Odessa Campus

District Name	Richard Milburn Academy	Campus Name	Odessa	Superintendent	Armard Anderson	Principal	Mary Janssen
District Number	014801	Campus Number	014801002	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.	**Amanda McQuade, 11/1/2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Amanda McQuade, 11/1/2019**
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.	**Mary Janssen 11/1/19**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain1:73 Domain 2:63 Domain 3:73
	What changes in student group and subject performance are included in these goals?	TELPAS scores will increase by 2%. Special Education, 504 and LEP EOC scores will improve by 2%.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	All students will qualify for CCMR--Coherent Sequence, TSI, ASVAB, Dual Credit, etc.

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.	2

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		**2**
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.		**2**
5.1 Objective-driven daily lesson plans with formative assessments.		**2**
5.3 Data-driven instruction.		**1**

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	If campus instructional leaders know and carry out their responsibilities with fidelity, the other Essentials will be positively affected.	Only 5 of our 12 teachers have any teaching experience. They must be taught to write specific, detailed lesson plans which will help them with classroom discipline and student success.	Again only 5 of our 12 teachers have any teaching experience. They do not know how to dissagregate data. Once this is accomplished, the teachers and students will have a better idea of the goals that need to be set within lesson plans for student success.
Desired Annual Outcome	CLT Meetings will become imbedded as part of our weekly schedule with all parties participating and completing all job requirments in a timely manner. Agenda items could be, but not limited to, scheduling, discipline, attendance, student progress, leavers, etc. The CLT Meetings and agenda participation will occur every Tuesday of the month.	Teachers will gain experience and confidence writing Objective driven lesson plans through weekly meetings with the Principal and Instructional Coaches resulting in positive student success. Professional development will be planned per the outcomes of the walkthroughs and weekly meetings. 100% of Lesson Plans will include specific Objectives that students will be able to understand.	By teaching teachers and students how to dissagregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans will be built around the need. Students will be encouraged by the results of their data and work to achieve their ultimate goal of graduation. Passing rate for all EOCs will increase by 2% schoolwide.
Barriers to Address During the Year	Mismanagement of time on the behalf of the campus leadership team. CLT does not fully know of implement job specific roles and responsiblities.	Teachers are writing lesson plans without really knowing the TEKS and how to write a specific Objective. Formative Assessments are written in a manner that may not give a clear picture of student knowledge.	Data is not being used at this time to write Lesson Plans.
District Commitment Theory of Action:	If the district provides opportunities for ongoing support and coaching on data disaggregation for principal and instructional coaches, and the district ensures that the campus has access to high-quality formative assessments, and the district commits to having effective systems for identifying and supporting struggling learners, then the campus will be able to establish data-driven instructional practices, improve the quality of lesson plans, increase the frequency of formative assessments, identify struggling learners, and the instructional team will have the resources to improve student outcomes.		

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level													% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1 (Fall Interim)			Cycle 2 (Dec EOC)			Cycle 3 (Spring Interim)			Cycle 4 (May EOC)				Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual		Data Source	Goal	Actual
	Algebra 1	State Interim	15		STAAR			State Interim			STAAR				STAAR		
	Biology	Benchmark	15		STAAR			Benchmark			STAAR				STAAR		
	English 1	State Interim	15		STAAR			State Interim			STAAR				STAAR		
	English 2	State Interim	15		STAAR			State Interim			STAAR				STAAR		
	US History	Benchmark	15		STAAR			Benchmark			STAAR				STAAR		

Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction
Desired Annual Outcome	CLT Meetings will become imbedded as part of our weekly schedule with all parties participating and completing all job requirments in a timely manner. Agenda items could be, but not limited to, scheduling, discipline, attendance, student progress, leavers, etc. The CLT Meetings and agenda participation will occur every Tuesday of the month.	Teachers will gain experience and confidence writing Objective driven lesson plans through weekly meetings with the Principal and Instructional Coaches resulting in positive student success. Professional development will be planned per the outcomes of the walkthroughs and weekly meetings. 100% of Lesson Plans will include specific Objectives that students will be able to understand.	By teaching teachers and students how to dissagregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans will be built around the need. Students will be encouraged by the results of their data and work to achieve their ultimate goal of graduation. Passing rate for all EOCs will increase by 2% schoolwide.
Desired 90-day Outcome	50% of weekly CLT meetings will be on the calendar with an agenda and documentation that they occurred.	50% of Professional Development will be planned based on the needs of the teachers including how to write lesson plans and effective Objectives.	100% of teachers will disaggregate Interim Assessment data by November 11, 2019. Lesson Plans will reflect this knowledge and include spiraling to help those students be successful for the next round of testing.
Barriers to Address During this Cycle	With the beginning of a new school year, everyone is pulled in many different directions to complete tasks that are required such as scheduling and enrolling students, PEIMs requirements, handling discipline, etc.	Teachers are inexperienced and must be taught how to write effective lesson plans including well written Objectives.	Teachers are inexperienced and do not know how to read testing data.
District Actions for this Cycle	DCSI and Instructional service coordinator will schedule weekly coaching sessions over data disaggregation with the campus principal and instructional coach.	Instructional Service Coordinator will provide Instructional Coaches support with identifying teacher professional development for lesson planning and effective objectives.	DSCI and Instructional Service Coordinator will ensure interim assessment data is available within two instructional days, provide assistance with data disaggregation and will help identify struggling learners based off the data.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching on data disaggregation for principal and instructional coaches, and the district ensures that the campus has access to high-quality formative assessments, and the district commits to having effective systems for identifying and supporting struggling learners, then the campus will be able to establish data-driven instructional practices, improve the quality of lesson plans, increase the frequency of formative assessments, identify struggling learners, and the instructional team will have the resources to improve 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
Incorporate Weekly CLT meetings in school calendar.	☑1 ☐2 ☐3	9/16/2019	Campus/District Calendar, agenda/sign-in template.	Principal	Campus/District Calendar, agenda/sign-in template.	11/22/2019	Some Progress	Agendas must be prepared prior to CLT meetings.
Walkthrough and weekly meetings with teachers.	☑1 ☑2 ☑3	11/22/2019	Walkthrough template, meeting agenda, lesson plans, student data.	Principal, Instructional Coaches	Weekly Metrics, meeting agenda and sign-in sheets.	11/22/2019	Some Progress	Walkthroughs and weekly meetings must be imbedded in weekly calendars.
Weekly PLCs are on the calendar and planned based on teacher need.	☑1 ☑2 ☑3	11/22/2019	PLC agendas and handouts, notes and sign in templates.	Principal, Instructional Coaches	PLC agendas and handouts, sign in templates, lesson plans reflecting information shared in PLCs.	11/22/2019	Significant Progress	Principal, Instructional Coaches and Teachers must continue to work on Lesson Plans.

Data becomes visual in the classrooms and offices.	☐1 ☑2 ☑3	11/12/2019	Interim Assessment Data, EOC scores, Teacher/Students disaggregation tracking	All Staff	Students will have their personal data in their binders. Teachers will have data binders they create	11/12/2019	No Progress	Data disaggregation has to happen prior to EOC testing in December.
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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?	

	Carryover Milestones	**New Milestones**
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?		

Cycle 2 90-Day Outcomes (December-February)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction
Desired Annual Outcome	CLT Meetings will become imbedded as part of our weekly schedule with all parties participating and completing all job requirments in a timely manner. Agenda items could be, but not limited to, scheduling, discipline, attendance, student progress, leavers, etc. The CLT Meetings and agenda participation will occur every Tuesday of the month.	Teachers will gain experience and confidence writing Objective driven lesson plans through weekly meetings with the Principal and Instructional Coaches resulting in positive student success. Professional development will be planned per the outcomes of the walkthroughs and weekly meetings. 100% of Lesson Plans will include specific Objectives that students will be able to understand.	By teaching teachers and students how to dissaggregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans will be built around the need. Students will be encouraged by the results of their data and work to achieve their ultimate goal of graduation. Passing rate for all EOCs will increase by 2% schoolwide.
Desired 90-day Outcome	75% of weekly CLT meetings will become purposefully planned to address data and campus needs.	75% of all teachers will begin writing specific Objectives that students can understand in their weekly lesson plans.	Teachers will use their data binder to write effective Lesson Plans. 100% of students will learn to disaggregate their individual data and self monitor for growth.
Barriers to Address During this Cycle	Campus and District requirements leading to unforeseen scheduling conflicts.	Negative student mindset concerning assessments.	Negative student mindset concerning assessments. Teacher lack of understanding ow to use the data.
District Actions for this Cycle	DCSI will provide weekly coaching sessions that address purposeful meetings around data and campus needs.	The Instructional Service Coordinator will provide training and guidance over content/language objectives during district led PLCs.	During district PLCs, training, guidance and support will be provided over how to disaggregate data and understanding the role the data plays in student and campus success.
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching on data disaggregation for principal and instructional coaches, and the district ensures that the campus has access to high-quality formative assessments, and the district commits to having effective systems for identifying and supporting struggling learners, then the campus will be able to establish data-driven instructional practices, improve the quality of lesson plans, increase the frequency of formative assessments, identify struggling learners, and the instructional team will have the resources to improve 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
Consistent weekly CLT meetings	☑1 ☐2 ☐3	12/3/2019	Campus/District Calendar, agenda/sign-in template, student attendance, enrollment, testing data.	Principal, Instructional Coaches, Counselor, Registrars, Admin Secretary, SCL.	Campus/District Calendar, agenda/sign-in templates.	Weekly as per the CLT meeting agenda.		
Weekly PLC meetings to address lesson planning, data driven Objectives and Assessments to insure consistency.	☑1 ☑2 ☑3	12/5/2019	PLC agendas/handouts, notes/sign-in templates, lesson plans and assessment data.	Principal, Instructional Coaches, Counselor, Teachers, ATs.	Weekly Metrics, Lesson Plans, PLC agendas/sign-in template.	Weekly as per the PLC meeting agenda.		
Teacher and Student data will be kept in individual binders for consistent reference.	☐1 ☑2 ☑3	12/1/2019	Interim Assessment and Prior EOC data, Teacher/Students disaggregation tracking template.	Principal, Instructional Coaches, Counselor, Teachers, ATs, Students.	Teacher and Student data disaggregation templates.	12/1/2019		
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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?		
	Carryover Milestones	**New Milestones**
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?		

Cycle 3 90-Day Outcomes (March-May)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction
Desired Annual Outcome	CLT Meetings will become imbedded as part of our weekly schedule with all parties participating and completing all job requirments in a timely manner. Agenda items could be, but not limited to, scheduling,	Teachers will gain experience and confidence writing Objective driven lesson plans through weekly meetings with the Principal and Instructional Coaches resulting in positive student success. Professional development will be planned per the outcomes	By teaching teachers and students how to dissaggregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans will be built around the need. Students will be encouraged by the results of their data
Desired 90-day Outcome	100% of weekly CLT meetings will include specific discussion to help students' success including attendance, PEIMs reporting and graduation.	50 % of teachers will begin to lead professional development based on advanced lesson planning showcasing Objectives, Formative Assessment and Strategies.	EOC data will reflect a 2% growth schoolwide based on the usage of Formative Assessement and prior EOC data.
Barriers to Address During this Cycle	Student apathy toward attendance, grades and graduation requirements. Faculty and staff end of school motivation.	Teacher lack of confidence and buy in.	Student buy in and confidence. Teacher modeling the importance of data usage.
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching on data disaggregation for principal and instructional coaches, and the district ensures that the campus has access to high-quality formative assessments, and the district commits to having effective systems for identifying and supporting struggling learners, then the campus will be able to establish data-driven instructional practices, improve the quality of lesson plans, increase the frequency of formative assessments, identify struggling learners, and the instructional team will have the resources to improve 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
Student attendance rate is increased to 92% based on strategies discussed in weekly CLT meetings.	☑1 ☐2 ☐3	5/30/2019	Attendance records, grades, transcripts, truancy reports, incentives.	Principal, Instructional Coaches, Counselor, Registrars, Admin Secretary, SCL.	Attendance records, grades, transcripts, truancy reports.	5/30/2019		
Teacher led weekly Campus PLC meetings.	☐1 ☑2 ☑3	3/5/2019	PLC agendas/handouts, notes/sign0in templates, lesson plans.	Teachers and Associate Teachers	PLC agendas/handouts, notes/sign0in templates, lesson plans.	3/5/2019		
STAAR EOC results.	☐1 ☑2 ☑3	6/1/2019	STAAR EOC results	All Staff	STAAR EOC results.	6/1/2019		
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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?	

	Carryover Milestones	New Milestones
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?		

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	CLT Meetings will become imbedded as part of our weekly schedule with all parties participating and completing all job requirments in a timely manner. Agenda items could be, but not limited to, scheduling,	Teachers will gain experience and confidence writing Objective driven lesson plans through weekly meetings with the Principal and Instructional Coaches resulting in positive student success. Professional development will be planned per the outcomes	By teaching teachers and students how to dissagregate their data, both parties will understand where the most work needs to be done in the classroom and lesson plans will be built around the need. Students will be encouraged by the results of their data
Did the campus achieve the desired outcome? Why or why not?			

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
Essential Action	50% of weekly CLT meetings will be on the calendar with an agenda and documentation that they occurred.	50% of Professional Development will be planned based on the needs of the teachers including how to write lesson plans and effective Objectives.	100% of teachers will disaggregate Interim Assessment data by November 11, 2019. Lesson Plans will reflect this knowledge and include spiraling to help those students be successful for the next round of testing.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action	If the district provides opportunities for ongoing support and coaching on data disaggregation for principal and instructional coaches, and the district ensures that the campus has access to high-quality formative assessments, and the district commits to having effective systems for identifying and supporting struggling learners, then the campus will be able to establish data-driven instructional practices, improve the quality of lesson plans, increase the frequency of formative assessments, identify struggling learners, and the instructional team will have the resources to improve 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
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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?		
	Carryover Milestones	**New Milestones**
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?		

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.