Austin Independent School District

Dobie Middle School - TIP

2022-2023 Targeted Improvement Plan

Campus Number: 227901055

Board Approval Date: December 15, 2022

Superintendent: Dr. Anthony Mays   **Principal:** Kevin Garcia
DCSI/Grant Coordinator: Dr. Angel Wilson   **ESC Case Manager:** Adrienne King
     ESC Region: 13

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. Angel Wilson

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: Dr. Angel Wilson

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: Kevin Garcia

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

This year, the scholars at Dobie Middle School will achieve 65% Approaches, 35% Meets, and 15% Masters across all grades and subjects. This will help us achieve our goal of a C (70) in Student Achievement.

School Progress

What accountability goal has your campus set for this year?

This year, at least 68% of the scholars at Dobie Middle School will meet their personal progress targets in Reading and Math. This will help us achieve our goal of a C in Domain 2A and a C Overall.

Closing the Gaps

What accountability goal has your campus set for this year?

This year, Dobie Middle School scholars will meet 8 out of 16 Academic Achievement Targets, 8 out of 16 Growth targets, their ELP target, and 4 out of 10 Student Success targets. This will result in a Closing the Gaps score of 72 (C). This will help us achieve our goal of an Overall C.

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?

This year, Dobie Middle School wil focus on Academic Growth for African American and Hispanic Students in Reading. We met our Closing the Gaps targets in Reading for BOTH groups, but want to continue to focus on growth for these groups moving forward. By continuing to meet these targets (and others), we will meet our Closing the Gaps score of 72 (C).

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

This year, Dobie Middle School wil focus on Academic Growth for African American and Hispanic Students in Reading. We met our Closing the Gaps targets in Reading for BOTH groups, but want to continuet to focus on growth for these groups moving forward. By continuing to meet these targets (and others), we will meet our Closing the Gaps score of 72 (C).

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

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

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

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

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

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
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Dobie Middle School did not achieve their student performance data goals yet due to a few factors. First, campus staffing had gaps and not all classes were able to start with a teacher on day one. Substitutes were required to fill those gaps and the quality of instruction was not at the level necessary to support substantial academic achievement. In addition, several new teachers hired this year are first-year and come with gaps in instructional best practices and content knowledge.

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Rationale: Although the campus has been participating in the Texas Instructional Leadership's Observation and Feedback, the change in both campus and district leaders has hampered the development of a strong instructional leadership team this year. The leadership roles and responsibilities have been managerial tasks. Due to a high number of open positions, the campus foresees hiring new teachers who will need instructional support from campus leaders.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in EA 1.1 by being focused first on current practices of the campus. After unpacking current practices, we will gauge the success of those practices against what the campus requires moving into the new school year. We will have leadership retreats in the summer to begin the development of the team as instructional leaders. We will create written roles and responsibilities for campus administration and our instructional leadership team. We will identify our strengths and our weakness in regard to instruction and will then seek out professional development that can be used to grow our team.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities by meeting as a team and discussing the needs of the campus first. Once those needs are identified, we will focus on ourselves as a team and how we will support those needs. From there, we will set a plan of action that creates clear roles and responsibilities that maintain instruction as a focus.

Desired Annual Outcome: By May 2023, campus administration will utilize their clearly defined, written, instructional roles and responsibilities to lead 100% of core content weekly PLC meetings effectively as measured by PLC continuum rubric (Column 3 indicators - True Professional Learning Communities) and evidenced by PLC agendas and minutes.

District Commitment Theory of Action: The DCSI will support the campus by providing feedback on the calendars and trackers being used to monitor observations and coaching. Additionally, the DCSI will provide professional development related to the Leverage Leadership book study to support implementation by the campus ILT.

Desired 90-day Outcome: By the end of Cycle 1, campus administrators will have developed and implemented the campus PLC framework with 100% of core content PLCs as evidenced by PLC agenda and minutes.

District Actions: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then ILT members should be able to begin successfully implementing PLCs by November.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Dobie achieved this goal by attending Region 13 TIL DDI trainings and implementing these processes in their PLCs

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Dobie has a lot of teachers that are new to the profession that need to be trained on the campus based PLC process.	Action Step 2	Dobie provided PD that informs teachers on the campus based PLC framework and why it is being used.

Step 1 Details	Reviews
Action Step 1: Principal will attend TIL data driven instruction training to learn how to develop PLC structures centered around looking forward (know and show charts) and looking back (data analysis) **Evidence Used to Determine Progress:** TIL sign in sheet, TIL resources **Person(s) Responsible:** ILT **Non-Funded Resources Needed:** ESF Funds **Addresses an Identified Challenge:** Yes **Start Date:** August 5, 2022 - **Frequency:** One Time - **Evidence Collection Date:** December 16, 2022 **Funding Sources:** ESF Grant - 6200-Professional and contracted services - $7,387.50	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** none needed

Step 2 Details	Reviews
Action Step 2: By the 2nd week of October, Dobie will provide PD on new PLC framework and procedures for 100% of staff as evidenced by PD calendar. **Evidence Used to Determine Progress:** PD Calendar, PD Agenda **Person(s) Responsible:** Campus Administrators **Non-Funded Resources Needed:** None **Addresses an Identified Challenge:** Yes **Start Date:** August 16, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** none needed

Step 3 Details	Reviews
Action Step 3: By 1st week of November, campus principal will calibrate with 100% of administration team to level set on PLC expectations with campus PLC framework as evidenced by new PLC agendas **Evidence Used to Determine Progress:** PLC Agenda, PLC Calibration Meeting Agenda **Person(s) Responsible:** Campus Administration **Non-Funded Resources Needed:** None **Addresses an Identified Challenge:** No **Start Date:** August 16, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** December 16, 2022	**Progress toward Action Steps:** Met **Necessary Adjustments/Next Steps:** none needed

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: Implementing effective data meetings is the most effective way to ensure individual student growth, and achieve our accountability goals. By ensuring that students meet their individual learning goals we also ensure they reach their individual potential.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Administrators will model effective PLC implementation during the first 9-weeks. They will slowly hand over PLCs to campus instructional leaders (ILT). Administrators will monitor PLC implementation using a PLC rubric, and they will coach ILT members as necessary.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff: Staff meetings, PLCs. Families: CAC meetings, coffee with the principal. Students: student data tracking in school-wide organizational binders (modelled based on AVID binders).

Desired Annual Outcome: By May 2023, 100% of core content PLCs will effectively utilize the structured DDI process to disaggregate student data and create a re-teach plan on the most missed high leverage standard/skill on day 1 of the PLC, and then on day 2, create a thorough know and show chart to drive the creation of aligned common assessments, lesson plans that are implemented in classroom practice. All evidenced via PLC agenda and minutes and classroom observations.

District Commitment Theory of Action: If the district ensures that schools receive detailed formative assessment results (reports) within two instructional days and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then Dobie will have 68 % of students earning at least one growth point as determined by their individualized target (Progress Measure Score).

Desired 90-day Outcome: By the end of Cycle 1, the principal will have been trained in DDI, trained his administrative team, introduced the process to 100% of the faculty, and DDI key action steps will be evident in PLC minutes and agendas. DDI key action steps include disaggregation of SCA 1 district and campus assessment data, deconstructing priority standards, and creating reteach plans.

District Actions: If the district ensures that schools receive detailed formative assessment results (reports) within two instructional days and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then Dobie will have 68 % of students earning at least one growth point as determined by their individualized target (Progress Measure Score).

Did you achieve your 90 day outcome?: Yes

Why or why not?: Yes because the steps in the DDI process are now in place and becoming routine in Dobie's weekly PLCs.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The campus is new to DDI and it is not yet a firmly established routine.	Action Step 1, Action Step 2, Action Step 3	All action steps help with the implementation of DDI processes led by campus administration.

Step 1 Details	Reviews

Action Step 1: Core content teachers will administer the district short cycle assessment 1 (SCA1), analyze disaggregated data in content area PLCs, and then plan to spiral back in frequently missed high leverage standards during daily warm ups.
 	
    Evidence Used to Determine Progress: SCA 1 Data Analysis Teacher Reflection, PLC Agenda and minutes, lesson plans
    Person(s) Responsible: Campus Administration, Core content teachers
    Non-Funded Resources Needed: None
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 16, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: none needed

Step 2 Details	Reviews

Action Step 2: In planning PLCs Dobie is developing high quality TEKs aligned instruction using a Know Show chart to deconstruct the high leverage standards and plan reteach.
    Evidence Used to Determine Progress: PLC Agenda and minutes, Know and Show Charts, Lesson Plans
    Person(s) Responsible: Campus administration and teachers
    Non-Funded Resources Needed: None
    Addresses an Identified Challenge: No
 	
    Start Date: August 16, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Significant Progress
	Necessary Adjustments/Next Steps: We have included these actions steps in Cycle 2 to continue the work.

Step 3 Details	Reviews

Action Step 3: In data meetings Dobie uses a corrective instruction action planning process 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.
    Evidence Used to Determine Progress: PLC Agenda and minutes, lesson plans
    Person(s) Responsible: campus administration and teachers
    Non-Funded Resources Needed: None
    Addresses an Identified Challenge: No
 	
    Start Date: September 16, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** December 16, 2022
	Progress toward Action Steps: Some Progress
	Necessary Adjustments/Next Steps: We have included these actions steps in Cycle 2 to continue the work.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Rationale: Although the campus has been participating in the Texas Instructional Leadership's Observation and Feedback, the change in both campus and district leaders has hampered the development of a strong instructional leadership team this year. The leadership roles and responsibilities have been managerial tasks. Due to a high number of open positions, the campus foresees hiring new teachers who will need instructional support from campus leaders.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in EA 1.1 by being focused first on current practices of the campus. After unpacking current practices, we will gauge the success of those practices against what the campus requires moving into the new school year. We will have leadership retreats in the summer to begin the development of the team as instructional leaders. We will create written roles and responsibilities for campus administration and our instructional leadership team. We will identify our strengths and our weakness in regard to instruction and will then seek out professional development that can be used to grow our team.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities by meeting as a team and discussing the needs of the campus first. Once those needs are identified, we will focus on ourselves as a team and how we will support those needs. From there, we will set a plan of action that creates clear roles and responsibilities that maintain instruction as a focus.

Desired Annual Outcome: By May 2023, campus administration will utilize their clearly defined, written, instructional roles and responsibilities to lead 100% of core content weekly PLC meetings effectively as measured by PLC continuum rubric (Column 3 indicators - True Professional Learning Communities) and evidenced by PLC agendas and minutes.

District Commitment Theory of Action: The DCSI will support the campus by providing feedback on the calendars and trackers being used to monitor observations and coaching. Additionally, the DCSI will provide professional development related to the Leverage Leadership book study to support implementation by the campus ILT.

Desired 90-day Outcome: By the end of Cycle 2, campus administrators will have refined the PLC process based on their field observations of effective PLCs and the implementation of TIL practices as evidenced by PLC agenda and minutes.

District Actions: The district will ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback). DCSI will also provide guidance on PLC calibration and implementation.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The Dobie administration team is new to the campus and have migrated to Data-Driven Instruction as a campus focus, which is also a new system that administration will have to implement from ground up. There is a need for consistent leadership calibration around key practices.	Action Step 1, Action Step 2, Action Step 3	All action steps will address this challenge as principal will work to create capacity in assistant principals in DDI with TIL learning and resources.

Step 1 Details	Reviews

Action Step 1: Campus administration will observe effective PLCs on another campus with the Academic Coaching Specialists and identify 1-2 key leader action steps that they will implement on their campus.
    Evidence Used to Determine Progress: Campus visit notes
    Person(s) Responsible: Campus administration, DCSI, ACSs
    Non-Funded Resources Needed: none
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 16, 2022 - **Frequency:** One Time - **Evidence Collection Date:** March 3, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Principal will replicate the TIL practice lab that he attends on Jan. 11th with campus administration to build common practice and understanding of the DDI process across the campus.
    Evidence Used to Determine Progress: TIL resources, Campus Leadership Meeting Agenda, Updated PLC Agendas
    Person(s) Responsible: Campus principal and assistant principals
    Non-Funded Resources Needed: none
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 16, 2022 - **Frequency:** One Time - **Evidence Collection Date:** March 3, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Campus administration team will facilitate a reflective learning session with teachers to complete the PLC continuum rubric, self-assess where their current PLC practices fall on the continuum, and plan for next steps with PLC implementation.
 	
    Evidence Used to Determine Progress: PLC Continuum Rubric
    Person(s) Responsible: Campus administration, teachers
    Non-Funded Resources Needed: none
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 16, 2022 - **Frequency:** One Time - **Evidence Collection Date:** March 3, 2023
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: Implementing effective data meetings is the most effective way to ensure individual student growth, and achieve our accountability goals. By ensuring that students meet their individual learning goals we also ensure they reach their individual potential.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Administrators will model effective PLC implementation during the first 9-weeks. They will slowly hand over PLCs to campus instructional leaders (ILT). Administrators will monitor PLC implementation using a PLC rubric, and they will coach ILT members as necessary.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff: Staff meetings, PLCs. Families: CAC meetings, coffee with the principal. Students: student data tracking in school-wide organizational binders (modelled based on AVID binders).

Desired Annual Outcome: By May 2023, 100% of core content PLCs will effectively utilize the structured DDI process to disaggregate student data and create a re-teach plan on the most missed high leverage standard/skill on day 1 of the PLC, and then on day 2, create a thorough know and show chart to drive the creation of aligned common assessments, lesson plans that are implemented in classroom practice. All evidenced via PLC agenda and minutes and classroom observations.

District Commitment Theory of Action: If the district ensures that schools receive detailed formative assessment results (reports) within two instructional days and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then Dobie will have 68 % of students earning at least one growth point as determined by their individualized target (Progress Measure Score).

Desired 90-day Outcome: By the end of Cycle 2, the core content PLCs will utilize DDI to process SCA 2 data and plan for instructional adjustments in the second semester as well as specific reteach plans that will be evident in PLC minutes and agendas. DDI key action steps include disaggregation of district and campus assessment data, deconstructing priority standards, and creating reteach plans.

District Actions: The DCSI will support the campus by providing coaching and feedback on planning-focused PLCs. Academic Coaching Specialists will support the campus by participating in planning-focused PLCs as co-facilitators and will model instructional best practices in PLCs and during opportunities for co-teaching.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers do not yet feel confident in providing additional support while delivering engaging TEKS aligned activities for the remainder of the class.	Action Step 1, Action Step 2, Action Step 3	All action steps address this challenge as campus administration is continuing the work from Cycle 1 to support teachers' ability to effectively complete DDI process.

Step 1 Details	Reviews
Action Step 1: Teachers will administer the district short cycle assessment 2 (SCA2), analyze disaggregated data in content area PLCs, and then plan to spiral back in frequently missed high leverage standards as indicated in specified portions of the lesson cycle. Teachers will also identify targeted students for additional support as evidenced by Dobie Data Tracker **Evidence Used to Determine Progress:** Dobie Data Tracker, SCA 2 Teacher Analysis Reflection **Person(s) Responsible:** Campus Administration, Core content teachers **Non-Funded Resources Needed:** none **Addresses an Identified Challenge:** Yes **Start Date:** December 16, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 3, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: In planning PLCs, TEKs aligned Know Show charts will be used to deconstruct the focus standards, unpack pre-requisite skills and determine the high leverage task students will do in order to master the standard. **Evidence Used to Determine Progress:** Know and Show Charts , Lesson Plans, PLC Agenda **Person(s) Responsible:** Campus Administration, Teachers **Non-Funded Resources Needed:** none **Addresses an Identified Challenge:** Yes **Start Date:** December 16, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 3, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: In data PLCs, leaders will utilize a structured student work analysis protocol to guide teachers through the process of analyzing low, medium, and high student samples to begin planning for reteach based on student misconceptions. **Evidence Used to Determine Progress:** PLC Agenda and minutes, Student Work Exemplars, Lesson Plans **Person(s) Responsible:** Teachers, Campus Administration **Non-Funded Resources Needed:** none **Addresses an Identified Challenge:** Yes **Start Date:** December 16, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** March 3, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars.

Rationale: Although the campus has been participating in the Texas Instructional Leadership's Observation and Feedback, the change in both campus and district leaders has hampered the development of a strong instructional leadership team this year. The leadership roles and responsibilities have been managerial tasks. Due to a high number of open positions, the campus foresees hiring new teachers who will need instructional support from campus leaders.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will build capacity in EA 1.1 by being focused first on current practices of the campus. After unpacking current practices, we will gauge the success of those practices against what the campus requires moving into the new school year. We will have leadership retreats in the summer to begin the development of the team as instructional leaders. We will create written roles and responsibilities for campus administration and our instructional leadership team. We will identify our strengths and our weakness in regard to instruction and will then seek out professional development that can be used to grow our team.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will communicate these priorities by meeting as a team and discussing the needs of the campus first. Once those needs are identified, we will focus on ourselves as a team and how we will support those needs. From there, we will set a plan of action that creates clear roles and responsibilities that maintain instruction as a focus.

Desired Annual Outcome: By May 2023, campus administration will utilize their clearly defined, written, instructional roles and responsibilities to lead 100% of core content weekly PLC meetings effectively as measured by PLC continuum rubric (Column 3 indicators - True Professional Learning Communities) and evidenced by PLC agendas and minutes.

District Commitment Theory of Action: The DCSI will support the campus by providing feedback on the calendars and trackers being used to monitor observations and coaching. Additionally, the DCSI will provide professional development related to the Leverage Leadership book study to support implementation by the campus ILT.

Desired 90-day Outcome: By May 2023, campus administration will utilize their clearly defined, written, instructional roles and responsibilities to lead 100% of core content weekly PLC meetings effectively as measured by PLC continuum rubric (Column 3 indicators - True Professional Learning Communities) and evidenced by PLC agendas and minutes.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

Rationale: Implementing effective data meetings is the most effective way to ensure individual student growth, and achieve our accountability goals. By ensuring that students meet their individual learning goals we also ensure they reach their individual potential.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Administrators will model effective PLC implementation during the first 9-weeks. They will slowly hand over PLCs to campus instructional leaders (ILT). Administrators will monitor PLC implementation using a PLC rubric, and they will coach ILT members as necessary.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Staff: Staff meetings, PLCs. Families: CAC meetings, coffee with the principal. Students: student data tracking in school-wide organizational binders (modelled based on AVID binders).

Desired Annual Outcome: By May 2023, 100% of core content PLCs will effectively utilize the structured DDI process to disaggregate student data and create a re-teach plan on the most missed high leverage standard/skill on day 1 of the PLC, and then on day 2, create a thorough know and show chart to drive the creation of aligned common assessments, lesson plans that are implemented in classroom practice. All evidenced via PLC agenda and minutes and classroom observations.

District Commitment Theory of Action: If the district ensures that schools receive detailed formative assessment results (reports) within two instructional days and ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then Dobie will have 68 % of students earning at least one growth point as determined by their individualized target (Progress Measure Score).

Desired 90-day Outcome: By May 2023, 100% of core content PLCs will effectively utilize the structured DDI process to disaggregate student data and create a re-teach plan on the most missed high leverage standard/skill on day 1 of the PLC, and then on day 2, create a thorough know and show chart to drive the creation of aligned common assessments, lesson plans that are implemented in classroom practice. All evidenced via PLC agenda and minutes and classroom observations.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$88,252.00
				+/- Difference	$88,252.00
6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ESF Grant		$7,387.50
				Sub-Total	$7,387.50
				Budgeted Budget Object Code Amount	$32,588.00
				+/- Difference	$25,200.50
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$51,215.00
				+/- Difference	$51,215.00
6400-Other operating costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$2,800.00
				+/- Difference	$2,800.00
				Grand Total Budgeted	$174,855.00
				Grand Total Spent	$7,387.50
				+/- Difference	$167,467.50

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 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	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	601	34	46	N/A	Interim Assessment	65	18	Interim Assessment	65		65	
		All	All	Reading	Meets	STAAR	601	14	22	N/A	Interim Assessment	35	4	Interim Assessment	35		35	
		All	All	Reading	Masters	STAAR	601	8	11	N/A	Interim Assessment	15	1	Interim Assessment	15		15	
		All	All	Mathematics	Approaches	STAAR	601	26	25	N/A	Interim Assessment	65	31	Interim Assessment	65		65	
		All	All	Mathematics	Meets	STAAR	601	9	5	N/A	Interim Assessment	35	8	Interim Assessment	35		35	
		All	All	Mathematics	Masters	STAAR	601	4	2	N/A	Interim Assessment	15	3	Interim Assessment	15		15	
		All	All	Science	Approaches	STAAR	206	24	45	N/A	Interim Assessment	65	49	Interim Assessment	65		65	
		All	All	Science	Meets	STAAR	206	13	13	N/A	Interim Assessment	35	24	Interim Assessment	35		35	
		All	All	Science	Masters	STAAR	206	4	5	N/A	Interim Assessment	15	14	Interim Assessment	15		15	
		All	All	Social Studies	Approaches	STAAR	206	15	23	N/A	Interim Assessment	65	18	Interim Assessment	65		65	
		All	All	Social Studies	Meets	STAAR	206	5	7	N/A	Interim Assessment	35	3	Interim Assessment	35		35	
		All	All	Social Studies	Masters	STAAR	206	4	2	N/A	Interim Assessment	15	1	Interim Assessment	15		15	
Closing the Gaps	Focus 1 — Academic Growth Status	All	African American	ELA	N/A	ELA	N/A	48	63	99	Interim Assessment	62	21	Interim Assessment	62		62	
	Focus 2 — Academic Growth Status	All	Hispanic	ELA	N/A	ELA	N/A	37	66	99	Interim Assessment	65	16	Interim Assessment	65		65	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	601	Did Not Meet	54	35	82	35		35	
					Approaches	46	65	18	65		65	
					Meets	22	35	4	35		35	
					Masters	11	15	1	15		15	
	Math	All	STAAR	601	Did Not Meet	75	35	69	35		35	
					Approaches	25	65	31	65		65	
					Meets	5	35	8	35		35	
					Masters	2	15	3	15		15	

Addendums

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Period	Department	Instructional Coach	Administrator
3rd 11:30-12:50	Math & Electives	-	Smith

DuFour's 4 Questions:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. What will we do if they have not learned it?
4. How will we provide extended learning opportunities for students who have mastered the content?

Week at a Glance

Monday	Wednesday	Every Other Friday
Data Dig using **Dufour Questions** ● Common/SCA Assessment ● Data Analysis ● Student Work Analysis Teacher lesson presentations analyzing student work using the Dufour questioning model Interim/SCA assessments analyzing lowest high-leverage standard lead by content administrator (Interim Assessment Total 2) Lesson Share Out Department Learning Walk	Blueprint **Internalization** & Delivery Model for the next week ● In Class Tiered Intervention Strategies 　　o AISD Instructional Playbook 　　o WICOR ● Unpacking the TEK together and collaborating on lesson plan/delivery ● Lesson Delivery Model ● Create Common Assessment *Final Lesson Plan Due by Sunday night in Google Drive*	Individual Coaching from MCSs & AP ● Lesson Plan Completed and submitted to Google Drive **by Sunday night** ● Observation Feedback ● Embedded PD **Lesson Plan Submission Guide**

What Does That Look Like?

Monday	Wednesday	Friday
Administrators will have reviewed formative assessment data (Multiple Choice) or "high, medium and low" student work samples.	MCS's will break down "upcoming weeks'" TEKS using the know/show method.	Teachers will check in with either MCS's or administration during either conference period or department time (not both)

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Administrators will lead the meeting starting with looking at the high leverage TEK that teachers were teaching the prior week. Administrators will use the KNOW/SHOW method to break down the TEK. Review an exemplar of how the work should have been completed based on the TEK. Teachers will present the student work and collaboratively identify the misconceptions, problems or successes based on the student samples. Identifying supporting standards that could be contributing to the problem. Teachers, MCS and administrators will discuss how the assignment could have been better designed to meet the TEK. Assigned teacher presents a lesson along with HML student work. Teachers respond to the four Dufour questions.	MCS's will have teachers look at the supporting standards to create scaffolding for students. MCS's have teachers review formative/summative data to create scaffolding for students. Teachers & MCS's will review the district Blueprints. Teachers will work on the delivery lesson plan based on High leverage TEK, supporting TEKS and student data. Teachers will present their preliminary lesson delivery plan. Teachers and MSC's will provide suggestions about the lesson presentation Teachers will create formative/summative assessments for the following week.	MCS/Admin will review: ● Lesson Plan Delivery document and provide preliminary feedback ● Conference about observation feedback ● Get copies of HML students' work. ● Set up follow up visits based on observation feedback.

What's My Pre-Work		
Monday	Wednesday	Friday
Teachers	Teachers	Teachers

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- Student work
- High, Medium, Low
- Formative/Summative Data
- Complete Data Reflection

Admin/MCS
- Identify possible misconceptions as to why mastery wasn't achieved.
- Create Exemplar for presentation
- Breakdown the standard using the Know/Show Method.

- High Leverage TEK Learning
  - Progression Document
- Previous Formative Data Results
- Materials that you want to use for the following week.
- Blueprints

MCS/Admin
- TEK Broken down based on Know/Show
- Example of Exemplar for the TEK
- Reviewed Blueprint
- Identified supporting standards needed for mastery

- Completed Lesson Plan for the following week.
- Copies of formative or summative Assessment Data/HML Student Work
- Copy of Observation Feedback

MCS/Admin
- Script of coaching protocol for teacher
- Previous week's formative/summative data or HML Student work
- Calendar

Monday, August 22, 2022

Agenda
- Today's Slide Deck
- Optimistic Opening - How did you refresh yourself?
- Team Norms (Value)
  - Problem solving mindset/solution based
  - Establish and commit to clear goals
  - Honor each other's time/start and end on time/stay on topic
  - Honor each other's ideas/experiences through mutual respect
  - One team, one message
- Review PLC Document/Info/Expectations
- Review Lesson Plan Document/Info/Expectations

Attendees
- Stauffer
- Rico
- Smith
- Howell
- Maul-Graham
- Chao

● Velasco

Next Steps
● Smith create exemplar lesson plan for Wednesday

Wednesday, August 24, 2022

Agenda
● Team Roles (scribe)
● How to write referral (new system)
● Lesson Planning
● Follow up on Next Steps from prior

Attendees
● Smith
● Stauffer
● Velasco
● Maul-Graham
● Chao Hsu
● Rico
● Howell

Next Steps
●

Monday, September 26, 2022

Agenda
● Optimistic

- ○ Specific, Practical, things to implented
- ○ Growth
- ○ Constructive Criticism
- ○ Have a positive slant
- ○ having data to back up
- ○ directness
- How to write referral (new system)
- Lesson Planning
- Follow up on Next Steps from prior

Attendees
- Smith
- Stauffer
- Velasco
- Maul-Graham
- Chao Hsu
- Rico
- Howell

Next Steps
-

Wednesday, September 28, 2022

Agenda
- Optimistic
- APIE Initiative with Math from Ms. Sandy Boots
- Lesson Planning

Attendees
- Smith
- Stauffer
- Velasco

- Maul-Graham
- Lefeld
- Chao Hsu
- Smetana
- Howell
- Bootz
- Brown

Next Steps
-

Monday, October 3, 2022

Agenda
- Optimistic
- Lesson Presentation
  - Provided by 7th Grade
  - Provide a document with Lesson Presentation

Attendees
- Smith
- Stauffer
- Maul-Graham
- Chao Hsu
- Smetana
- Howell
- McGavick

Next Steps
- School City SCA is coming up. They are now available to everyone. They need to be given this or next week. SCA- Students have 1 day to take them. There is not a place

that students with extended time can go to finish the test - Partner up.
- Kitchen Sink Data coming soon. Created by Ms. Smith
- Lesson presented by Ms. Chao and Maul-Graham
  Feedback - Take intentional notes - teachers provide examples of notes. Guided questions for video watching, STAAR released Exit ticket, How will students have enough practice? inclass time, homework…, How can we best use the station rotation model?
- Lesson Presentation - feedback document
- Ethan presentation for next week
- -

Wednesday, October 5, 2022

Agenda
- Optimistic
- Interventions
  - Games to clarify confusion
  - warm up- step through process with support
- Lesson Planning

Attendees
- Smith
- Stauffer
- Velasco
- Chao Hsu
- Smetana
- Howell
-

Next Steps
-

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Monday, October 24, 2022

Agenda
- Optimistic Opening "If you had 25 hours in a day, what would you do with the extra time?
- Sign up for Fall Formal Observation
- SCA Data Tracking
  - Data Implementation Rubric, How to Access Data
  - How to compare data to campus and district-wide, and compared to Peer Teacher, Individual Class Periods
  - Item Analysis - Looking at specific questions.
  - Standard Analysis - Where are my students that are below the standard goal?
    - Which students needs help with which standards?

Demographic Profile - Closing the Gap

SCA Teacher Reflection - Looking back at most missed standards, thinking about what we need to re-teach, which students we need to target, and WHEN we are going to re-teach. Planning re-teach for the next few weeks.
- AISD DATA TRACKER
  - GOAL: No less than 65% Approaches. 35% Meets.
  - GOAL: ALL test takers make at least a 46%
  - OUR TARGETS from the State:
    - African-American 46%
    - Hispanic 40%
    - White 59%
    - LEP 40%
    - Socio-Economically Disadvantaged 36%
    - SPED 23%

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Attendees
- Smith
- Stauffer
- Smetana
- Rico
- Maul-Grahm
- Chao
-

Next Steps
-