Richard Milburn Academy

RMA Corpus Christi - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Dr. Armard Anderson   **Principal:**   Elizabeth Hanna
DCSI/Grant Coordinator: Dr. Uneeda Givens   **ESC Case Manager:** Tracy Erickson
                                                                     ESC Region: 2

Assurances

DCSI/Grant Coordinator

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

Signature: Dr. Uneeda Givens

Principal Supervisor

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

Signature: 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: Elizabeth Hanna

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Data Analysis

Domain 1

What accountability goal has your campus set for this year?

To determine our Domain 1 goal, we examined our campus STAAR data, CCMR, and graduation rates for 2021 and increased the percentage in each of those areas for our 2022 goals. We believe that in order to make the highest impact on student achievement and campus accountability, we need to focus on these areas in particular. We have put specific and targeted processes in place to address the needs of all our students, particularly focusing on Economically Disadvantaged and Hispanic sub groups because we believe this will make the greatest impact. For Domain 1, we considered three areas: 2021 STAAR scores, 2021 CCMR Score, and 2021 Graduation rate. After considering all the data, we determined that our goals for 2022 would be:

- **STAAR**: Our goal is to help students recover learning loss from 2020-2021. We believe it is reasonable and ambitious to increase our scores by 8 points from 2019 for Approaches/Meets/Masters, based on the results that we achieved during 2019-2020. We will focus on targeted interventions based on the areas of weakness displayed by formative assessments throughout the 2021-2022 school year, for students who were not successful on STAAR last year. In addition, our partnership with Texas Tech University will enable us to engage our teachers and students in processes which will impact student learning and achievement at our campus.
- **CCMR**: The percentage of graduates that meet the criteria for CCMR will increase from 4% in 2021 to 10% by August 2022. We have put in place processes to ensure that this is attainable including an MOU with Del Mar College, TSI preparation and testing. In addition we have planned campus events in which military recruiters will give presentations and meet with students and parents
- **Graduation Rate:** The number of students who graduate within their 4 year cohort will increase because we have put processes in place to ensure that we are actively seeking out students who are at-risk of dropping out and removing obstacles to enable them to remain in school and graduate.
- **Rationale: Gains in student achievement through enhanced STAAR performance, increased CCMR credit criteria achievement, and increased graduation rate will facilitate greater results in student success initiatives.**

2021 STAAR score was 53% total all tests;

- Approaches: 37%
- Meets: 13%
- Masters: 3%

2021 CCMR score was: 4%

2021 Graduation rate was: 62%

In order to make the greatest impact to accountability as well as student academic success, we determined the following goal:

2021-2022 Domain 1 Goal:

STAAR Performance Goal:

Component: 30

Approaches: 57   (increase of 20%)

Meets: 22   (increase of 9%)
Masters: 10   (increase of 7%)

CCMR Goal: 10%   (INCREASE OF 6%)

 Graduation Goal: 75%   (INCREASE OF 13%)

Domain 2A or 2B

What accountability goal has your campus set for this year?

Campus Focus: 2A

DOMAIN 2A
COMPONENT SCORE: 36
ECO DIS: 76%

Rationale:

As an AEA campus 2B is not applicable, For **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

If we focus on overall achievement, and increase of Domain 1 score to a 30 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.

Domain 3

What accountability goal has your campus set for this year?

In 2021, our campus did not meet the Closing the Gaps targets set for STAAR performance (English and Math); Student Success or CCMR. In order to meet these targets in 2022; we have set the following **goals for 2022**:

- STAAR: 57% Approaches; 22% meets; 10% masters
- CCMR: 10%
- Graduation Rate: 75%
- We believe that this is an ambitious yet attainable goal because we have put processes into place to seek out students who are at risk of dropping out and removing obstacles to enable them to remain in school and graduate.

Rationale:

STAAR: If we prioritize achieving our targets for Academic Achievement for our **Hispanic and ECO DIS** student groups, we will achieve our goal. Focusing on this goal will help us to increase our accountability rating by making the highest impact on student learning and achievement

CCMR:

In 2021, our campus CCMR score was 4%. **Our goal is to increase this score to 10% for the 2021-2022 school year.** We believe that this goal is ambitious yet attainable. To set our CCMR goal, we looked at campus data and TAPR report, as well as feedback from our stakeholders Our campus target is to ensure that 100% of our graduates will achieve at least one of the following criteria:

College Readiness goal: In order to ensure that our students are college ready, we will provide an online TSI preparation course along with on-campus, free TSI testing to all students in grade 12. The online TSI prep course will enable our students to build strong English and math skills necessary for post-secondary success. In addition, free access to TSI testing will enable our economically disadvantaged students the opportunity to take the TSI. In addition, we are partnering with Del Mar College to provide dual-credit opportunities at our campus.

Career Readiness goal: Our campus is committed to providing opportunities to our students to earn industry based certifications through our partnership (MOU) with Del Mar College

Military Readiness goal: Our campus reaches out to recruiters from all branches: Army, Navy, Air Force, and Marines to come visit our campus and provide presentations to our students on a regular basis, including Open House, College and Career night, as well as other events scheduled throughout the year.

Graduation Rate:

Our 2021 campus graduation rate was 61.8%.

Our goal for 2021-2022 is to increase this graduation rate to 75%

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?

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?

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

Additionally, our Economically disadvantages and Hispanic students also need to be prioritized this year in terms of their achievement across the board. We need to ensure we are differentiating to meet the needs of these populations. If we focus on these student groups, which are the largest numbers of our students, will support our accountability scores in all areas, but particularly in Domain 3 where most targets were missed.

CCMR

What goals has your campus set for CCMR?

Our goal is to increase the CCMR score to 10% for the 2021-2022 school year.

Rationale:

Our CCMR Score for 2021 was 4%. We believe that this goal is ambitious yet attainable. To set our CCMR goal, we looked at campus data and TAPR report, as well as feedback from our stakeholders Our campus target is to ensure that 100% of our graduates will achieve at least one of the following criteria:

College Readiness goal: In order to ensure that our students are college ready, we will provide an online TSI preparation course along with on-campus, free TSI testing to all students in grade 12. The online TSI prep course will enable our student to build strong English and math skills necessary for post-secondary success. In addition, free access to TSI testing will enable our economically disadvantaged students the opportunity to take the TSI. In addition, we are partnering with Del Mar College to provide dual-credit opportunities at our campus.

Career Readiness goal: Our campus is committed to providing opportunities to our students to earn industry based certifications through our partnership (MOU) with Del Mar College. We also encourage our students to pursue a coherent sequence of CTE courses. In addition, we will offer students the opportunity to earn OSHA certification at our campus in Dec. 2021 and again in the Spring of 2022. Students will also be offered opportunities to earn a certification in Electrocardiography (EKG) and/or PHLEBOTOMY TECHNICIAN through Del Mar College. RMA will begin offering this opportunity in Jan 2022, and students will earn this certification by the time they graduate in May 2022.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

Federal Graduation Rate Goal:

for 2021-2022 is to increase our graduation rate to 75%.

Rationale:

Our 2021 campus graduation rate was 61.8%. We believe that this is an ambitious yet attainable goal because we have put processes into place to seek out students who are at risk of dropping out and removing obstacles to enable them to remain in school and graduate.

Essential Actions

Cycles 1-3

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

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

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

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

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Beginning Implementation

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial 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?: Student Performance Goals: Student data goals were not met; however the actual scores were not far off from the goals. One reason/barrier for this is that the BOY was administered very early in the cycle, prior to instruction, and truly shows the learning gaps of the students and the areas of weaknesses which needed to be addressed.

Because we looked at the student data from the BOY and weekly Common Assessments to determine areas of student weakness and made strategic instructional decisions based on this data to specifically improve each student's academic outcome and anticipate positive gains in Cycle 2.

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

Implementation Level: Planning for Implementation

Rationale: Since most of my teachers are new, daily use of high-quality instructional materials which are aligned to interim and formative assessments will increase student performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To build capacity, I will work with our District partner, Texas Tech University, to implement, monitor and adjust the district provided standards-aligned guaranteed and viable curriculum and scope and sequence; and implement and monitor assessments aligned to the standards and the expected level of rigor; and to follow the district's annual academic calendar which includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. Following these actions, I 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will be informed of our priorities in annual convocation professional development at the beginning of the school year. The focus on effective classroom and instructional strategies will be revisited at our bi-weekly campus PLC meetings and faculty meetings. Community and families will learn about our focus at our Open House event in August and continuing updates at parent and community events throughout the school year. Our students will learn about our focus through excellent teaching and our motto of: EMPOWERING ALL STUDENTS TO GRADUATE, PREPARED TO EXCEED ALL EXPECTATIONS! In addition, we will continue to inform our families and community about our campus through social media posts on Facebook. In addition, we will create buy in by frequently gathering opinions and feedback from surveys, which we will act on to make changes to ensure we are meeting the needs of our students and community.

Desired Annual Outcome: By May 2022, 100% of campus teachers will be utilizing high quality instructional materials with fidelity which 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 November 30, 2021, 10
30% of teachers will have received lesson feedback on the Lesson Feedback Form and 50% will have made adjustments to their daily lessons.

District Actions: The District/DIC will support the campus in the following ways:
1. The District will provide a standards based/aligned curriculum with scope and sequence
2. Providing rigorous assessments aligned to curriculum
3. Providing an assessment calendar which provides time for data analysis and dis-aggregation and staff development on data reflection.

4. By providing feedback on the Walkthrough form being used by the Campus Leadership Team to observe teachers.

5. Additionally, the DIC will engage in co-
observations and calibrations alongside the leadership team and help coach the principal to further calibrate the leadership team when necessary.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All teachers have received lesson plan feedback and have made adjustments to their daily lesson plans due to feedback.

Step 1 Details	Reviews

Action Step 1: Develop a walk-through feedback form for Campus Leadership Team to utilize. Get feedback and responses from all stakeholders to ensure buy-in.
    Evidence Used to Determine Progress: Completed walk-through form; walk throughs by campus leadership team.
    Person(s) Responsible: Principal and Campus Leadership Team
    Resources Needed: Forms, team members, time dedicated to walk-throughs, meetings, and calibrations
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Some Progress
	Necessary Adjustments/Next Steps: Teacher who have not completed walkthroughs will be given additional opportunities to complete this task. The barrier that limited progress towards achieving this action was that new teachers felt unprepared, unready to take this step. With additional guidance and support this will occur during Cycle 2.

Step 2 Details	Reviews

Action Step 2: Bi-Weekly campus PLC's will teach specific strategies to teachers, which will be observable in classroom walk-throughs.
    Evidence Used to Determine Progress: Campus Leadership Team walk-through forms will show increase of use of strategies.
    Person(s) Responsible: Teachers, CLT, principal
    Resources Needed: Forms, Books: such as "Instruction for All Students," and   "Get Better Faster"   time for meetings and walk-throughs
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021
    Funding Sources: Books for book study for teachers and staff - 6400-Other operating costs - $525.24
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: Walkthroughs have shown significant progress in the use of strategies that are discussed in PLC.

Step 3 Details	Reviews
Action Step 3: Lesson Plan Feedback - Interventions **Evidence Used to Determine Progress:** Lesson Plan Feedback Form will demonstrate increasing utilization of feedback by teachers which will increase the scores of the District weekly walk-through data. **Person(s) Responsible:** Principal, teachers **Resources Needed:** Lesson Plan feedback form **Addresses an Identified Challenge:** Yes **Start Date:** September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** Although 50% of teachers have used the Lesson Plan Feedback form and made adjustments to their plans, not all teachers have become accustomed to the Lesson Plan Feedback form and will need additional support during campus PLC.

Step 4 Details	Reviews
Action Step 4: Book Study of "Instruction for All" **Evidence Used to Determine Progress:** By November 30, 2021, 100% of teachers will be implementing at least 1 new classroom procedure/new strategy, as evidenced on walkthrough forms. **Person(s) Responsible:** Campus Leadership Team, teachers, principal **Resources Needed:** Book: "Instruction for All Students" by Paula Rutherford; Time dedicated to book study during bi-weekly PLC and faculty meetings. **Addresses an Identified Challenge:** Yes **Start Date:** August 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** All teachers have the book and it is referenced during Campus PLC's. All teachers are implementing strategies from the book. This will continue throughout the year.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: One challenge might be that teachers are unfamiliar with other staff members doing walk-throughs of their classrooms and may have concerns or questions about this activity.

What specific action steps address these challenges?: Action Step 1: teachers will provide feedback and aid in the development of the walk-through rubric
Action Step 2: during bi-weekly PLC meetings, teachers will learn and study the specific strategies and procedures which will be observed during walk-throughs.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus does not have a systemic protocol to effectively analyze student progress and mastery. There was no evidence of a consistent planning process or focus on planning corrective instruction based on formative data.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus Instructional Leadership team will seek the support of central office staff to aid in the dis aggregation and analysis of student data to determine areas in need of improvement for the 2021-2022 school year, through weekly and bi-weekly campus and district PLC meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will provide a concise explanation, that clarifies each priority, throughout each phase of the process through our TIP, Parent Engagement meetings, social media and newsletters.
To ensure we have stakeholder buy-in we will be transparent, make sure they understand their role within the priority, seek feedback, communicate progress, and remain consistent.

Desired Annual Outcome: By the end of 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 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 November, 2021, collaborative PLCs will work together to analyze data and to provide lesson plan feedback and make adjustments to ensure that lessons are on track to meet student weaknesses as evidenced by lesson plan audits, which will be measured by PLC sign in sheets, agendas, and lesson plans.

District Actions: DSCI and Instructional Service Coordinator will ensure all district assessment data is provided within a week of assessment administration and assistance is provided for identifying struggling learners.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Campus PLC's have analyzed data and provided lesson plan feedback to meet student needs based on data.

Step 1 Details	Reviews

Action Step 1: Assessment calendars include windows for data analysis
 	
  Evidence Used to Determine Progress: Calendars
  Person(s) Responsible: District, Principal
  Resources Needed: None
  Addresses an Identified Challenge: Yes
 	
  Start Date: August 16, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021
	Progress toward Action Steps: Met
	
	Necessary Adjustments/Next Steps: Assessment calendars show PLC times to meet and analyze and discuss student data.

Step 2 Details	Reviews
Action Step 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions **Evidence Used to Determine Progress:** Calendar of meetings; agenda and notes from PLC data meetings **Person(s) Responsible:** Principal, teachers **Resources Needed:** None **Addresses an Identified Challenge:** Yes **Start Date:** September 27, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** We will continue to meet as a team to review data and make informed decisions based on this analysis in order to improve student outcomes.

Step 3 Details	Reviews
Action Step 3: Coaching and support of teachers is informed by data **Evidence Used to Determine Progress:** PLC Agendas and notes, assessment results (District CBAs, weekly assessments, STAAR interim and STAAR assessments) **Person(s) Responsible:** Principal, teachers **Resources Needed:** data from assessment results **Addresses an Identified Challenge:** Yes **Start Date:** September 20, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** We will continue to meet regularly to review student assessment data and to use these results to make informed decisions which will improve student outcomes.

Step 4 Details	Reviews
Action Step 4: By November 30, 2021, 75% of teachers will post weekly Common Assessment data in classrooms using bar, scatter, dot or other charts to display student progress on these weekly assessments. **Evidence Used to Determine Progress:** Evidence will be gathered by principal on weekly walkthroughs and documented on walkthrough feedback. **Person(s) Responsible:** Teachers and Principal **Resources Needed:** Dry erase markers, white boards, Common Assessments **Addresses an Identified Challenge:** Yes **Start Date:** September 20, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2021	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** As of November 30, 2021 100% of teachers are using a data chart to display student performance on weekly Common assessments.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring that PLC time is focused on data activities. Convincing new teachers that analyzing student data is a valuable and worthwhile task. It is difficult to have "teams" of 1 core teacher, especially when the staff is new and lacks experience in this area.

What specific action steps address these challenges?: Action Step 1: Time focused on data activities

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: We did not achieve our student data goals set for Cycle 2. The learning loss/gap due to COVID 19 was underestimated and students needed significant intervention/tutorials. New teachers needed support and training to implement interventions to help students meet achievement goals.

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

Implementation Level: Planning for Implementation

Rationale: Since most of my teachers are new, daily use of high-quality instructional materials which are aligned to interim and formative assessments will increase student performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To build capacity, I will work with our District partner, Texas Tech University, to implement, monitor and adjust the district provided standards-aligned guaranteed and viable curriculum and scope and sequence; and implement and monitor assessments aligned to the standards and the expected level of rigor; and to follow the district's annual academic calendar which includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. Following these actions, I 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will be informed of our priorities in annual convocation professional development at the beginning of the school year. The focus on effective classroom and instructional strategies will be revisited at our bi-weekly campus PLC meetings and faculty meetings. Community and families will learn about our focus at our Open House event in August and continuing updates at parent and community events throughout the school year. Our students will learn about our focus through excellent teaching and our motto of: EMPOWERING ALL STUDENTS TO GRADUATE, PREPARED TO EXCEED ALL EXPECTATIONS! In addition, we will continue to inform our families and community about our campus through social media posts on Facebook. In addition, we will create buy in by frequently gathering opinions and feedback from surveys, which we will act on to make changes to ensure we are meeting the needs of our students and community.

Desired Annual Outcome: By May 2022, 100% of campus teachers will be utilizing high quality instructional materials with fidelity which 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 February 28, 2022, 100% of teachers will have received 3 or more walk-throughs by Campus Leadership Team and will use this feedback to make adjustments to lesson plans.

District Actions: The District/DIC will support the campus in the following ways:
1. The District will provide a standards based/aligned curriculum with scope and sequence
2. Providing rigorous assessments aligned to curriculum
3. Providing an assessment calendar which provides time for data analysis and dis-aggregation and staff development on data reflection.
 4. By providing feedback on the Walkthrough form being used by the Campus Leadership Team to observe teachers.
5. Additionally, the DIC will engage in co-
observations and calibrations alongside the leadership team and help coach the principal to further calibrate the leadership team when necessary.

Did you achieve your 90 day outcome?: No

Why or why not?: Our 90 day outcome was not achieved. We believe that there are multiple explanations:
1. The learning loss/gap due to COVID 19 is greater than we anticipated.
2. New teachers are still learning the curriculum as well as lesson delivery and intervention methods.

Step 1 Details	Reviews
Action Step 1: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. **Evidence Used to Determine Progress:** Lesson Plan Feedback form, walk through (campus and district) forms, campus PLC agendas **Person(s) Responsible:** Principal, campus leadership team, teachers **Resources Needed:** District-provided common assessments, teacher-created formative and summative assessments, **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue meeting in campus and district level PLCs to provide instruction, coaching and feedback to teachers regarding district provided common assessments, and teacher created formative and summative assessments.

Step 2 Details	Reviews
Action Step 2: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. **Evidence Used to Determine Progress:** Walk-through forms, Campus PLC agendas, **Person(s) Responsible:** Campus Leadership Team, Principal, teachers **Resources Needed:** Calendar with time built-in for campus PLCs. **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue meeting in campus and district level PLCs to provide instruction, coaching and feedback to teachers regarding high quality instructional materials.

Step 3 Details	Reviews
Action Step 3: Campus instructional leaders frequently review how teachers use, internalize and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. **Evidence Used to Determine Progress:** Walk-through forms, lesson plan feedback forms, campus PLC agendas **Person(s) Responsible:** Principal, Campus Leadership TEAM, teachers **Resources Needed:** walk through forms **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** We will continue meeting in campus PLCs to provide instruction, coaching and feedback to teachers regarding walk through forms, performing walk-throughs and using feedback from walkthroughs.

Step 4 Details	Reviews
Action Step 4: Develop a walk-through feedback form for Campus Leadership Team to utilize. Get feedback and responses from all stakeholders to ensure buy-in. **Evidence Used to Determine Progress:** Completed walk-through form; walk throughs by campus leadership team. **Person(s) Responsible:** Principal and Campus Leadership Team **Resources Needed:** Forms, team members, time dedicated to walk-throughs, meetings, and calibrations **Addresses an Identified Challenge:** Yes **Start Date:** September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** All stakeholders have worked to develop common walkthrough form and we will continue to utilize this process and make adjustments as needed.

Step 5 Details	Reviews
Action Step 5: Bi-Weekly campus PLC's will teach specific strategies to teachers, which will be observable in classroom walk-throughs. **Evidence Used to Determine Progress:** Campus Leadership Team walk-through forms will show increase of use of strategies. **Person(s) Responsible:** Teachers, CLT, principal **Resources Needed:** Forms, Books: "Instruction for All Students," time for meetings and walk-throughs **Addresses an Identified Challenge:** Yes **Start Date:** September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** Campus PLCs will continue to use "Instruction for All Students" to determine campus wide strategies to implement and these will be observed and discussed during staff and PLC meetings.

Step 6 Details	Reviews
Action Step 6: Lesson Plan Feedback **Evidence Used to Determine Progress:** Lesson Plan Feedback Form will demonstrate increasing utilization of feedback by teachers which will increase the scores of the District weekly walk-through data. **Person(s) Responsible:** Principal, teachers **Resources Needed:** Lesson Plan feedback form **Addresses an Identified Challenge:** Yes **Start Date:** September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue to utilize the lesson plan feedback form in order to ensure that all teachers are aware and understand the lesson feedback process of support, revision, implementation, and reflection.

Step 7 Details	Reviews
Action Step 7: Book Study of "Instruction for All" and "Get Better Faster" **Evidence Used to Determine Progress:** By November 30, 2021, 100% of teachers will be implementing at least 1 new classroom procedure/new strategy, as evidenced on walkthrough forms. **Person(s) Responsible:** Campus Leadership Team, teachers, principal **Resources Needed:** Book: "Instruction for All Students" by Paula Rutherford; Time dedicated to book study during bi-weekly PLC and faculty meetings. **Addresses an Identified Challenge:** Yes **Start Date:** August 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Significant Progress **Necessary Adjustments/Next Steps:** We will continue book study of "Instruction for All" and will begin "Get Better Faster" during campus staff and PLC meetings

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: One challenge might be that teachers are unfamiliar with other staff members doing walk-throughs of their classrooms and may have concerns or questions about this activity.

What specific action steps address these challenges?: Action Step 1: teachers will provide feedback and aid in the development of the walk-through rubric
Action Step 2: during bi-weekly PLC meetings, teachers will learn and study the specific strategies and procedures which will be observed during walk-throughs.

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus does not have a systemic protocol to effectively analyze student progress and mastery. There was no evidence of a consistent planning process or focus on planning corrective instruction based on formative data.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus Instructional Leadership team will seek the support of central office staff to aid in the dis aggregation and analysis of student data to determine areas in need of improvement for the 2021-2022 school year, through weekly and bi-weekly campus and district PLC meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will provide a concise explanation, that clarifies each priority, throughout each phase of the process through our TIP, Parent Engagement meetings, social media and newsletters.
To ensure we have stakeholder buy-in we will be transparent, make sure they understand their role within the priority, seek feedback, communicate progress, and remain consistent.

Desired Annual Outcome: By the end of 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 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 Feb. 28, 2022, 50% of all EOC teachers will have lead a data teams PLC.

District Actions: 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.

Did you achieve your 90 day outcome?: No

Why or why not?: New teachers were not ready to lead a data teams PLC. However, 100% have participated in the process and will be ready to lead a PLC by end of Cycle 3.

Step 1 Details	Reviews
Action Step 1: Assessment calendars include windows for data analysis **Evidence Used to Determine Progress:** Calendars **Person(s) Responsible:** District, Principal **Resources Needed:** None **Addresses an Identified Challenge:** Yes **Start Date:** August 16, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** This campus uses assessment calendars, data from Texas Assessment, Eduphoria, and other district provided data to analyze and make instructional decisions based on these findings.

Step 2 Details	Reviews
Action Step 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions **Evidence Used to Determine Progress:** Calendar of meetings; agenda and notes from PLC data meetings **Person(s) Responsible:** Principal, teachers **Resources Needed:** None **Addresses an Identified Challenge:** Yes **Start Date:** September 27, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022 **Funding Sources:** SIG - 6200-Professional and contracted services - $10,625	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** After all state assessments, interim testing, district provided common assessments, and Renaissance testing, the campus reviews data to determine next steps, including interventions and tutorials.

Step 3 Details	Reviews
Action Step 3: Coaching and support of teachers is informed by data **Evidence Used to Determine Progress:** PLC Agendas and notes, assessment results (District CBAs, weekly assessments, STAAR interim and STAAR assessments) **Person(s) Responsible:** Principal, teachers **Resources Needed:** data from assessment results **Addresses an Identified Challenge:** Yes **Start Date:** September 20, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** Campus PLCs will continue to meet to discuss data findings and to determine next steps to take (interventions, tutorials, Saturday school) in order to increase students achievement.

Step 4 Details	Reviews
Action Step 4: By November 30, 2021, 75% of teachers will post weekly Common Assessment data in classrooms using bar, scatter, dot or other charts to display student progress on these weekly assessments. **Evidence Used to Determine Progress:** Evidence will be gathered by principal on weekly walkthroughs and documented on walkthrough feedback. **Person(s) Responsible:** Teachers and Principal **Resources Needed:** Dry erase markers, white boards, Common Assessments **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** District-provided common assessment data is posted in every STAAR tested subject area and updated weekly so that all stakeholders (teachers, students, staff) are aware of the progress and needs of all students.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Ensuring that PLC time is focused on data activities. Convincing new teachers that analyzing student data is a valuable and worthwhile task. It is difficult to have "teams" of 1 core teacher, especially when the staff is new and lacks experience in this area.

What specific action steps address these challenges?: Action Step 1: Time focused on data activities

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: Planning for Implementation

Rationale: Since most of my teachers are new, daily use of high-quality instructional materials which are aligned to interim and formative assessments will increase student performance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? To build capacity, I will work with our District partner, Texas Tech University, to implement, monitor and adjust the district provided standards-aligned guaranteed and viable curriculum and scope and sequence; and implement and monitor assessments aligned to the standards and the expected level of rigor; and to follow the district's annual academic calendar which includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection. Following these actions, I 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.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will be informed of our priorities in annual convocation professional development at the beginning of the school year. The focus on effective classroom and instructional strategies will be revisited at our bi-weekly campus PLC meetings and faculty meetings. Community and families will learn about our focus at our Open House event in August and continuing updates at parent and community events throughout the school year. Our students will learn about our focus through excellent teaching and our motto of: EMPOWERING ALL STUDENTS TO GRADUATE, PREPARED TO EXCEED ALL EXPECTATIONS! In addition, we will continue to inform our families and community about our campus through social media posts on Facebook. In addition, we will create buy in by frequently gathering opinions and feedback from surveys, which we will act on to make changes to ensure we are meeting the needs of our students and community.

Desired Annual Outcome: By May 2022, 100% of campus teachers will be utilizing high quality instructional materials with fidelity which 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 May 31, 2022, 100% of teachers will be utilizing high quality instructional materials, and using data from PLC meetings to adjust and drive daily instruction.

District Actions: The District/DIC will support the campus in the following ways:
1. The District will provide a standards based/aligned curriculum with scope and sequence
2. Providing rigorous assessments aligned to curriculum
3. Providing an assessment calendar which provides time for data analysis and dis-aggregation and staff development on data reflection.
 4. By providing feedback on the Walkthrough form being used by the Campus Leadership Team to observe teachers.
5. Additionally, the DIC will engage in co-
observations and calibrations alongside the leadership team and help coach the principal to further calibrate the leadership team when necessary.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

Step 1 Details	**Reviews**
Action Step 1: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. **Evidence Used to Determine Progress:** Lesson Plan Feedback form, walk through (campus and district) forms, campus PLC agendas **Person(s) Responsible:** Principal, campus leadership team, teachers **Resources Needed:** District-provided common assessments, teacher-created formative and summative assessments, **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** May 27, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	**Reviews**
Action Step 2: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. **Evidence Used to Determine Progress:** Walk-through forms, Campus PLC agendas, **Person(s) Responsible:** Campus Leadership Team, Principal, teachers **Resources Needed:** Calendar with time built-in for campus PLCs. **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** May 27, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Develop a walk-through feedback form for Campus Leadership Team to utilize. Get feedback and responses from all stakeholders to ensure buy-in. **Evidence Used to Determine Progress:** Completed walk-through form; walk throughs by campus leadership team. **Person(s) Responsible:** Principal and Campus Leadership Team **Resources Needed:** Forms, team members, time dedicated to walk-throughs, meetings, and calibrations **Addresses an Identified Challenge:** Yes **Start Date:** September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** May 27, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews
Action Step 4: Bi-Weekly campus PLC's will teach specific strategies to teachers, which will be observable in classroom walk-throughs. **Evidence Used to Determine Progress:** Campus Leadership Team walk-through forms will show increase of use of strategies. **Person(s) Responsible:** Teachers, CLT, principal **Resources Needed:** Forms, Books: "Instruction for All Students," time for meetings and walk-throughs **Addresses an Identified Challenge:** Yes **Start Date:** September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** May 27, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 5 Details	Reviews
Action Step 5: Lesson Plan Feedback **Evidence Used to Determine Progress:** Lesson Plan Feedback Form will demonstrate increasing utilization of feedback by teachers which will increase the scores of the District weekly walk-through data. **Person(s) Responsible:** Principal, teachers **Resources Needed:** Lesson Plan feedback form **Addresses an Identified Challenge:** Yes **Start Date:** September 24, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** May 27, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 6 Details	Reviews
Action Step 6: Book Study of "Instruction for All" and "Get Better Faster"	**Progress toward Action Steps:**
Evidence Used to Determine Progress: By November 30, 2021, 100% of teachers will be implementing at least 1 new classroom procedure/new strategy, as evidenced on walkthrough forms.	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Campus Leadership Team, teachers, principal	
Resources Needed: Book: "Instruction for All Students" by Paula Rutherford; Time dedicated to book study during bi-weekly PLC and faculty meetings.	
Addresses an Identified Challenge: Yes	
Start Date: August 12, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** May 27, 2022	

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: As the school year progresses and everyone becomes more "busy" many events and activities may arise. It will be important to continue to implement the plan and ensure that we continue to use the processes we have put in place to ensure student achievement.

What specific action steps address these challenges?: Action Steps 2 and 3: Walkthrough forms and expectations for weekly walkthroughs will help to ensure that we continue to utilize the processes we have put in place to improve student achievement.

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Rationale: The campus does not have a systemic protocol to effectively analyze student progress and mastery. There was no evidence of a consistent planning process or focus on planning corrective instruction based on formative data.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus Instructional Leadership team will seek the support of central office staff to aid in the dis aggregation and analysis of student data to determine areas in need of improvement for the 2021-2022 school year, through weekly and bi-weekly campus and district PLC meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will provide a concise explanation, that clarifies each priority, throughout each phase of the process through our TIP, Parent Engagement meetings, social media and newsletters.
To ensure we have stakeholder buy-in we will be transparent, make sure they understand their role within the priority, seek feedback, communicate progress, and remain consistent.

Desired Annual Outcome: By the end of 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 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 May 31, 2022, 100% of teachers will be proficient in utilizing student test data to inform and drive daily instruction/intervention which will be measured by use of data in lesson plans and increase in EOC scores.

District Actions: 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.

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

Step 1 Details	Reviews

Action Step 1: Assessment calendars include windows for data analysis
    Evidence Used to Determine Progress: Calendars
    Person(s) Responsible: District, Principal
    Resources Needed: None
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 16, 2021 - **Frequency:** Ongoing - **Evidence Collection Date:** May 27, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions
 	
    Evidence Used to Determine Progress: Calendar of meetings; agenda and notes from PLC data meetings
 	
    Person(s) Responsible: Principal, teachers
 	
    Resources Needed: None
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 27, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** May 27, 2022
 	
    Funding Sources: SIG - 6200-Professional and contracted services - $10,625
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: By November 30, 2021, 75% of teachers will post weekly Common Assessment data in classrooms using bar, scatter, dot or other charts to display student progress on these weekly assessments.
 	
    Evidence Used to Determine Progress: Evidence will be gathered by principal on weekly walkthroughs and documented on walkthrough feedback.
 	
    Person(s) Responsible: Teachers and Principal
 	
    Resources Needed: Dry erase markers, white boards, Common Assessments
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2021 - **Frequency:** Weekly - **Evidence Collection Date:** May 27, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Finding dedicated time to devote to bi-weekly campus PLCs and meetings will be a challenge due to many testing and other campus activities. It will be important to use calendars and to stick to schedules to ensure that these meetings are a priority.

What specific action steps address these challenges?: Action Step 2 will address these challenges by providing calendar and email reminders of upcoming meetings will ensure that Action step 3 is met and student outcomes are achieved.

Cycle 4 - (Jun – Aug)

1. Essential Action 5.3: Data-driven instruction.

Rationale: The campus does not have a systemic protocol to effectively analyze student progress and mastery. There was no evidence of a consistent planning process or focus on planning corrective instruction based on formative data.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will use CANVAS assessments, district assessments, informal checks for understanding, Edgenuity dashboard, TAMS data, Eduphoria, Renaissance, and grade book to determine data-driven instruction. In addition, TEKS resources, backwards design and instructional focus documents will be used to review student misconceptions and historical student data trends.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Bi-Weekly campus PLC meetings will facilitate the process of data dis aggregation and analysis which will be shared with campus and district staff members. During bi-weekly campus PLC meetings, regular use of data will empower teachers to adjust and fine-tune instruction based on results from daily and weekly informal assessments.

Desired Annual Outcome: By the end of the 2021-2022 school year, campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.
Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery.
Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

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: None

District Actions: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

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**
1	1	2	Books for book study for teachers and staff		$525.24
				Sub-Total	$525.24
				Budgeted Budget Object Code Amount	$3,660.00
				+/- Difference	$3,134.76
				Grand Total Budgeted	$14,285.00
				Grand Total Spent	$21,775.24
				+/- Difference	-$7,490.24

Student Data

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2022 Accountability Goal Summative Goal	2022 Accountability Goal Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	37	34	73	Interim Assessment	42	39	Other	45	15	47	
		All	All	Reading	Meets	STAAR	12	15	73	Interim Assessment	13	25	Other	14	20	15	
		All	All	Reading	Masters	STAAR	1	1	73	Interim Assessment	2	5	Other	3	0	5	
		All	All	Mathematics	Approaches	STAAR	51	12	73	Released STAAR	55	16	Interim Assessment	58	25	61	
		All	All	Mathematics	Meets	STAAR	10	0	73	Released STAAR	12	2	Interim Assessment	13	4	15	
		All	All	Mathematics	Masters	STAAR	1	0	73	Released STAAR	2	2	Interim Assessment	3	0	5	
		All	All	Science	Approaches	STAAR	56	50	73	Interim Assessment	59	50	Other	63	43	66	
		All	All	Science	Meets	STAAR	14	1	73	Interim Assessment	15	4	Other	16	5	18	
		All	All	Science	Masters	STAAR	4	0	73	Interim Assessment	5	4	Other	6	0	8	
		11th	All	Social Studies	Approaches	STAAR	67	66	73	Released STAAR	68	50	Interim Assessment	69	42	70	
		11th	All	Social Studies	Meets	STAAR	27	10	73	Released STAAR	28	16	Interim Assessment	29	21	30	
		11th	All	Social Studies	Masters	STAAR	0	7	73	Released STAAR	3	3	Interim Assessment	4	6	5	
2. Domain 3	Focus 1 Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	5	23	73	Released STAAR	15	39	Interim Assessment	20	15	25	
	Focus 2 School Quality/College & Career Readiness	All	Econ Disadv	Mathematics	NA	STAAR	22	51	73	Released STAAR	27	16	Interim Assessment	32	25	40	

Addendums

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Domain 2B Goal

STAAR 2019 DATA	STAAR 2021 DATA	STAAR 2022 GOAL
DOMAIN 2B COMPONENT SCORE: 36 ECO DIS: 76.2%	DOMAIN 2B COMPONENT SCORE: N/A ECO DIS: 68.3%	DOMAIN 2B COMPONENT SCORE: 36 ECO DIS: 76%

- First we looked at the 2019 Domain 2B score which was 36 and the ECO Dis was 76.2%
- Then we looked at the 2021 Domain 2B score (N/A) and ECO DIS was 68%
- We made a prediction that our ECO DIS would be 76%
- We set our component score goal of 36

Domain 1 Goal

RMA Corpus Christi

2019 STAAR Data	2021 STAAR Data	2022 STARR Goal
Domain 1 Component Score: 22 Approaches: 49 Meets: 14 Masters: 2	Domain 1 Component Score: 18 Approaches: Meets: Masters:	Domain 1 Component Score: 30 Approaches: 57 Meets: 22 Masters: 10

- The 2019 Domain component score was 22
- Campus Leadership Team worked together to set an ambitious, yet achievable due to the interventions and actions we will put in place in this improvement plan.
- **Our campus goal for 2022 is: 30**

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Domain 3 Goal

2019 STAAR Data	2021 STAAR Data	2022 STAAR GOAL	Rationale
Domain 3: Closing the Gaps Component score: 0	Domain 3: Closing the Gaps Component score: N/A	Domain 3: Closing the Gaps Component score: 15	If we prioritize achieving our targets for Academic Achievement for our Hispanic and ECO DIS student groups, we will achieve our goal. Focusing on this goal will help us to increase our campus performance.

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Domain 3 Goal

2019 STAAR Data	2021 STAAR Data	2022 STAAR GOAL	Rationale
Domain 3: Closing the Gaps Component score: 0	Domain 3: Closing the Gaps Component score: N/A	Domain 3: Closing the Gaps Component score: 15	If we prioritize achieving our targets for Academic Achievement for our Hispanic and ECO DIS student groups, we will achieve our goal. Focusing on this goal will help us to increase our campus performance.