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>
	<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Essential Action 3.1: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.
<b>Desired Annual Outcome</b>	Attendance and Enrollment will increase which will improve campus morale, productivity, and student success.	Use data from surveys and staff input to retain staff and address needs of current employees. Hire all staff and develop checklists for roles & responsibilities.	EOC scores will improve by 3% in each content area to improve success in Domain I & III.
<b>Desired 90-day Outcome</b>		Successfully hire an ESL teacher and SCL.	
<b>Barriers to Address During this Cycle</b>	The homeless issues have been a problem in the downtown area.	RMA is thought of an extension of KISD's DAEP - Gateway School.	New teacher in ELA & SPED to the district. Reluctance in reviewing data in Eduphoria.
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>	If the district provides the campus with best practice resources and tools for engaging families, and the district recruits qualified candidates, and the district ensures that the campus will have access to high-quality formative assessments, then the campus will be establish a positive school culture, develop data-driven lesson plans, and the campus leadership team will be able to retain and support effective teachers.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Lesson Plan reviews by Principal & IC before submitting in Eduphoria.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3		Laptops, Teksresource system access, Lesson Plan Guidelines/Template	Principal, IC	Lesson Plans submitted in Eduphoria meet & align with district & state TEKS and goals. Feedback on	Weekly		
Announcements for each session during 3rd & 7th period that include a focus on character to build morale and confidence.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3		Script for announcements, monologue for character traits, RMA-Mission & Vision statements	Administrative Team	Daily Log for announcements			
Hire ESL and SCL	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3		Indeed, TalentED, Texas Teachers, Iteach Texas	Principal	Staff Roster			
Parent Meetings	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	09/26/19 and November 2019	Powerpoint, handouts, sign in, agenda,	Principal, IC, SCL, Counselor	Agendas, Sign In sheets, Parent Survey results			
Surveys for Parents, Students & Staff	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	October,		Administrative Team	Completed Surveys and questionnaires from Parents, Students & Staff			

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	0	0	0
<b>Desired Annual Outcome</b>	Attendance and Enrollment will increase which will improve campus morale, productivity, and student success.	Use data from surveys and staff input to retain staff and address needs of current employees. Hire all staff and develop checklists for roles & responsibilities.	EOC Scores will improve by 3% in each content area to improve success in Domain I & III.
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**Cycle 4 90-Day Action Plan (June-August)**

The purpose of this 90-Day action plan is to prepare for the upcoming school year.  
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	Parent & community support will increase with visits and club participation. Activities for students will increase ADA by 1%.	Recruiting an ESL teacher and SCL will improve student success and attendance.	Lesson plans will be reviewed for special education, 504, ELLs, and RtI and will include formative assessments with exemplar responses.
<b>Rationale</b>	Creating a culture of success and high expectations with staff and students to promote a safer educational environment.	Need to recruit an ESL teacher, build the RTI program by providing professional development, recruit an SCL.	Principal & IC will monitor teacher performance with walk throughs, weekly reviews of lesson plans for effective planning.
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>	The homeless issues have been a problem in the downtown area.	RMA is thought of an extension of KISD's DAEP - Gateway School.	New teacher in ELA & SPED to the district. Reluctance in reviewing data in Eduphoria.
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>			

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

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	<input type="checkbox"/>							
	<input type="checkbox"/>							
	<input type="checkbox"/>							

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>

TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	<b>If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'</b>
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
<b>Cycle 4 90-day Action Plan</b>	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.