

Lubbock Campus							
District Name	Richard Milburn Academy	Campus Name	RMA Lubbock	Superintendent	Armard Anderson	Principal	Brenda Ewerz
District Number	014801	Campus Number	000000004	District Coordinator of School Improvement (DCSI)	Amanda McQuade	ESC Support	ESC 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. <p style="text-align: right;">Amanda McQuade 9/27/19</p>
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. <p style="text-align: right;">Amanda McQuade 9/27/19</p>
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. <p style="text-align: right;">Brenda Ewerz 9/27/19</p>
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 1: Increase STAAR performance from 16 to 23; Increase Graduation Rate from 46 to 50 Domain 3: From 30 to 60
	What changes in student group and subject performance are included in these goals?	Increase Economic Disadvantage in Reading from 5 to 33 Meets.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	25% CCMR and 50% Graduation Rate

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)
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1.1 Develop campus instructional leaders with clear roles and responsibilities.			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.			
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.			
5.1 Objective-driven daily lesson plans with formative assessments.			
5.3 Data-driven instruction.			
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action:			
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic		2019-10-28	
Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	

<p>Desired Annual Outcome</p>	<ul style="list-style-type: none"> ● The scope and sequence, units, and interim assessments are all aligned to priority and supporting standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading. ● Interim assessments aligned to state standards and the appropriate level of rigor are administered three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. ● Curricular resources with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. <p>The school provides teachers with time at the beginning and throughout the year to internalize the curriculum and its resources.</p> <ul style="list-style-type: none"> ● All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, and formative assessments along with exemplar responses. ● Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. 	<ul style="list-style-type: none"> ● Three to five instructional strategies (e.g. monitoring aggressively, student-to-student discourse, strategic prompts), classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms. ● Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills. ● Teachers maximize instructional time through consistent, efficient, and visible structures (e.g., posted agendas, class opening, homework collection, within-class transitions, and formative assessments). Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. 	
<p>Barriers to Address During the Year</p>	<p>Lack of understanding regarding knowledge of TEKS and implementation at the necessary level of rigor for success on state assessments. There is a need for development of effective systems for implementation and monitoring of lessons and TEKS implementation.</p>	<p>Lack of understanding regarding how to analyze data for data-driven instruction. Leadership needs to train in finding appropriate data and applying results to daily instruction in order to increase student outcomes. Monitoring of the system will be imperative.</p>	
<p>District Commitment Theory of Action</p>		<p>If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus will be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.</p>	
<p>Prioritized Focus Areas for Improvement</p>	<p>Capacity Builder</p>		
<p>5.1 Objective-driven daily lesson plans with formative assessments.</p>	<p>Daily lesson plans are required. The template includes: Topic; Time Frame; TEKS, ELPS, CCRS; Content/Language objective; Whole group (face to face); Special Pop accommodations; Instructional delivery; Online instruction; Materials/resources; Independent/collaborative practice; Intervention. The sample plan was for one week and generalized. There was not a plan for reteach or assessment mentioned.</p>		
<p>5.3 Data-driven instruction.</p>	<p>Data analysis has not been systematic or ongoing on the campus as mentioned by the administrator and teacher groups. There is no evidence of systematic unpacking of standards and creation of exemplars, though some teachers report looking at data on their own. There is no specific, systematic procedure for planning and delivering the reteach, with specific plans in place. There was no evidence in hallways or classrooms of visible student progress artifacts.</p>		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	By the end of the 2019-20 school year teachers will use feedback from Campus PLC meetings to write objective driven lesson plans with formative assessments moving the teachers from Developing to Proficient on the T-TESS rubric and increasing student success on STAAR Meets level by 5%.	By the end of the 2019-20 school year teachers will analyze student test data to identify TEKS that students are unsuccessful with and develop a plan for reteaching of the standard increasing student success on the STARR by 5%.	
Desired 90-day Outcome	By the end of November 100% of teachers will receive training during Campus PLCs, verified by PLC Agendas and sign-in sheets, to "unpack" TEKS resulting in alignment between the level of rigor of the lesson and the rigor level the SE as assessed on STAAR.	By the end of November 100% of teachers will be provided training during Campus PLCs on how to analyze student STAAR data for reteach or remediation verified by PLC Agendas and sign-in sheets.	
Barriers to Address During this Cycle	Lack of knowledge of "unpacking" TEKS and backwards planning .	Instructional leaders providing meaning feedback to improve data-driven instruction.	
District Actions for this Cycle	Instructional Service Coordinator will provide Instructional Coach and teachers support with "unpacking" TEKS, accessing formative assessments in Canvas and identifying priority TEKS.	DCSI and Instructional Service Coordinator provide assistance with data disaggregation and training over how to use the data to identify struggling learners.	
District Commitments Theory of Action	If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.		

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
Establish weekly Campus PLC meetings	1,2	September 1st	Campus Calendar; Agenda; Sign in sheet	Mrs. Ewerz	Campus calendar; agenda; sign in sheet	9/27/19		
Implement weekly classroom walk-throughs	1,2	September	Campus developed rubric	Instructional Leadership Team	Metrics	9/27/19		
Instructional Leadership Team identify their individual roles and responsibilities.	1,2	September 24th	None	Instructional Leadership Team	ITL product	9/27/19		
Introduce teachers to backwards planning during PLCs	1,2	September 25th	Lesson plans	Instructional Leadership Team	Agenda; teachers product	9/27/19		

Train teacher to "unpack" TEKS during Campus PLCs.	1,2	October 2nd	TEKS	Instructional Leadership Team	Agenda; Sign in; Teachers product	10/18/19		
Train teachers during Campus PLCs on the use of Checkpoint assessments	2	October 2nd	Checkpoint	Instructional Leadership Team	Student data tracker	10/22/19		
Teachers introduce Student Data Tracker to students during class and remediation time	1,2	October 1st	Student folders; STAAR scores; Tracker template	Teachers; students	Student data tracker	11/29/19		
Complete teacher training on backwards design planning during campus PD	1	October 18th	PD materials	Instructional Leadership Team	Power Point from PD; Teachers product	10/18/19		
ILT training on Accountability	1,2	October 18th	ESC training	Mrs. Ewerz	Certificate of attendance	11/29/19		
Campus PLCs track data from Interim Assessments	1,2	November 5th	Assessment results	Instructional Leadership Team	Data tracker	11/11/19		

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?	Carryover Milestones	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Desired Annual Outcome	By the end of the 2019-20 school year teachers will use feedback from Campus PLC meetings to write objective driven lesson plans with formative assessments moving them from Developing to Proficient on the T-TESS rubric and increasing student success on STAAR Meets level by 5%.	By the end of the 2019-20 school year teachers will analyze student test data to identify TEKS that students are unsuccessful with and develop a plan for reteaching of the standard increasing student success on the STARR by 5%.	
Desired 90-day Outcome	By the end of February, 100% of teachers' lesson plans will reflect priority SE being taught at the appropriate level of rigor using backwards design and checks for understand (formal and informal). This will be noted on lesson plan and verified during weekly lesson plan checks.	By the end of February, 100% of the teachers will plan instruction with fidelity that includes reteaching standards that have been identified as low student success standards. This will be noted on lesson plan and verified during weekly lesson plan checks	
Barriers to Address During this Cycle	Continuing PLC with fidelity on a weekly basis.	Scope and sequence pacing allowing adequate time for reteaching.	
District Actions for this Cycle	Instructional Service Coordinator will identify priority SEs and review different levels of rigor with examples during district level PLCs for Instructional Coaches and teachers.	Instructional Service Coordinator will provide training and support for implementing an intervention model that supports re-teaching.	
District Commitments Theory of Action	If the district ensures that the campus has access to high-quality formative assessments for all tested subjects, and the district ensures there are effective systems for identifying and supporting struggling learners, then the campus we be able to establish strong data-driven instructional practices, meet the needs of all students through appropriate levels of rigor, and the instructional team will have the tools to support teachers and student outcomes.		

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
Facilitate Weekly Campus PLCs	1,2	December 1st	Assessment data; walk-through feedback; lesson plan feedback	Mrs. Ewerz	Campus calendar; agenda; sign in sheets	2/28/20		
Conduct weekly classroom walk-throughs with feedback given to the teachers	1,2	December 1st	Campus developed rubric	Instructional Leadership Team	Metrics	2/28/20		
Weekly Lesson Plans reviewed and feedback provided to the teachers	1,2	December 1st	Teachers' Lesson Plans; TEKS	Instructional Leadership Team	Feedback document	2/28/20		
Coordinate checkpoint data reviews, reteach and remediation strategies development and implementation of reteach and remediation	1,2	December 1st	Content Checkpoint assessment; assessment data; reteach/remediation plan	Instructional Leadership Team	Checkpoint data	2/28/20		

Conduct T-TESS observations	1,2	December	T-TESS rubric	Mrs. Ewerz	Metrics	12/20/19		
Disaggregate data from Fall STAAR administration during January PD	1,2	January	Test results	Instructional Leadership Team	Plan for remediation	1/31/20		
Teachers and students use Student Data Tracker to track student growth; add data from Fall STAAR Interim and Fall STAAR	1,2	December 1st	Student folders; STAAR scores; Tracker template	Teachers; students	Student data tracker	2/28/20		

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?	Carryover Milestones	New Milestones

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?	Carryover Milestones	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			

Did the campus achieve the desired outcome? Why or why not?			
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Reflection and Planning for Next 90-Day Cycle
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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?	Carryover Milestones	New Milestones

TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
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.
Cycles 1, 2, and 3 90-day Action Plan	
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.
Cycle 4 90-day Action Plan	
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.