

**Richard Milburn Academy**  
**RMA Amarillo - TIP**  
**2021-2022 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Armard Anderson  
Dr. Uneeda Givens

**Principal:** Ruth Davis  
**ESC Case Manager:** Cassie Swan  
**ESC Region:** 16

# 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:** Dawaylla Howard

## 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:** Ruth Davis

# Table of Contents

- Data Analysis 4
  - Domain 1 4
  - Domain 2A or 2B 4
  - Domain 3 5
  - Subject Areas and Student Groups 6
  - CCMR 7
  - Federal Graduation Rate 8
- Essential Actions 8
  - Cycles 1-3 9
  - Cycle 4 9
- Cycles 9
  - Cycle 1 - (Sept – Nov) 10
  - Cycle 2 - (Dec – Feb) 15
  - Cycle 3 - (Mar – May) 21
  - Cycle 4 - (Jun – Aug) 27
- Campus Grant Funding Summary 28
- Student Data 30
- Addendums 30

# Data Analysis

## Domain 1

### What accountability goal has your campus set for this year?

For the 2021-22 school year, Richard Milburn Academy Amarillo will increase our Domain I STAAR Performance Component Score from a 20 to a 22 by increasing the percent passing of all tests. We will do this by achieving the following results on STAAR testing:

Approaches = 41% to 43%

Meets = 18% to 20%

Masters = 2% to 4%

### CCMR

CCMR = 39% to 40%

### Graduation

Graduation Rate = 65% to 70%

We aim to recover the loss of learning from the past year and believe this goal is feasible and ambitious. Gains in student achievement on STAAR will lead to higher results in student success and closing gaps. We will focus on tutoring supports for our students that did not pass STAAR to support in this area. Our focus on DDI will also help us prioritize which standards/students to address and address to improve student learning.

Increase CCMR opportunities through MOU.

## Domain 2A or 2B

**What accountability goal has your campus set for this year?**

As an AEA campus, we will be monitoring growth in our first-time testers and re-testers while offering them supporting success strategies.

## Domain 3

### What accountability goal has your campus set for this year?

Our target student groups in RLA are Hispanic, white, and economically disadvantaged. We need to ensure we are using DDI and differentiating to meet the needs of these populations. Focusing on these student groups will support our accountability scores across the board, but particularly in domain 3 since many of the targets were missed. In math, we will target all students group which will increase the results in other categories.

If we meet our target in RLA for our Hispanic, white, and economically disadvantaged it would increase our number of targets met from 0 out of 5 to 3 out of 5. Overall, this would give us 3 out of 7 targets met this year instead of 0 out of 7 from 2020-2021.

RLA Hispanic- 10% to 37%

RLA White- 30% to 60%

RLA Eco-Dis- 18% to 33%

Domain 3 will also focus on increasing our graduation rate and CCMR targets. Richard Milburn has set a target graduation rate of 40% for the 2021-2022 year, increasing from 34%. CCMR will hit one target (increasing from zero).

## 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?**

Across the board, our students struggled with RLA and Math achievement. We need to prioritize these focus areas to support our students in making up the learning loss from last year. Prioritizing RLA and Math achievement will improve our overall student performance data for the current school year. We will ensure our practices in RLA and Math are in place and consistent, and that we are using in-class interventions, bi-weekly assessments, and HB 4545 additional tutoring to support our students who did not pass STAAR RLA exams last year. By targeting these areas for student performance, student achievement increases in domain 1 and domain 3. We have set goals that are attainable but also set high expectations for all students at Richard Milburn Academy.

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

Our target student groups in RLA are Hispanic, white, and economically disadvantaged. We need to ensure we are using DDI and differentiating to meet the needs of these populations. Focusing on these student groups will support our accountability scores across the board, but particularly in domain 3 since many of the targets were missed. By increasing each of these target groups, we impact our overall domain 1 targets and increase student achievement.

## **CCMR**

### **What goals has your campus set for CCMR?**

In the 2020 report, RMA Amarillo met no targets in school quality targets. Our goal is to achieve 1 target for 2021-2022. RMA Amarillo will increase student CCMR opportunities through the following:

Texas College Bridge

MOU with Amarillo College (dual credit)

TSI, ACT, SAT increased participation

CTE certifications

## **Federal Graduation Rate**

### **What goals has your campus set for Federal Graduation Rate?**

For the 2021-22 school year, the Richard Milburn Academy Amarillo has set a goal of 40% graduation rate which is an increase from 34% from the previous year. Rigorous tracking of at-risk students through the Student Community Program.



# Essential Actions

## Cycles 1-3

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

**Implementation Level: Planning for Implementation**

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

**Implementation Level: Planning for Implementation**

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

**Implementation Level: Planning for Implementation**

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

**Implementation Level: Beginning Implementation**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Planning for Implementation**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Planning for 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?:** In reflection of student data, we met our goal in reading meets and masters, science meets, social studies approaches and meets. We did not meet our data goals in math. We have had teacher turnover during Cycle 1 which has created gaps in teaching and learning of our instructional staff. Further review of the reading data shows that for English I, we were at 19% (Approaches), 13% (Meets), and 4% (Masters). Our English II results were 18% (Approaches), 12% (Meets), and 0% (Masters). We did not meet our Domain 3 goals for our Hispanic, white, and EcoDis students. Our graduation rate is lagging because we don't have any graduates yet, but we are on track to meet our goal for the end of the Cycle 3.

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

**Implementation Level:** Planning for Implementation

**Rationale:** Richard Milburn Academy Amarillo has a new administrative team and new staff. There is a lack of clearly defined processes for the campus. Providing all stakeholders with clearly defined administrative roles and responsibilities will boost teacher effectiveness and student achievement by ensuring consistent and clearly written protocols. We want to establish systems and a culture of professional growth to drive student success.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** By partnering with the ESC 16, the principal and staff will be trained and coached on best practices and develop written roles and responsibilities to lead her staff with clarity. Weekly scheduled meetings for all staff will communicate clear expectations. The administration will establish clear performance expectations for the teachers using district provided materials. Teachers will meet in both campus and district PLCs and professional developments to further enhance and clarify responsibilities.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** RMA Amarillo will conduct weekly required staff meetings to communicate student learning priorities and ensure all staff understand each role and responsibility at the campus. Administration will distribute information through emails, the employee handbook, and calendars available through SharePoint about performance expectations and student growth. By creating clear communication systems, staff will know what is expected of everyone and have clarity about roles and responsibilities. Communication will be shared with students and parents around clear campus expectations of student outcomes.

**Desired Annual Outcome:** By May 2022, the campus administration team will have improved clarity around all leadership and campus roles and responsibilities to increase strong school leadership to in turn increase overall student achievement. This will be evidenced by clear, written, measurable job responsibilities, clear and consistent protocols are utilized to lead PLCs, and campus teams meet once a week to focus on student data.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.

**Desired 90-day Outcome:** By November 2021, the campus administration team will communicate all leadership roles and responsibilities through clear, written, and measurable job responsibilities for all staff. Clear and consistent protocols will be established and utilized in 60% of PLCs. Campus teams will focus on student data each week working toward a set goal for each student. Campus leadership will seek out at least 1 professional development to address an area of weakness or a goal found in the analysis of the job description. A time management checklist will be implemented and reviewed during scheduled meetings for campus leadership.

**District Actions:** If the district provides the campus with clear roles and responsibilities, staff job descriptions, and time for professional learning, then instructional staff will have clarity in their role and be able to increase student achievement through structured PLCs and tracking of student data towards a goal.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** We met our goal by establishing clear and consistent protocols by the development of a district-wide PLC template that was utilized in at least 60% of PLCs. Campus PLCs are led on alternating weeks by District Academic Director and Campus Leadership Team. Campus Administration attended Charter School Success conference which included sessions on Instructional Leadership and Professional Learning Communities. A time management system was implemented and is reviewed weekly during Campus Leadership Meetings. Clearly written roles and responsibilities were shared with staff.

| Step 1 Details  | Reviews   |
|---|---|
| <p><b>Action Step 1:</b> Revise and distribute written roles and responsibilities, job descriptions, organizational charts, and TTESS rubrics to all staff.</p> <p><b>Evidence Used to Determine Progress:</b> Revised job descriptions, meeting agenda and sign in sheet.</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> District developed documents that describe roles and responsibilities.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 16, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p> <p><b>Funding Sources:</b> SIG - 6400-Other operating costs - \$3,660</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> At least once during Cycle 2, the principal will meet with District Instructional Coordinator and District Academic Director to review and adjust the roles and responsibilities as needed.</p> |
| Step 2 Details  | Reviews   |
| <p><b>Action Step 2:</b> Create a Time Management and Audit plan to measure efficiency and effectiveness for the instructional leadership team. (Duty Roster)</p> <p><b>Evidence Used to Determine Progress:</b> Time Clock Records<br/>Campus Walks by Principal using duty roster</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Time Clock Records<br/>Duty Roster</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 16, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>   | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Instructional Leadership Team meetings will move to bi-weekly with a review of time management and audit plan as necessary.</p>   |

| Step 3 Details  | Reviews  |
|---|--|
| <p><b>Action Step 3:</b> Leadership and staff will work with Region 16 ESC to attend professional development to address goals related to job description and campus instructional needs.</p> <p><b>Evidence Used to Determine Progress:</b> Training certificate, job description</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Time, professional development, partnering with ESC 16</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 16, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Continue to seek out professional development to address goals related to the principal job description and campus instructional needs.</p>  |
| Step 4 Details  | Reviews  |
| <p><b>Action Step 4:</b> Clear and consistent protocols through the use of district PLC form will be used during 60% PLC time to track student growth.</p> <p><b>Evidence Used to Determine Progress:</b> Completed PLC form, tracking of increased student progress</p> <p><b>Person(s) Responsible:</b> Campus leadership, staff</p> <p><b>Resources Needed:</b> District PLC Form, data</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 16, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>                               | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> We met our goal by establishing clear and consistent protocols by the development of a district-wide PLC template and will move to at least 75% of PLC time will utilize the protocol.</p> |

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Leadership is unclear of roles and responsibilities due to other responsibilities on the campus. A lack of previous training to match current needs of job description

**What specific action steps address these challenges?:** The district providing opportunities for ongoing support and coaching of the campus leader, then the principal will have the tools to support teachers and student outcomes. Action steps 2 and 3 address the challenge by providing ongoing support and coaching to provide the principal with tools needed to support teachers and improve student outcomes.

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** To increase student academic success, RMA Amarillo will utilize student data to drive instruction. Assessment data will guide teachers in areas for acceleration or reteach. Data driven instruction will be a focus area for the district and the campus during the 2021-22 school year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** RMA Amarillo will use data and district resources (Edgenuity, Canvas, Coach Digital, TEKS resources, TAMS, etc.) to guide instructional planning, track progress and capture trends. Teachers will meet weekly with administration to analyze data and develop instructional plans. By partnering with the ESC 16, the principal will be coached on best practices for data meetings at the campus. Campus staff will have training opportunities to support classroom instruction that is data driven to better support students towards academic success. Students will understand where they are currently and track data towards increased performance on STAAR and towards graduation.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus leadership team will communicate how to focus on data-driven instruction through PLCs, professional development, and individual targeted conferences. Administration will create buy-in through coaching teachers with data discussions with authentic conversations. Students will track their progress towards individual goals. The campus will communicate with parents and other stakeholders the overall academic and graduation goals for students who attend RMA Amarillo.

**Desired Annual Outcome:** By the end of the 2021-22 school year, 90% of instructional staff will be able to track, discuss and monitor student data to identify areas where students need intervention and reteach, and set measurable goals to lead to increased student performance in STAAR and graduation data. Staff will have attended training and implement learning strategies from training to increase student outcomes. By tracking student growth and progress towards graduation, student data goals will be met. (Student data page)

**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, teachers will develop a student profile project overall Fall STAAR testing students. A data analysis tool will be introduced and a schedule for the bi-weekly assessments will be developed with 50% of instructional staff discussing and monitoring student progress. Campus leadership will attend training to support staff in data-driven instruction.

**District Actions:** If the district provides the campus with access to student academic, behavioral, and graduation data, and allows for opportunities for continuous training opportunities, then instructional staff will be able to lead student progress toward measurable goals.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** Counselors have met with all seniors, juniors and parents to go over the graduation plan. The data analysis tool has been introduced and bi-weekly assessments have been developed and scheduled. We met our goal of 50% of instructional staff discussing and monitoring student progress. Campus leadership attended Charter School Success for training in DDI.

| Step 1 Details  | Reviews  |
|---|--|
| <p><b>Action Step 1:</b> RMA faculty will administer district assessments to collect data to disaggregate for planning reteach during PLCs.</p> <p><b>Evidence Used to Determine Progress:</b> Renaissance reading and math data, grades, RTI data, STAAR results, Formative assessments and Bi-Weekly assessments</p> <p><b>Person(s) Responsible:</b> Teachers<br/>Principal</p> <p><b>Resources Needed:</b> District assessments, Eduphoria data collection</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 16, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> During Cycle 1, all faculty administered district assessments and disaggregated data for planning reteach. We have had staff turnover. A necessary adjustment is to provide training to new staff on collecting and disaggregating data for planning to reteach during PLCs.</p> |
| Step 2 Details  | Reviews  |
| <p><b>Action Step 2:</b> Students will track their progress towards approaches, meets, and masters.</p> <p><b>Evidence Used to Determine Progress:</b> Student data tracker</p> <p><b>Person(s) Responsible:</b> Students, Teachers, Staff, Principal</p> <p><b>Resources Needed:</b> Lead4ward data tracker</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 16, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>   | <p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Students meet with the counselor to see their progress towards graduation, but are not yet tracking approaches, meets and masters levels.</p>   |
| Step 3 Details  | Reviews  |
| <p><b>Action Step 3:</b> Teachers will attend PLC meetings to analyze data to use in driving instructional decisions utilizing the district PLC forms.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agendas and data dis-aggregation, Reteaching plans, District PLC form</p> <p><b>Person(s) Responsible:</b> All staff</p> <p><b>Resources Needed:</b> Data from district assessments</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 16, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>  | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> During Cycle 1, all teachers analyzed data to drive instructional decisions utilizing the district PLC forms. We have had teacher turnover. New staff members will need training on the district PLC forms and using DDI.</p>  |

| Step 4 Details   | Reviews  |
|--|--|
| <p><b>Action Step 4:</b> The data analysis tool and a bi-weekly assessment calendar will be developed with 50% of instructional staff implementing assessments and data tool.</p> <p><b>Evidence Used to Determine Progress:</b> Data analysis tool, assessment calendar</p> <p><b>Person(s) Responsible:</b> Principal, staff</p> <p><b>Resources Needed:</b> Time to develop and implement</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 6, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> We are using the data analysis tool and an assessment calendar. Staff/Teacher turnover has created a barrier that has limited progress towards this action. New staff members will need training on the using assessment data and the data tool.</p> |

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Lack of focus on or clear understanding of campus data in weekly PLC meeting. Staff not understanding the importance of tracking the right data to increase student performance. Lack of time for administration to complete desired outcomes.

**What specific action steps address these challenges?:** Action step 3. Providing staff with the district PLC form, clarity in tracking the right student data, time to analyze data with leadership support, time to attend professional development, and time management tool for campus administration will address the challenges during this cycle.

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:** We did not achieve our student performance data goals. After thoughtful consideration, the campus opted not to adjust summative data goals because they are based on reaching STAAR targets. Goals have been adjusted based on students who were enrolled on snapshot day.

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

**Implementation Level:** Planning for Implementation

**Rationale:** Richard Milburn Academy Amarillo has a new administrative team and new staff. There is a lack of clearly defined processes for the campus. Providing all stakeholders with clearly defined administrative roles and responsibilities will boost teacher effectiveness and student achievement by ensuring consistent and clearly written protocols. We want to establish systems and a culture of professional growth to drive student success.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** By partnering with the ESC 16, the principal and staff will be trained and coached on best practices and develop written roles and responsibilities to lead her staff with clarity. Weekly scheduled meetings for all staff will communicate clear expectations. The administration will establish clear performance expectations for the teachers using district provided materials. Teachers will meet in both campus and district PLCs and professional developments to further enhance and clarify responsibilities.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** RMA Amarillo will conduct weekly required staff meetings to communicate student learning priorities and ensure all staff understand each role and responsibility at the campus. Administration will distribute information through emails, the employee handbook, and calendars available through SharePoint about performance expectations and student growth. By creating clear communication systems, staff will know what is expected of everyone and have clarity about roles and responsibilities. Communication will be shared with students and parents around clear campus expectations of student outcomes.

**Desired Annual Outcome:** By May 2022, the campus administration team will have improved clarity around all leadership and campus roles and responsibilities to increase strong school leadership to in turn increase overall student achievement. This will be evidenced by clear, written, measurable job responsibilities, clear and consistent protocols are utilized to lead PLCs, and campus teams meet once a week to focus on student data.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.

**Desired 90-day Outcome:** The campus administration team will continue to monitor implementation of defined roles and responsibilities. By the end of February 2022, clear and consistent protocols will be continued and utilized in 75% of PLCs. Campus teams will continue to focus on student data every other week working toward a set goal for each senior with at least 50% of students setting a goal. During cycle 2, campus leadership will implement learning from at least 1 professional development to address an area of weakness or a goal found in the analysis of their job description that will increase student outcomes. A time management checklist will be utilized and reviewed during scheduled meetings for campus leadership.

**District Actions:** If the district continues to provide training, revision of roles and responsibilities, and ongoing coaching to support instructional leadership and ensures that principals have the necessary tools and conditions for school success, then RMA Amarillo administration team will be able to continue implementation of a focused plan for improvement.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** We continued to monitor the implementation of defined roles and responsibilities through out the cycle. Clear and consistent protocols were used in at least 75% of PLCs. Campus teams focused on student data, specifically for all seniors. The campus leadership has implemented learning from PBIS with staff as well as learning from the charter school conference in December. A time management checklist was utilized and reviewed throughout the cycle.



| Step 1 Details  | Reviews   |
|---|---|
| <p><b>Action Step 1:</b> The principal will meet with the District Instructional Coordinator and Campus Administrative Team at least once during Cycle 2 to review and revise the roles and responsibilities as needed.</p> <p><b>Evidence Used to Determine Progress:</b> Revised job descriptions, meeting agenda and sign in sheet.</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> District developed documents that describe roles and responsibilities.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>  | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This will be reviewed during Cycle 3 along with review for any adjustments moving into the next school year.</p>        |
| Step 2 Details  | Reviews   |
| <p><b>Action Step 2:</b> The Instructional Leadership Team will meet bi-weekly to review and revise the time management and audit plans as needed.</p> <p><b>Evidence Used to Determine Progress:</b> Time Clock Records<br/>Campus Walks by Principal using duty roster</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Time Clock Records<br/>Duty Roster</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>  | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This is an ongoing action step to continue to build capacity.</p>   |
| Step 3 Details  | Reviews   |
| <p><b>Action Step 3:</b> Leadership and staff will continue to seek out additional professional development to address goals related to job responsibilities and campus instructional needs especially for new staff.</p> <p><b>Evidence Used to Determine Progress:</b> Training certificate, job description</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Time, professional development, partnering with ESC 16</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p> <p><b>Funding Sources:</b> SIG - 6200-Professional and contracted services - \$10,625</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> We will continue to seek targeted professional development but moving into cycle 3, we will utilize goals in TTESS.</p> |

| Step 4 Details  | Reviews  |
|---|--|
| <p><b>Action Step 4:</b> PLC teams will use the district PLC form at least 75% of the time to track student growth. New staff members will receive training on how to use the district form to increase student outcomes.</p> <p><b>Evidence Used to Determine Progress:</b> Completed PLC form, tracking of increased student progress; documentation of training for new staff</p> <p><b>Person(s) Responsible:</b> Campus leadership, staff</p> <p><b>Resources Needed:</b> District PLC Form, data, time for training</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> February 28, 2022</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This will be an ongoing action step to continue to build capacity.</p> |
| Step 5 Details  | Reviews  |
| <p><b>Action Step 5:</b> Campus leadership will attend the Texas Tech University (TTU)/RMA partnership training for professional development in leading PLC and analyzing assessment data.</p> <p><b>Evidence Used to Determine Progress:</b> Training certificates</p> <p><b>Person(s) Responsible:</b> Campus administration</p> <p><b>Resources Needed:</b> Time, professional development</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>   | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This will be an ongoing action step.</p>                               |

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** We have had 40% turnover in our staff. When we add new teachers, they lack training with instructional strategies and how to follow our PLC process.

**What specific action steps address these challenges?:** Our goal is to train each new staff to make sure we fill in any gaps from their late start to the school year with sound instructional strategies and our PLC process. (Action Steps 3 and 4)

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** To increase student academic success, RMA Amarillo will utilize student data to drive instruction. Assessment data will guide teachers in areas for acceleration or reteach. Data driven instruction will be a focus area for the district and the campus during the 2021-22 school year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** RMA Amarillo will use data and district resources (Edgenuity, Canvas, Coach Digital, TEKS resources, TAMS, etc.) to guide instructional planning, track progress and capture trends. Teachers will meet weekly with administration to analyze data and develop instructional plans. By partnering with the ESC 16, the principal will be coached on best practices for data meetings at the campus. Campus staff will have training opportunities to support classroom instruction that is data driven to better support students towards academic success. Students will understand where they are currently and track data towards increased performance on STAAR and towards graduation.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus leadership team will communicate how to focus on data-driven instruction through PLCs, professional development, and individual targeted conferences. Administration will create buy-in through coaching teachers with data discussions with authentic conversations. Students will track their progress towards individual goals. The campus will communicate with parents and other stakeholders the overall academic and graduation goals for students who attend RMA Amarillo.

**Desired Annual Outcome:** By the end of the 2021-22 school year, 90% of instructional staff will be able to track, discuss and monitor student data to identify areas where students need intervention and reteach, and set measurable goals to lead to increased student performance in STAAR and graduation data. Staff will have attended training and implement learning strategies from training to increase student outcomes. By tracking student growth and progress towards graduation, student data goals will be met. (Student data page)

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

**Desired 90-day Outcome:** By the end of February 2022, the counselor will meet with junior and senior students who are close to graduating to review individual graduation plans. The data analysis tool will be utilized to track student growth and plan reteach by 75% of instructional staff. Campus leadership will train all staff in the use of data to drive instruction, especially focusing on providing training for new staff members.

**District Actions:** If the district continues to provide student academic, behavioral and graduation data, and training for new staff in data disaggregation, then instructional staff will be able to analyze the data, implement effective reteach and increase student learning outcomes.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** We met with all seniors and junior students close to graduating to review individual graduation plans. The data analysis tool has been utilized to track student growth and to meet the alignment with the newly implemented grading policy. All content staff has been trained to use data to drive instruction and how to specifically use the data for reteaching.

| Step 1 Details  | Reviews  |
|---|--|
| <p><b>Action Step 1:</b> RMA faculty will continue to administer district assessments to collect data to disaggregate for planning reteach during PLCs.</p> <p><b>Evidence Used to Determine Progress:</b> Renaissance reading and math data, grades, RTI data, STAAR results, Formative assessments and Bi-Weekly assessments</p> <p><b>Person(s) Responsible:</b> Teachers<br/>Principal</p> <p><b>Resources Needed:</b> District assessments, Eduphoria data collection,</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>                          | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This will be an on ongoing action step</p>                                       |
| Step 2 Details  | Reviews  |
| <p><b>Action Step 2:</b> Students will work with staff to track their progress towards graduation and credit completion.</p> <p><b>Evidence Used to Determine Progress:</b> Student data tracker</p> <p><b>Person(s) Responsible:</b> Students, Teachers, Staff, Principal, Counselor</p> <p><b>Resources Needed:</b> Lead4ward data tracker</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>  | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This will be ongoing as students make progress or as new students are added.</p> |
| Step 3 Details  | Reviews  |
| <p><b>Action Step 3:</b> Teachers will attend weekly PLC meetings to analyze data to use in driving instructional decisions utilizing the district PLC forms. PLC meetings will alternate between the campus and district administration every other week.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agendas and data dis-aggregation, Reteaching plans, District PLC form</p> <p><b>Person(s) Responsible:</b> All staff</p> <p><b>Resources Needed:</b> Data from district assessments</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Ongoing in cycle 3 to continue to align with new district grading policy.</p>    |

| Step 4 Details   | Reviews  |
|--|--|
| <p><b>Action Step 4:</b> The data analysis tool and a bi-weekly assessment calendar will be developed with 75% of instructional staff implementing assessments and the data tool.</p> <p><b>Evidence Used to Determine Progress:</b> Data analysis tool, assessment calendar</p> <p><b>Person(s) Responsible:</b> Principal, staff</p> <p><b>Resources Needed:</b> Eduphoria</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p>   | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This will be an on ongoing action step</p> |
| Step 5 Details   | Reviews  |
| <p><b>Action Step 5:</b> New teachers will receive training on collecting and disaggregating data for planning to reteach during PLC. In addition, new staff will receive training on using the district PLC forms as they analyze data.</p> <p><b>Evidence Used to Determine Progress:</b> Data analysis tool, assessment and training calendar, District PLC form</p> <p><b>Person(s) Responsible:</b> Principal, District Leadership</p> <p><b>Resources Needed:</b> District assessments, Eduphoria data collection, District PLC forms</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> February 28, 2022</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> This will be an on ongoing action step</p> |

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** We have had 40% teacher turn over since the start of the school year. New teachers do not have the training in DDI or effective reteaching strategies.

**What specific action steps address these challenges?:** In order to make sure our students are making progress, we want to make sure new teachers are trained in DDI and effective reteach strategies. (Action Steps 1 and 5)

### Cycle 3 - (Mar – May)

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

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

**Implementation Level:** Planning for Implementation

**Rationale:** Richard Milburn Academy Amarillo has a new administrative team and new staff. There is a lack of clearly defined processes for the campus. Providing all stakeholders with clearly defined administrative roles and responsibilities will boost teacher effectiveness and student achievement by ensuring consistent and clearly written protocols. We want to establish systems and a culture of professional growth to drive student success.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** By partnering with the ESC 16, the principal and staff will be trained and coached on best practices and develop written roles and responsibilities to lead her staff with clarity. Weekly scheduled meetings for all staff will communicate clear expectations. The administration will establish clear performance expectations for the teachers using district provided materials. Teachers will meet in both campus and district PLCs and professional developments to further enhance and clarify responsibilities.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** RMA Amarillo will conduct weekly required staff meetings to communicate student learning priorities and ensure all staff understand each role and responsibility at the campus. Administration will distribute information through emails, the employee handbook, and calendars available through SharePoint about performance expectations and student growth. By creating clear communication systems, staff will know what is expected of everyone and have clarity about roles and responsibilities. Communication will be shared with students and parents around clear campus expectations of student outcomes.

**Desired Annual Outcome:** By May 2022, the campus administration team will have improved clarity around all leadership and campus roles and responsibilities to increase strong school leadership to in turn increase overall student achievement. This will be evidenced by clear, written, measurable job responsibilities, clear and consistent protocols are utilized to lead PLCs, and campus teams meet once a week to focus on student data.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive training and ongoing coaching to support the implementation of instructional leadership, the district provides effective governance to support and promote student outcomes, and the district ensures that principals have the necessary conditions for school success then the campus will be able to develop campus instructional leaders with clear roles and responsibilities capable of developing a focused plan for improvement that is regularly monitored and improved upon.

**Desired 90-day Outcome:** The campus administration team will continue to monitor implementation of defined roles and responsibilities. By the end of May 2022, clear and consistent protocols will be continued and utilized in 85% of PLCs. Campus teams will continue to focus on student data each week working towards a set content area goal for senior and upper level junior to increase student achievement. During cycle 3, campus leadership will continue to implement learning from at least 1 professional development to address an area of weakness or an individualized TTESS goal. A time management checklist will be utilized for strategic planning weekly and reviewed during scheduled meetings for campus leadership.

**District Actions:** If the district continues to provide training, revision of roles and responsibilities, and ongoing coaching to support instructional leadership and ensures that principals have the necessary tools and conditions for school success, then RMA Amarillo administration team will be able to continue implementation of a focused plan for improvement.

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

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

| Step 1 Details  | Reviews   |
|---|---|
| <p><b>Action Step 1:</b> The principal will meet with the District Instructional Coordinator and Campus Administrative Team at the end of Cycle 3 during the principal round table to discuss any changes to roles and responsibilities for the upcoming school year.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting agenda and sign in sheet.</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> District developed documents that describe roles and responsibilities.</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2022</p>  | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 2 Details  | Reviews   |
| <p><b>Action Step 2:</b> The Instructional Leadership Team will continue to meet bi-weekly to review and revise the tracking of time management and audit plans as needed to allow for strategic and creative scheduling to be able to meet with PLCs.</p> <p><b>Evidence Used to Determine Progress:</b> Time Clock Records<br/>Campus Walks by Principal using duty roster<br/>Schedules for non-traditional PLC times</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Time Clock Records<br/>Duty Roster<br/>Audit Registrar</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 3 Details  | Reviews   |
| <p><b>Action Step 3:</b> Leadership and staff will continue to seek out additional professional development to address individual TTESS goals.</p> <p><b>Evidence Used to Determine Progress:</b> Training certificate, job description</p> <p><b>Person(s) Responsible:</b> Principal</p> <p><b>Resources Needed:</b> Time, professional development, partnering with ESC 16</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p> <p><b>Funding Sources:</b> SIG - 6200-Professional and contracted services - \$10,625</p>   | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

| Step 4 Details   | Reviews   |
|--|---|
| <p><b>Action Step 4:</b> PLC teams will use the district PLC form at least 85% of the time to track student growth. Content staff will meet every other week for PLC with district content staff and the opposite weeks with the principal and counselor to track student data.</p> <p><b>Evidence Used to Determine Progress:</b> Completed PLC form, tracking of increased student progress; documentation of training for new staff</p> <p><b>Person(s) Responsible:</b> Campus leadership, staff</p> <p><b>Resources Needed:</b> District PLC Form, data, time for training</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> May 27, 2022</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 5 Details   | Reviews   |
| <p><b>Action Step 5:</b> Campus leadership will continue to attend the Texas Tech University (TTU)/RMA partnership monthly training for professional development in leading PLC and analyzing assessment data.</p> <p><b>Evidence Used to Determine Progress:</b> Training certificates</p> <p><b>Person(s) Responsible:</b> Campus administration</p> <p><b>Resources Needed:</b> Time, professional development</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p>  | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** We have a very small staff and meeting as a PLC can be difficult because of scheduling, especially if someone is out.

**What specific action steps address these challenges?:** Action step 2 addressed the challenge. We will work to offer more flexible scheduling with PLC time. We could do PLC during a different time of day or afterschool when scheduling conflicts arise rather than missing the PLC time altogether.



## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** To increase student academic success, RMA Amarillo will utilize student data to drive instruction. Assessment data will guide teachers in areas for acceleration or reteach. Data driven instruction will be a focus area for the district and the campus during the 2021-22 school year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** RMA Amarillo will use data and district resources (Edgenuity, Canvas, Coach Digital, TEKS resources, TAMS, etc.) to guide instructional planning, track progress and capture trends. Teachers will meet weekly with administration to analyze data and develop instructional plans. By partnering with the ESC 16, the principal will be coached on best practices for data meetings at the campus. Campus staff will have training opportunities to support classroom instruction that is data driven to better support students towards academic success. Students will understand where they are currently and track data towards increased performance on STAAR and towards graduation.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus leadership team will communicate how to focus on data-driven instruction through PLCs, professional development, and individual targeted conferences. Administration will create buy-in through coaching teachers with data discussions with authentic conversations. Students will track their progress towards individual goals. The campus will communicate with parents and other stakeholders the overall academic and graduation goals for students who attend RMA Amarillo.

**Desired Annual Outcome:** By the end of the 2021-22 school year, 90% of instructional staff will be able to track, discuss and monitor student data to identify areas where students need intervention and reteach, and set measurable goals to lead to increased student performance in STAAR and graduation data. Staff will have attended training and implement learning strategies from training to increase student outcomes. By tracking student growth and progress towards graduation, student data goals will be met. (Student data page)

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

**Desired 90-day Outcome:** By the end of May 2022, teachers will have a student profile for junior and senior students and update it after every comprehensive assessment. The data analysis tool will be utilized to track and monitor student growth towards mastery by 100% of core content staff responsible for EOC. Schedule bi-weekly meetings with all teachers will review student work and formative data to plan for reteach and interventions based on weekly assessments. Campus staff will implement learning strategies to support students in the classroom improve their learning targets.

**District Actions:** If the district continues to provide student academic, behavioral and graduation data, and training for new staff in data disaggregation, then instructional staff will be able to analyze the data, implement effective reteach and increase student learning outcomes.

**Did you achieve your 90 day outcome?:** None

**Why or why not?:** None

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

| Step 1 Details   | Reviews   |
|--|---|
| <p><b>Action Step 1:</b> RMA faculty will continue to administer district assessments to collect data to disaggregate for planning reteach during PLCs.</p> <p><b>Evidence Used to Determine Progress:</b> Renaissance reading and math data, grades, RTI data, STAAR results, Formative assessments and Bi-Weekly assessments</p> <p><b>Person(s) Responsible:</b> Teachers<br/>Principal</p> <p><b>Resources Needed:</b> District assessments, Eduphoria data collection,</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p>                                | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 2 Details   | Reviews   |
| <p><b>Action Step 2:</b> Teachers will continue to attend PLC meetings to analyze data to use in driving instructional decisions utilizing the district PLC forms. PLC meetings will alternate between the campus and district administration every other week.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agendas and data dis-aggregation, Reteaching plans, District PLC form</p> <p><b>Person(s) Responsible:</b> All staff</p> <p><b>Resources Needed:</b> Data from district assessments</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 3 Details   | Reviews   |
| <p><b>Action Step 3:</b> The data analysis tool and a bi-weekly assessment calendar will continue to be used with 85% of instructional staff implementing assessments and the data tool.</p> <p><b>Evidence Used to Determine Progress:</b> Data analysis tool, assessment calendar</p> <p><b>Person(s) Responsible:</b> Principal, staff</p> <p><b>Resources Needed:</b> Eduphoria</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p>  | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

| Step 4 Details  | Reviews   |
|---|---|
| <p><b>Action Step 4:</b> Core content teachers will continue to review student work and formative data to plan for reteach and interventions based on weekly assessments. If 80% of students do not show mastery, then teachers will develop a reteach plan during PLCs.</p> <p><b>Evidence Used to Determine Progress:</b> Data analysis tool, assessment and training calendar, District PLC form</p> <p><b>Person(s) Responsible:</b> Principal, District Leadership</p> <p><b>Resources Needed:</b> District assessments, Eduphoria data collection, District PLC forms</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 5 Details  | Reviews   |
| <p><b>Action Step 5:</b> Students will work with staff to track their progress towards graduation and credit completion. As new students come into the campus, they will meet individually with the counselor to track their progress towards credit and graduation.</p> <p><b>Evidence Used to Determine Progress:</b> Student data tracker</p> <p><b>Person(s) Responsible:</b> Students, Teachers, Staff, Principal, Counselor</p> <p><b>Resources Needed:</b> Lead4ward data tracker</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> March 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 27, 2022</p>   | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** We have high student turnover. For example, 26 students came in during January and 20 students left in January.

**What specific action steps address these challenges?:** Action step 5 addresses the challenge. We want to make sure every new student coming in knows how many credits they have or need to make progress towards graduation.

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

| 6200-Professional and contracted services |                  |      |                  |              |                     |
|---|------------------|------|------------------|--------------|---------------------|
| Cycle                                     | Essential Action | Step | Resources Needed | Account Code | Amount              |
| 2   | 1                | 3    | SIG              |              | \$10,625.00         |
| 3   | 1                | 3    | SIG              |              | \$10,625.00         |
| <b>Sub-Total</b>                          |                  |      |                  |              | \$21,250.00         |
| <b>Budgeted Budget Object Code Amount</b> |                  |      |                  |              | \$10,625.00         |
| <b>+/- Difference</b>                     |                  |      |                  |              | <b>-\$10,625.00</b> |
| 6400-Other operating costs                |                  |      |                  |              |                     |
| Cycle                                     | Essential Action | Step | Resources Needed | Account Code | Amount              |
| 1   | 1                | 1    | SIG              |              | \$3,660.00          |
| <b>Sub-Total</b>                          |                  |      |                  |              | \$3,660.00          |
| <b>Budgeted Budget Object Code Amount</b> |                  |      |                  |              | \$3,660.00          |
| <b>+/- Difference</b>                     |                  |      |                  |              | \$0.00              |
| <b>Grand Total Budgeted</b>               |                  |      |                  |              | \$14,285.00         |
| <b>Grand Total Spent</b>                  |                  |      |                  |              | \$24,910.00         |
| <b>+/- Difference</b>                     |                  |      |                  |              | <b>-\$10,625.00</b> |

| Student Data |   |                        |       |               |                |                   |                      |                  |              |                          |                 |                |                |                 |                |                |                          |                |
|--------------|---|------------------------|-------|---------------|----------------|-------------------|----------------------|------------------|--------------|--------------------------|-----------------|----------------|----------------|-----------------|----------------|----------------|--------------------------|----------------|
| Core Metrics | Sub Metrics                                     |                        | Grade | Student Group | Subject Tested | Performance Level | Summative Assessment | % of Assessments |              |                          |                 |                |                |                 |                |                |                          |                |
|              |   |                        |       |               |                |                   |                      | 2019 Results     | 2021 Results | 2021 Participation Rates | Cycle 1         |                |                | Cycle 2         |                |                | 2022 Accountability Goal |                |
|              |   |                        |       |               |                |                   |                      |                  |              |                          | Assessment Type | Formative Goal | Actual Results | Assessment Type | Formative Goal | Actual Results | Summative Goal           | Actual Results |
| 1. Domain 1  | # of Students at Approaches, Meets, and Masters |                        | All   | All           | Reading        | Approaches        | STAAR                | 43               | 37           | 98                       | Released STAAR  | 22             | 21             | Released STAAR  | 32             | 12             | 43                       |                |
|              |   |                        | All   | All           | Reading        | Meets             | STAAR                | 13               | 19           | 98                       | Released STAAR  | 15             | 15             | Released STAAR  | 17             | 6              | 20                       |                |
|              |   |                        | All   | All           | Reading        | Masters           | STAAR                | 0                | 1            | 98                       | Released STAAR  | 2              | 8              | Released STAAR  | 3              | 0              | 4                        |                |
|              |   |                        | All   | All           | Mathematics    | Approaches        | STAAR                | 49               | 27           | 86                       | Released STAAR  | 27             | 15             | Released STAAR  | 35             | 5              | 43                       |                |
|              |   |                        | All   | All           | Mathematics    | Meets             | STAAR                | 2                | 8            | 86                       | Released STAAR  | 10             | 5              | Released STAAR  | 15             | 0              | 20                       |                |
|              |   |                        | All   | All           | Mathematics    | Masters           | STAAR                | 0                | 4            | 86                       | Released STAAR  | 4              | 0              | Released STAAR  | 5              | 0              | 6                        |                |
|              |   |                        | All   | All           | Science        | Approaches        | STAAR                | 72               | 67           | 85                       | Released STAAR  | 57             | 48             | Released STAAR  | 67             | 14             | 70                       |                |
|              |   |                        | All   | All           | Science        | Meets             | STAAR                | 20               | 25           | 85                       | Released STAAR  | 25             | 25             | Released STAAR  | 30             | 0              | 35                       |                |
|              |   |                        | All   | All           | Science        | Masters           | STAAR                | 4                | 0            | 85                       | Released STAAR  | 2              | 0              | Released STAAR  | 3              | 0              | 4                        |                |
|              |   |                        | All   | All           | Social Studies | Approaches        | STAAR                | 83               | 46           | 83                       | Released STAAR  | 46             | 58             | Released STAAR  | 50             | 42             | 55                       |                |
|              |   |                        | All   | All           | Social Studies | Meets             | STAAR                | 33               | 20           | 83                       | Released STAAR  | 20             | 32             | Released STAAR  | 35             | 13             | 30                       |                |
|              |   |                        | All   | All           | Social Studies | Masters           | STAAR                | 6                | 3            | 83                       | Released STAAR  | 3              | 0              | Released STAAR  | 4              | 0              | 5                        |                |
| 2. Domain 3  | Focus 1   | Academic Achievement   | All   | Hispanic      | Reading        | NA                | STAAR                | 4                | 10           | 98                       | Released STAAR  | 20             | 10             | Released STAAR  | 37             | 6              | 37                       |                |
|              | Focus 2   | Academic Achievement   | All   | White         | Reading        | NA                | STAAR                | 4                | 30           | 98                       | Released STAAR  | 40             | 15             | Released STAAR  | 50             | 8              | 60                       |                |
|              | Focus 3   | Academic Achievement   | All   | Econ Disadv   | Reading        | NA                | STAAR                | 14               | 18           | 98                       | Released STAAR  | 20             | 13             | Released STAAR  | 26             | 6              | 33                       |                |
|              | Focus 4   | Graduation Rate Status | All   | All Students  | All            | NA                | Graduation Rate      | 65               | 65           | 65                       | Released STAAR  | 70             | 0              | Released STAAR  | 70             | 41             | 70                       |                |

# Addendums

## RMA Campus Visit Agenda:

### RMA Campus Visit Agenda:

1. 8:30- 9:00 am Campus Leadership Introduction
2. 9:00 - 11:00 Case Studies Classroom Walk-Throughs
3. 11: 00 -12:00 Principal Lunch Debrief
4. 12:00 - 1:00 Data Learning Rounds for alignment of leadership in classroom practices
5. 1:00 -2:00 Progress Monitoring of Case Study Data- PLC, Teacher, EL & SPED 1-2
6. 2:00 - 3:00 Leadership Learning Synthesis/Reflection for next steps

### SCHEDULE:

Dec 7 Pasadena

Dec 8 Houston

Dec 9 Fort Worth

Dec 13 Midland

Dec 14 Odessa

Dec 16 Amarillo

Dec 17 Lubbock

Jan 13 Corpus

Jan 20 Killeen



Texas Tech University Leadership



**PLC Name:** SCIENCE  
**Date:** 1-20-2023  
**Facilitator:** DAVIS  
**Norm/Time Keeper:** DAVIS  
**Recorder:** Griffin

**Our Norms**  
 Start + End on Time  
 No Birdwalking  
 Listen Actively

- PLC Focus**  
 (mark one or more)
- Norms
  - SMART Goals
  - TEKS
  - Unpack Standards
  - CFA
  - Data Analysis
  - Lesson Design
  - Intervention

**Members Present** (present), L(late), E(left early), A(absent)

|                 |                 |  |
|-----------------|-----------------|--|
| RUTH DAVIS      | Principal       |  |
| CANDICE GRIFFIN | Counselor       |  |
| LESLIE SPENWICK | BIOLOGY/SCIENCE |  |

**Reflection Step 1:** individual's think and ink below. Step 2: share out in structured discussion to take up to \_\_\_\_\_ minutes.

Our contribution to the team last week was.... Present Student work and ck for ELL/SPED modifications  
 I did/ did not complete my assigned task... I did not complete the Canvas training so I am not prepared  
 I am pleased with/concerned about... using Canvas  
 I can use help or support with... using Canvas

Mark today's focus in PLC Focus Box. Today's Product: I was supposed to present my canvas lesson.

**Action Steps (How does this connect for ELL, Sp. Ed and low achieving students?)**

| Task  | Products/Summary of Findings   |
|---|--|
| Prepare a lesson on Canvas that is modified for ELL + SPED students | <ul style="list-style-type: none"> <li>- Change Font Size</li> <li>- Fewer words</li> <li>- Simpler "Jargon"</li> <li>- Slow down (Pace) any video for easier understanding</li> <li>- Close Captions</li> </ul> |

**Next Steps** (by next week, at the next meeting, and beyond; whole group or individuals)

| <i>Task</i>  | <i>Who</i>                       | <i>By When</i>               |
|--|----------------------------------|------------------------------|
| Ask for help and be able to present/show a Canvas Lesson | Science Teacher, Leslie Spenwick | by next meeting<br>1/20/2023 |

**Dufour's Four Questions:**

What do we want students to learn? *Biology TEKS*

What are your indicators?

How do we know if they know it? *EXIT TICKETS, POST ASSESS.*

What do we do if they don't know it? *Reteach w/a different lesson and/or activity*

What do we do if they know it? *Build and Expand*