

Austin Independent School District
Martin Middle School - TIP
2022-2023 Targeted Improvement Plan



MARTIN
MIDDLE SCHOOL
AUSTIN Independent School District

Campus Number: 227901051

Board Approval Date: December 15, 2022

ESF Diagnostic Date: March 7, 2023

Superintendent:
DCSI/Grant Coordinator:

Dr. Anthony Mays
Angel Wilson

Principal: Brandy Gratten
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: 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: 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: Brandy Gratten

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

This year, the scholars at Martin will achieve 60% Approaches, 40% Meets, and 20% Masters across all grades and subjects. This will help us achieve our goal of a C in Student Achievement.

School Progress

What accountability goal has your campus set for this year?

This year, 70% of the scholars at Martin will meet their personal progress targets in Reading and Math. This will help us achieve our goal of a B in Domain 2A and an 81 overall.

Closing the Gaps

What accountability goal has your campus set for this year?

This year, Martin will meet 2 out of 16 Academic Achievement Targets, 12 out of 16 Growth targets, their ELP target, and 1 out of 9 Student Success targets. This will result in a Closing the Gaps score of 73 (C). This will help us achieve our goal of an 80 Overall.

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, Martin will focus on Math performance at Meets Grade Level. By meeting these targets (and others), we will meet our Closing the Gaps score of 73 (C).

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

This year, Martin will focus on African American and Hispanic performance at Meets Grade Level. We have not yet met the Closing the Gaps target for either group. By meeting these targets (and others), we will meet our Closing the Gaps score of 73 (C).

Essential Actions

Cycles 1-3

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

Implementation Level: Beginning 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. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

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: Beginning 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: Beginning Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning 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. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

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?: Martin did not meet their student performance data goals yet, but were close to achieving their Academic Achievement for African American students in math. This is due to our slow start for PLCs as we did not have a full administration team to begin the year.

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

Implementation Level: Beginning 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. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The campus leadership team will refine roles and responsibilities in the newly configured 7 & 8 campus and establish a strong team that incorporates the new team members.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Principal Gratten will be working with TIL for the 2022-23 SY. Ms Gatten will share clear roles and responsibilities for each administrator. This document can be adjusted to meet student needs. We will study and utilize Leverage Leadership Data-Driven Instruction. Leadership team roles and responsibilities will be revised based on newly configured grade levels and staff. They will utilize Data Driven instructional practices to strengthen PLC and Tier 1 instruction and support teacher growth through consistent implementation of the observation and feedback cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During observation walks and coaching, our Instructional Leadership Team celebrates Eagle excellence and coaches areas of opportunity. Weekly, our ILT team will discuss those celebrations and coaching. Those staff exhibiting the best of instruction and relational classroom management will be leveraged to facilitate mini-PDs for our staff during staff huddles. Strategic staffing decisions are being made based on these data.

Our weekly parent newsletter contains our academic goals for the year and how our staff is supporting these goals. Our scheduled honors ceremonies will positively recognize students and staff exhibiting the habits of Eagle Excellence we are trying to build across campus. Eagle leaders are established in each grade level and are in place to be strong student leaders next year.

Desired Annual Outcome: By the end of 2022-23, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities using consistent written protocols to lead department or grade level teams. Core leadership tasks will be scheduled on weekly calendars (observations, debriefs, team meetings).

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices while prioritizing principal and principal supervisor instructional leadership, then the Martin Middle School campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) will operate with clear roles and responsibilities to develop enhanced skills that support the leadership team growth and development- aligned to the instructional support systems.

Desired 90-day Outcome: By the end of cycle 1, 100% of campus leaders will have written protocols that will be documented at weekly leadership meetings using the specific PLC Meeting Agenda scripts and Leadership Team Meeting Agendas

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?: Yes

Why or why not?: We achieved our outcome because we reviewed our student performance data on our first district assessment. We reflected and did a re-set for our instructional PLCs which included completing pre-work for PLCs during weekly leadership meetings.

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?
One of the potential challenges will be having consistency among the leadership team with varied backgrounds and experiences of new staff.	Action Step 3	The campus principal is focusing on the development of documented, clear, written, and transparent roles and responsibilities as a team.
When leadership staff is absent or has to be out, there are additional challenges in covering designated areas.	Action Step 1	The campus principal plans to use the "pipeline" of teacher leadership to designate specific staff that can step in when needed to assist with weekly leadership team meetings (department leaders, etc.).
Focusing on the highest leverage campus wide instructional action steps.	Action Step 2	The planned, job-embedded professional development will be focused on a targeted book study based on the campus needs and goals.

Step 1 Details	Reviews
<p>Action Step 1: The Martin campus instructional leaders will meet on a weekly basis to create common PLC scripts that focus on student progress and formative data.</p> <p>Evidence Used to Determine Progress: Weekly ILC Agenda (with data)</p> <p>Person(s) Responsible: Principal AP's Department Leads (included monthly)</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: No actions needed there</p>

Step 2 Details	Reviews
<p>Action Step 2: The campus will utilize regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p> <p>Evidence Used to Determine Progress: Calibrated Learning Walks- Admin Team</p> <p>Person(s) Responsible: Principal AP's</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Will continue with this action step in the following cycles, specifically on the observation and feedback cycles portion.</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus instructional leaders will develop and document clear, written, and transparent roles and responsibilities as a team.</p> <p>Evidence Used to Determine Progress: Written roles and responsibilities- located in the campus admin folder (Google)</p> <p>Person(s) Responsible: Principal AP's MCL (Multi Class Leader)</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: One Time - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: No action needed here.</p>

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. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: During walkthroughs, we found there was a gap between teachers utilizing state objectives at the rigor of the state assessment and what students were producing in the classroom. Martin MS participated in TIL Observation and Feedback in 2021-2022 and began implementation. While processes are in place, they need to be strengthened and become the "Martin Way" in 2-22-2023. New staff will need training and returning staff will refine their practice toward mastery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Revisit the Martin Middle School Instructional Absolutes document to reflect the PPFT-AISD Appraisal Rubric with ILT and Teacher Leaders prior to beginning the school year. Staff will attend summer professional learning of their choice reflecting the top campus needs. Review student data and create a schedule to discuss instructional observations & coaching and student outcomes in PLCs and Instructional Leadership Team weekly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Conduct a summer planning retreat and attend targeted professional learning as a team to strengthen our collective understanding of strong instruction and further build trust and a shared vision for Martin Middle school. Plan for PLC weekly meetings, in which each teacher share student performance on the previous week's objective and the instructional delivery needed to produce that percentage. Utilize the staff newsletter to reinforce instructional priorities.

Desired Annual Outcome: By the end of May 2023, 100% of campus instructional leaders and core content teachers will systematically review disaggregated data, then use this data to identify targeted students for corrective action during PLCs as evidenced by PLC Agendas, Martin Common Formative Assessment Calendar, and Martin Data Tracker.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership, then the Martin Middle School campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities will develop enhanced skills to support teacher growth and development and aligned instructional support systems.

Desired 90-day Outcome: By the end of cycle 1, the CLT will establish a systematic DDI review protocol rooted in data disaggregation for 100% of 7th and 8th grade teachers in Math and Reading using common scripts to guide PLCs.

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?: Yes

Why or why not?: We utilized Bambrick-Santoyo's DDI scripts to create our DDI PLC for our teachers/staff.

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?
Making sure that the lesson and content is aligned to the rigor of the assessment and learning focus.	Action Step 1	Action step 1 focuses on tier 1 instruction- aligning the lesson progression with the content and rigor of the verb.

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 and staff having a better understanding of the accountability framework and how to measure student progress.	Action Step 2	Action step 2 aligns student progress and goals in a way that supports individual and class growth.
Protected/ focused time for teachers/staff to desegregate and analyze student data.	Action Step 3	Action step 3 addresses PLC time, targeted and strategic when looking at student data.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will use corrective instruction action planning process derived from TIL DDI training, in PLCs to analyze data, identify trends in student misconceptions.</p> <p>Evidence Used to Determine Progress: PLC Agendas DDI Protocol</p> <p>Person(s) Responsible: Principal AP's Team Leaders Teachers</p> <p>Non-Funded Resources Needed: TIL DDI Training</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: ESF Grant - Region 13 TIL Training - 6200-Professional and contracted services - \$7,387.50</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We will continue working on this in cycle 2 for teachers to identify struggling students and determine misconceptions for re-teach.</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers will document progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible hallways throughout the school to foster student ownership and goal setting.</p> <p>Evidence Used to Determine Progress: Student Data- Visible in Hallways</p> <p>Person(s) Responsible: Principal AP's Department Leads MCL Teachers</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: We will continue this work in Cycle 2.</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers (with content and grade-level teams whenever possible) will have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Evidence Used to Determine Progress: PLC Agendas</p> <p>Person(s) Responsible: Principal Department Leads MCL</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 15, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: No action needed here and we are continuing this in cycle 2.</p>

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: Beginning 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. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The campus leadership team will refine roles and responsibilities in the newly configured 7 & 8 campus and establish a strong team that incorporates the new team members.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Principal Gratten will be working with TIL for the 2022-23 SY. Ms Gatten will share clear roles and responsibilities for each administrator. This document can be adjusted to meet student needs. We will study and utilize Leverage Leadership Data-Driven Instruction. Leadership team roles and responsibilities will be revised based on newly configured grade levels and staff. They will utilize Data Driven instructional practices to strengthen PLC and Tier 1 instruction and support teacher growth through consistent implementation of the observation and feedback cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During observation walks and coaching, our Instructional Leadership Team celebrates Eagle excellence and coaches areas of opportunity. Weekly, our ILT team will discuss those celebrations and coaching. Those staff exhibiting the best of instruction and relational classroom management will be leveraged to facilitate mini-PDs for our staff during staff huddles. Strategic staffing decisions are being made based on these data.

Our weekly parent newsletter contains our academic goals for the year and how our staff is supporting these goals. Our scheduled honors ceremonies will positively recognize students and staff exhibiting the habits of Eagle Excellence we are trying to build across campus. Eagle leaders are established in each grade level and are in place to be strong student leaders next year.

Desired Annual Outcome: By the end of 2022-23, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities using consistent written protocols to lead department or grade level teams. Core leadership tasks will be scheduled on weekly calendars (observations, debriefs, team meetings).

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices while prioritizing principal and principal supervisor instructional leadership, then the Martin Middle School campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) will operate with clear roles and responsibilities to develop enhanced skills that support the leadership team growth and development- aligned to the instructional support systems.

Desired 90-day Outcome: By the end of Cycle 2, the campus will grow capacity in the instructional leadership team through calibrated walkthroughs and PD, documented in Leadership Team Meeting Outcomes and Agendas.

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?
The leadership team is newly formed after some staff transitions. It is important that we calibrate and align instructional roles and responsibilities to assure coherence.	Action Step 1, Action Step 3	Action Step 1 and 3 address this because they give the CLT opportunity to calibrate and ensure cohesiveness.

Step 1 Details	Reviews
<p>Action Step 1: The CLT will meet to preview upcoming high leverage standards, create, and internalize PLC scripts prior to facilitating the following week's PLCs by modeling process within CLT meeting</p> <p>Evidence Used to Determine Progress: Weekly ILC Agenda (with data)</p> <p>Person(s) Responsible: Principal AP's Department Leads (included monthly)</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 16, 2022 - Frequency: Weekly - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The CLT will develop a plan for targeted informal walks once a week, geared towards addressing teacher-created instructional actions planned during PLCs to look for evidence of implementation.</p> <p>Evidence Used to Determine Progress: Walkthrough Calendar</p> <p>Person(s) Responsible: Principal AP's</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 16, 2022 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Principal debriefs and calibrates PLC structure and progress with assigned administrators weekly and uses the TRU PLC continuum to measure progress each cycle.</p> <p>Evidence Used to Determine Progress: TRU PLC Continuum Rubric</p> <p>Person(s) Responsible: Principal AP's MCL (Multi Class Leader)</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 16, 2022 - Frequency: Weekly - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: During walkthroughs, we found there was a gap between teachers utilizing state objectives at the rigor of the state assessment and what students were producing in the classroom. Martin MS participated in TIL Observation and Feedback in 2021-2022 and began implementation. While processes are in place, they need to be strengthened and become the "Martin Way" in 2-22-2023. New staff will need training and returning staff will refine their practice toward mastery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Revisit the Martin Middle School Instructional Absolutes document to reflect the PPFT-AISD Appraisal Rubric with ILT and Teacher Leaders prior to beginning the school year. Staff will attend summer professional learning of their choice reflecting the top campus needs. Review student data and create a schedule to discuss instructional observations & coaching and student outcomes in PLCs and Instructional Leadership Team weekly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Conduct a summer planning retreat and attend targeted professional learning as a team to strengthen our collective understanding of strong instruction and further build trust and a shared vision for Martin Middle school. Plan for PLC weekly meetings, in which each teacher share student performance on the previous week's objective and the instructional delivery needed to produce that percentage. Utilize the staff newsletter to reinforce instructional priorities.

Desired Annual Outcome: By the end of May 2023, 100% of campus instructional leaders and core content teachers will systematically review disaggregated data, then use this data to identify targeted students for corrective action during PLCs as evidenced by PLC Agendas, Martin Common Formative Assessment Calendar, and Martin Data Tracker.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership, then the Martin Middle School campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities will develop enhanced skills to support teacher growth and development and aligned instructional support systems.

Desired 90-day Outcome: By the end of cycle 2, 100% of Math and Reading teachers for 7th and 8th grade will have a data walls- showing longitudinal progress of student growth toward identified goals.

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?
SCA 1 data fell below the campus performance on 2022 STAAR, data must be used strategically to identify students who fell below their previous proficiency levels dn bring them back on track. Additionally, may students have learning gaps that must be addressed using data so that they will be academically successful.	Action Step 1, Action Step 2	Action Steps 1 & 2 address this challenge as it allows teachers to take the time to identify students who need to show growth and provide corrective action.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will utilize the Martin data tracker to identify students in need of additional support based on SCA data.</p> <p>Evidence Used to Determine Progress: Martin Data Trackers</p> <p>Person(s) Responsible: Principal AP's Team Leaders Teachers</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 16, 2022 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: In PLCs, Math and Reading teachers will use the disaggregated SCA data to create leveled intervention groups for both struggling learners and learners needing acceleration.</p> <p>Evidence Used to Determine Progress: SCA 1 & 2 Teacher Data Analysis</p> <p>Person(s) Responsible: Principal AP's Department Leads MCL Teachers</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 16, 2022 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Student proficiency level data from SCA 1 & 2 will be displayed in grade level halls to set goals, promote competition among classes, and foster student ownership.</p> <p>Evidence Used to Determine Progress: Data Walls in grade level halls</p> <p>Person(s) Responsible: Principal Department Leads Teachers MCL</p> <p>Non-Funded Resources Needed: NA</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 16, 2022 - Frequency: Ongoing - Evidence Collection Date: March 3, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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: Beginning 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. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Principal improves campus leaders through regularly scheduled professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The campus leadership team will refine roles and responsibilities in the newly configured 7 & 8 campus and establish a strong team that incorporates the new team members.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Principal Gratten will be working with TIL for the 2022-23 SY. Ms Gatten will share clear roles and responsibilities for each administrator. This document can be adjusted to meet student needs. We will study and utilize Leverage Leadership Data-Driven Instruction. Leadership team roles and responsibilities will be revised based on newly configured grade levels and staff. They will utilize Data Driven instructional practices to strengthen PLC and Tier 1 instruction and support teacher growth through consistent implementation of the observation and feedback cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During observation walks and coaching, our Instructional Leadership Team celebrates Eagle excellence and coaches areas of opportunity. Weekly, our ILT team will discuss those celebrations and coaching. Those staff exhibiting the best of instruction and relational classroom management will be leveraged to facilitate mini-PDs for our staff during staff huddles. Strategic staffing decisions are being made based on these data.

Our weekly parent newsletter contains our academic goals for the year and how our staff is supporting these goals. Our scheduled honors ceremonies will positively recognize students and staff exhibiting the habits of Eagle Excellence we are trying to build across campus. Eagle leaders are established in each grade level and are in place to be strong student leaders next year.

Desired Annual Outcome: By the end of 2022-23, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities using consistent written protocols to lead department or grade level teams. Core leadership tasks will be scheduled on weekly calendars (observations, debriefs, team meetings).

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices while prioritizing principal and principal supervisor instructional leadership, then the Martin Middle School campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) will operate with clear roles and responsibilities to develop enhanced skills that support the leadership team growth and development- aligned to the instructional support systems.

Desired 90-day Outcome: By the end of Cycle 3, 100% of the campus instructional leadership team will have been to/ or scheduled professional development aligned with core leadership tasks- documented and established (in cycle 1) in Leadership Team Meeting Outcomes and Agendas.

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?:

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. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: During walkthroughs, we found there was a gap between teachers utilizing state objectives at the rigor of the state assessment and what students were producing in the classroom. Martin MS participated in TIL Observation and Feedback in 2021-2022 and began implementation. While processes are in place, they need to be strengthened and become the "Martin Way" in 2-22-2023. New staff will need training and returning staff will refine their practice toward mastery.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Revisit the Martin Middle School Instructional Absolutes document to reflect the PPFT-AISD Appraisal Rubric with ILT and Teacher Leaders prior to beginning the school year. Staff will attend summer professional learning of their choice reflecting the top campus needs. Review student data and create a schedule to discuss instructional observations & coaching and student outcomes in PLCs and Instructional Leadership Team weekly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Conduct a summer planning retreat and attend targeted professional learning as a team to strengthen our collective understanding of strong instruction and further build trust and a shared vision for Martin Middle school. Plan for PLC weekly meetings, in which each teacher share student performance on the previous week's objective and the instructional delivery needed to produce that percentage. Utilize the staff newsletter to reinforce instructional priorities.

Desired Annual Outcome: By the end of May 2023, 100% of campus instructional leaders and core content teachers will systematically review disaggregated data, then use this data to identify targeted students for corrective action during PLCs as evidenced by PLC Agendas, Martin Common Formative Assessment Calendar, and Martin Data Tracker.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership, then the Martin Middle School campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities will develop enhanced skills to support teacher growth and development and aligned instructional support systems.

Desired 90-day Outcome: By the end of cycle 3, the CLT and 100% of teachers in tested areas will use the established systematic DDI protocol to disaggregate student data and provide evidence-based feedback to instructional staff and students.

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?:

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					\$85,342.00
+/- Difference					\$85,342.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	ESF Grant - Region 13 TIL Training		\$7,387.50
Sub-Total					\$7,387.50
Budgeted Budget Object Code Amount					\$50,188.00
+/- Difference					\$42,800.50
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$9,526.00
+/- Difference					\$9,526.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$2,200.00
+/- Difference					\$2,200.00
Grand Total Budgeted					\$147,256.00
Grand Total Spent					\$7,387.50
+/- Difference					\$139,868.50

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	234	25	53	N/A	Interim Assessment	70	26	Interim Assessment	70		60	
			All	All	Reading	Meets	STAAR	234	13	29	N/A	Interim Assessment	40	5	Interim Assessment	40		40	
			All	All	Reading	Masters	STAAR	234	5	11	N/A	Interim Assessment	20	1	Interim Assessment	20		20	
			All	All	Mathematics	Approaches	STAAR	234	23	41	N/A	Interim Assessment	70	49	Interim Assessment	70		60	
			All	All	Mathematics	Meets	STAAR	234	9	17	N/A	Interim Assessment	40	24	Interim Assessment	40		40	
			All	All	Mathematics	Masters	STAAR	234	3	7	N/A	Interim Assessment	20	10	Interim Assessment	20		20	
			All	All	Science	Approaches	STAAR	127	23	40	N/A	Interim Assessment	70	40	Interim Assessment	70		60	
			All	All	Science	Meets	STAAR	127	4	15	N/A	Interim Assessment	40	12	Interim Assessment	40		40	
			All	All	Science	Masters	STAAR	127	0	5	N/A	Interim Assessment	20	7	Interim Assessment	20		20	
			All	All	Social Studies	Approaches	STAAR	127	17	24	N/A	Interim Assessment	70	20	Interim Assessment	70		60	
			All	All	Social Studies	Meets	STAAR	127	2	8	N/A	Interim Assessment	40	5	Interim Assessment	40		40	
All	All	Social Studies	Masters	STAAR	127	0	4	N/A	Interim Assessment	20	1	Interim Assessment	20		20				
Closing the Gaps	Focus 1	Academic Achievement	All	African American	Mathematics	N/A	Mathematics	N/A	19	19	100	Interim Assessment	31	26	Interim Assessment	31		31	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	16	16	100	Interim Assessment	40	23	Interim Assessment	40		40	

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	234	Did Not Meet	47	40	74	40		40	
					Approaches	53	60	26	40		20	
					Meets	29	60	5	40		20	
					Masters	11	60	1	40		20	
	Math	All	STAAR	243	Did Not Meet	59	40	51	40		40	
					Approaches	41	60	49	40		20	
					Meets	17	60	24	40		20	
					Masters	7	60	10	40		20	

Addendums

Sam L. Martin Middle School
'22-'23



Date: 11/28			Time: 4:15-5:15																					
Agenda																								
Attendees: Gratten, Raesz, Guillory, Moreno, Williams																								
Vision: Create + sustain a championship school where every Eagle grows.			Norms: Do your job. Check in on each other. Shut down negativity; but recognize realities. Celebrate growth. Set & Do Expectations from Day 1. Values: Respect. Trust. Realistically positive. Belief. Consistency.																					
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>																				
15 min	Calendar		All Admin	<p>GOALS: Increase academic standing. Safe + fun school that all look forward to coming to.</p> <table border="1"> <thead> <tr> <th>Event</th> <th>Date</th> <th>Admin Facilitating</th> <th>Materials/People Needed</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Event	Date	Admin Facilitating	Materials/People Needed																
Event	Date	Admin Facilitating	Materials/People Needed																					
10 Min	Vacancies		Moreno	<table border="1"> <thead> <tr> <th colspan="3">MORENO</th> </tr> <tr> <th>Position</th> <th>Upcoming Interview Date</th> <th>Person Name</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	MORENO			Position	Upcoming Interview Date	Person Name														
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Sam L. Martin Middle School
'22-'23



				<table border="1"> <tr><td>SPED Inclusion</td><td></td><td></td></tr> <tr><td>SPED Inclusion</td><td></td><td></td></tr> <tr><td>SPED Inclusion</td><td></td><td></td></tr> <tr><td>LifeSkills</td><td></td><td></td></tr> <tr><td>Science 7</td><td></td><td></td></tr> <tr><td>Guidance Secretary</td><td></td><td></td></tr> <tr><td>PSS</td><td></td><td></td></tr> <tr><td>Counselor</td><td></td><td></td></tr> <tr><td>Librarian</td><td></td><td></td></tr> <tr><td>Spanish</td><td></td><td></td></tr> </table>	SPED Inclusion			SPED Inclusion			SPED Inclusion			LifeSkills			Science 7			Guidance Secretary			PSS			Counselor			Librarian			Spanish		
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PSS																																		
Counselor																																		
Librarian																																		
Spanish																																		
Goals as we Close Semester			Gratten	<p>1. Increase visibility in Classes (Instructional. Improving Academic Standing. 1.1 + 5.1)</p> <ul style="list-style-type: none"> a. What does success look like? b. This Week Goal: Get 2 Walks In by Friday (into frontline) OR HERE <ul style="list-style-type: none"> i. Electives-Williams ii. ELAR-Raesz iii. Math-Guillory iv. Sci/SPED/SS-Gratten v. FOCUS: Specific Success Criteria. No opt Out vi. Next Monday be prepared to share out abt what we are seeing in our walks c. Admin in PLCs (who/when) <ul style="list-style-type: none"> i. Admin for area: ii. 7th ELAR: Gratten/Williams iii. 8th ELAR: Raesz iv. 7th MATH: Guillory v. 8th MATH: Raesz vi. 8th Sci/SS: Raesz vii. PLC Status Check: Strengths/Challenges <ul style="list-style-type: none"> 1. Update on email groups 11/15/22 <p>2. Clean Hallways Every Period (Cultural. Safe + fun school. 1.1)</p> <ul style="list-style-type: none"> a. Tardies <ul style="list-style-type: none"> i. Incentive: Weekly Incentives 																														

Sam L. Martin Middle School
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				<ol style="list-style-type: none">1. All students without UT code for Mon-Friday will get Treats @ Lunch on Mondays (12/5, 12/12, 12/19)---ESTEP2. Who will run the tardy reports--GARCIA send to admin end of day Fridays <p>ii. Tardy Sweeps</p> <ol style="list-style-type: none">1. Announce to students + staff--GRATTEN via Announcements2. Select Sweep Period + Day-GUILLORY + WILLIAMS3. Write out + share procedure IF you are swept-GUILLORY + WILLIAMS<ol style="list-style-type: none">a. What does a successful tardy sweep look like?b. what will we do if a student is swept and refuses to come to tardy sweep area?c. Who all is needed to make sweep happen?d. What will be the central area for the sweep?e. Who will get numbers to contact parents?f. How will students get pass to class?g. Who will announce to teachers/staff to shut and lock doors?h. Where will we record the 1st instance of tardy sweep?i. When will the 2nd tardy sweep take place within the same week?j. Who will run lunch detention due to 2nd tardy sweep infraction?k. Who will communicate with cafeteria about sack lunches for 2nd tardy sweep kids?l. What other questions do we need to answer?4. Monitoring tardies<ol style="list-style-type: none">a.
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GARCIA

Sam L. Martin Middle School
'22-'23



				<table border="1"> <tr> <td>11/28 Week</td> <td>Monday UT 7th-8th-</td> <td>Tues UT 7th-8th-</td> <td>Wed UT 7th-8th-</td> <td>Thurs UT 7th-8th-</td> <td>Fri UT 7th-8th-</td> </tr> <tr> <td>12/5 Week</td> <td>Monday UT 7th-8th-</td> <td>Tues UT 7th-8th-</td> <td>Wed UT 7th-8th-</td> <td>Thurs UT 7th-8th-</td> <td>Fri UT 7th-8th-</td> </tr> <tr> <td>12/12 Week</td> <td>Monday UT 7th-8th-</td> <td>Tues UT 7th-8th-</td> <td>Wed UT 7th-8th-</td> <td>Thurs UT 7th-8th-</td> <td>Fri UT 7th-8th-</td> </tr> </table> <p align="center">b. ISS-REVAMPED i. Tier 2 Response Plan</p> <table border="1"> <tr> <td>Students</td> <td>Staff Needed—Roles</td> <td>Materials Needed</td> <td>Curriculum</td> <td>Communication Plan</td> </tr> </table> <p align="center">c. PBIS Plan</p>	11/28 Week	Monday UT 7th-8th-	Tues UT 7th-8th-	Wed UT 7th-8th-	Thurs UT 7th-8th-	Fri UT 7th-8th-	12/5 Week	Monday UT 7th-8th-	Tues UT 7th-8th-	Wed UT 7th-8th-	Thurs UT 7th-8th-	Fri UT 7th-8th-	12/12 Week	Monday UT 7th-8th-	Tues UT 7th-8th-	Wed UT 7th-8th-	Thurs UT 7th-8th-	Fri UT 7th-8th-	Students	Staff Needed—Roles	Materials Needed	Curriculum	Communication Plan
11/28 Week	Monday UT 7th-8th-	Tues UT 7th-8th-	Wed UT 7th-8th-	Thurs UT 7th-8th-	Fri UT 7th-8th-																						
12/5 Week	Monday UT 7th-8th-	Tues UT 7th-8th-	Wed UT 7th-8th-	Thurs UT 7th-8th-	Fri UT 7th-8th-																						
12/12 Week	Monday UT 7th-8th-	Tues UT 7th-8th-	Wed UT 7th-8th-	Thurs UT 7th-8th-	Fri UT 7th-8th-																						
Students	Staff Needed—Roles	Materials Needed	Curriculum	Communication Plan																							
20 Min	Master Schedule			<p>Why? Idea? Plus— Deltas—</p>																							

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Date: 11/14			Time: 4:15-5:15	
Agenda				
Attendees: Gratten, Raesz, Guillory, Moreno, Williams				
Vision: Create + sustain a championship school where every Eagle grows.			Norms: Do your job. Check in on each other. Shut down negativity; but recognize realities. Celebrate growth. Set & Do Expectations from Day 1. Values: Respect. Trust. Realistically positive. Belief. Consistency.	
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
10 min	Calendar			<p>GOALS: Increase academic standing. Safe + fun school that all look forward to coming to.</p> <ul style="list-style-type: none"> ○ Power Point With Teaching On The Block Slide <ul style="list-style-type: none"> ■ Stations: Tech and Teacher Directed <ul style="list-style-type: none"> ● Dye 4/8 (Guillory) ● Hannon 4/8 (Raesz) ● Lillie 4/8 (Williams) ○ Data Meetings w/Teachers <ul style="list-style-type: none"> ■ How did these go? ■ Gratten: Ford + Ramos
45 min	Instruction:			<ul style="list-style-type: none"> ● Overall Data <ul style="list-style-type: none"> ○ Attendance (Raesz Update) ○ Next Steps ● Admin in PLCs (who/when) <ul style="list-style-type: none"> ○ Admin for area: ○ 7th ELAR: Gratten/Williams ○ 8th ELAR: Raesz ○ 7th MATH: Guillory ○ 8th MATH: Raesz ○ 8th Sci/SS: Raesz ● PLCs <ul style="list-style-type: none"> ○ What does success look like this week in PLC? ○ PLC Scripted Agenda <ul style="list-style-type: none"> ■ 7th ELAR ■ 8th ELAR ■ 7th Math ■ 8th Math ■ 8th SS ■ 8th SCI

Sam L. Martin Middle School
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				<ul style="list-style-type: none"> • Instructional Walks: <ul style="list-style-type: none"> ○ WHAT DID WE SEE? Top 2 Trends (specific learning objectives...TOO BIG and no opt out) ○ How will we coach specific success criteria AND No opt out? ○ This Week Goal: Get 2 Walks In by Friday (into frontline) OR 10/10 <ul style="list-style-type: none"> ■ Electives-Williams ■ ELAR-Raesz ■ Math-Guillory ■ Sci/SPED/SS-Gratten ■ FOCUS: Specific Success Criteria. No opt Out ○ HOMEWORK: <ul style="list-style-type: none"> ■ STAAR Re-Design ■ How does this impact instruction? ■ How does this impact PLCs?
10 Min	Celebrations			

Date: 11/7			Time: 4:15-5:15	
Agenda				
Attendees: Gratten, Raesz, Guillory, Moreno, Williams				
Vision: Create + sustain a championship school where every Eagle grows.			Norms: Do your job. Check in on each other. Shut down negativity; but recognize realities. Celebrate growth. Set & Do Expectations from Day 1. Values: Respect. Trust. Realistically positive. Belief. Consistency.	
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
10 min	Calendar			<ul style="list-style-type: none"> • Nov 8: PD • Power Point With Teaching On The Block Slide <ul style="list-style-type: none"> ○ Data Meetings w/Teachers <ul style="list-style-type: none"> ■ What do we need to make sure we complete? ■ Reflection by class period. ■ What are your noticings? ■ What is one thing you can commit to growing with? ■ Have you looked at SCA 2? ■ Would you have covered all the content?

Sam L. Martin Middle School
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				<ul style="list-style-type: none"> ■ What is your anticipation of students' performance and why? ■
	Instruction: DDI (data driven instruction)			<ul style="list-style-type: none"> • Overall Data <ul style="list-style-type: none"> ○ Academics ○ Attendance: Attendance 11-7 Pull <ul style="list-style-type: none"> ■ Raesz will work on weekly attendance data ■ Plan <ul style="list-style-type: none"> • 89% and below: robo email sharing expectations about attendance and concerns • APs will decide on weekly calls to be done during Grade Level team meeting for students with high absenteeism- <ul style="list-style-type: none"> ● What steps did we take toward this? • Admin in PLCs (who/when) <ul style="list-style-type: none"> ○ Admin for area: ○ 7th ELAR: Gratten/Williams ○ 8th ELAR: Raesz ○ 7th MATH: Guillory ○ 8th MATH: Raesz ○ 8th Sci/SS: Raesz ○ What did we find out during PLC DDI last week? <ul style="list-style-type: none"> ■ PLC Notes from last week (PLC Folder)---look at your PLC area. Are notes complete? Do these notes give you the PLC admin a strong understanding to what should be happening in class? ○ Our PLC Re-Set Plan ○ Name the LAP: What do we need to see/hear in each PLC that will be our BEST move to improve student outcomes? (What success looks like in this week's PLC...) • How?--PLC Plan DDI (7th ELAR Exemplar Here) • Instructional Walks: <ul style="list-style-type: none"> ○ WHAT DID WE SEE? Top 2 Trends (specific learning objectives...TOO BIG and no opt out ○ How will we coach specific success criteria AND No opt out? • Weekly Walks <ul style="list-style-type: none"> ○ Focus on specific success criteria ○ ELAR: use STAAR question stems to engage highly engaging readings
30 Min	Behavior Needs			<ul style="list-style-type: none"> • Overall Data/Concerns <ul style="list-style-type: none"> ○ What's improving? ○ What do we still need to address? How?
10 Min	Celebrations			<ul style="list-style-type: none"> •

Sam L. Martin Middle School
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Date: 10/31		Time: 4:15-5:15		
Agenda				
Attendees: Gratten, Raesz, Guillory, Moreno, Williams				
Vision: Create + sustain a championship school where every Eagle grows.			Norms: Do your job. Check in on each other. Shut down negativity; but recognize realities. Celebrate growth. Set & Do Expectations from Day 1. Values: Respect. Trust. Realistically positive. Belief. Consistency.	
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
10 min	Calendar			<ul style="list-style-type: none"> • Nov 1st: Staff Huddle. Complete CFA Calendar (Teachers) • Nov 3rd: Bball Game (Gratten) 6pm & 7pm • Nov 5th: Soccer Game (Williams) 9am
40 Min	Instruction: DDI (data driven instruction)			<ul style="list-style-type: none"> • Overall Data <ul style="list-style-type: none"> ○ Academics ○ Attendance <ul style="list-style-type: none"> ■ Raesz will work on weekly attendance data ■ Plan <ul style="list-style-type: none"> • 89% and below: robo email sharing expectations about attendance and concerns • APs will decide on weekly calls to be done during Grade Level team meeting for students with high absenteeism • Admin in PLCs (who/when) <ul style="list-style-type: none"> ○ Admin for area: ○ 7th ELAR: Gratten/Williams ○ 8th ELAR: Raesz ○ 7th MATH: Guillory ○ 8th MATH: Raesz ○ 8th Sci/SS: Raesz • How?--PLC Plan DDI (7th ELAR Exemplared Here) • Instructional Walks: <ul style="list-style-type: none"> ○ WHAT DID WE SEE? Top 2 Trends (specific learning objectives...TOO BIG and no opt out • Weekly Walks <ul style="list-style-type: none"> ○ Focus (based on our top 2 trends) ○ This is also what we should include in Staff Huddle

Sam L. Martin Middle School
'22-'23



30 Min	Behavior Needs			<ul style="list-style-type: none"> • Overall Data/Concerns <ul style="list-style-type: none"> ○ Mary ○ Dominic ○ Nazareth ○ 8th grade student huddle • Response Plan <ul style="list-style-type: none"> ○ Field Trip: Nov 17th (criteria: walk outs + passing Mr. Burrow class + \$10) ○ Field Trip: Nov 1st (canoeing)
10 Min	Celebrations			<ul style="list-style-type: none"> • Trick or Treating with the kiddos (Guillory) • Watch new Hocus Pocus (Raesz) • Office Unpacked (Williams)

Date: 10/17			Time: 4:15-5:15	
Agenda				
Attendees: Gratten, Raesz, Guillory, Moreno, Williams				
Vision: Create + sustain a championship school where every Eagle grows.			Norms: Do your job. Check in on each other. Shut down negativity; but recognize realities. Celebrate growth. Set & Do Expectations from Day 1. Values: Respect. Trust. Realistically positive. Belief. Consistency.	
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
10 min	Calendar + Welcome Dr. Williams			<ul style="list-style-type: none"> • 1st Day Big Questions • 1st Days Tools Needed (TEAMS chat) <ul style="list-style-type: none"> ○ Badge + Laptop (Raesz needs badge too) ○ Access (Frontline TEAMS, MAS, EasyIEP, ○ SchoolCity, & eCST) • What We Got this Week

Sam L. Martin Middle School

‘22-’23



				<ul style="list-style-type: none"> ○ Recruiting (Wednesday) for Zavala ○ Oct 22nd Secondary Schools Fair- ○ Football Game (Gratten covers) ○ Sylvan starts tomorrow (219 + 222). GROUPS ● PPFT Emails ● PSAT materials coming this week 																																																
20 Min	Data + Goals			<ul style="list-style-type: none"> ● Data <ul style="list-style-type: none"> ○ Where were we at about this time last year? <ul style="list-style-type: none"> ■ ‘21-’22--6 resignations (significant), more fights, ○ What’s needed for visible improvement? ○ SCA 1 Completion Rate <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tbody> <tr> <td>Martin Middle</td> <td>ALGEBRA I</td> <td>23</td> <td>21</td> <td style="background-color: #d9ead3;">9%</td> <td></td> </tr> <tr> <td>Martin Middle</td> <td>MATH 7</td> <td>107</td> <td>72</td> <td style="background-color: #d9ead3;">33%</td> <td></td> </tr> <tr> <td>Martin Middle</td> <td>MATH 7 ACCEL</td> <td>50</td> <td>47</td> <td style="background-color: #d9ead3;">6%</td> <td></td> </tr> <tr> <td>Martin Middle</td> <td>MATH 8</td> <td>141</td> <td>124</td> <td style="background-color: #d9ead3;">12%</td> <td></td> </tr> <tr> <td>Martin Middle</td> <td>READING 7</td> <td>134</td> <td>109</td> <td style="background-color: #d9ead3;">19%</td> <td>44</td> </tr> <tr> <td>Martin Middle</td> <td>READING 8</td> <td>163</td> <td>133</td> <td style="background-color: #d9ead3;">18%</td> <td>55</td> </tr> <tr> <td>Martin Middle</td> <td>SCIENCE 8</td> <td>163</td> <td>116</td> <td style="background-color: #d9ead3;">29%</td> <td></td> </tr> <tr> <td>Martin Middle</td> <td>SOCIAL STUDIES 8</td> <td>164</td> <td>137</td> <td style="background-color: #d9ead3;">16%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● <ul style="list-style-type: none"> ■ Plan <ul style="list-style-type: none"> ● Raesz will pull the absentee list (from school city) ● Library--Raesz will borrow cart from Lillie. Both subject areas. She will pull kids throughout 10/18 and 10/19. Pulling during 4th period. ○ Let’s look at School City (Math + Reading + Science + Soc St) <ul style="list-style-type: none"> ■ Success! ■ Struggle: TEK Performance ■ Know/Show (What SHOULD it look like) ■ Where are students getting confused? ■ Low/Medium/High-what’s the KEY GAP? ■ How we gonna circle back and teach this? RE-TEACH ● Goals: <ul style="list-style-type: none"> ○ Strong Leadership Team (TIP) ○ Data Driven Instruction (TIP) ○ Improve Accountability Rating. 100% students hit progress target (US) ○ Safe + Fun School all look forward to coming to (US) ● 	Martin Middle	ALGEBRA I	23	21	9%		Martin Middle	MATH 7	107	72	33%		Martin Middle	MATH 7 ACCEL	50	47	6%		Martin Middle	MATH 8	141	124	12%		Martin Middle	READING 7	134	109	19%	44	Martin Middle	READING 8	163	133	18%	55	Martin Middle	SCIENCE 8	163	116	29%		Martin Middle	SOCIAL STUDIES 8	164	137	16%	
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20 Min	Needs + Next Steps			<ul style="list-style-type: none"> ● TINAs (contractual difficulty) ● Nov 8 PD ● Admin Responsibilities Discussion ● Vacancies Update <ul style="list-style-type: none"> ○ Science-Lance Brown update...references being checked ○ PSS-Gratten called, texted Lydia to resign in portal will stay on it. Ortega PSS?? ○ Spanish-- ○ Guidance Sec- ○ Counselor LEAVE-Healy said he’s still on need ● Advisory period smooth start (not many kiddos lingering) <ul style="list-style-type: none"> ○ 8th Grade: some students still not scheduled for advisory. Wednesday 																																																

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				<ul style="list-style-type: none"> • 8th should have advisory • SummitK12 <ul style="list-style-type: none"> ○ Lesson plans + assessments for Science ○ Advisories (Burrow + Reeves) could use SummitK12 • Literacy-Numeracy Plan <ul style="list-style-type: none"> ○ How do we read? ○ How do we math?--CUBES ○ How do we build vocab? ○ How do we write? ○ IDEA: have ELAR do a mini-pd on Nov 8th
5 Min	Celebrations			<ul style="list-style-type: none"> • Big Change for schedule-NO COMPLAINTS! • Set expectations from Day 1 • We DID IT! First day together as one team! • THE WEATHER!!!! • Guys vs. Gals 8th grade for volleyball and flag football (October 28th) <ul style="list-style-type: none"> ○ Expectations

Date: 10/3			Time: 4:15-5:15	
Agenda				
Attendees: Gratten, Raesz, Guillory, Moreno (notes on paper)				
Vision: Create + sustain a championship school where every Eagle grows.			Norms Values	
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
5 min	Calendar			<ul style="list-style-type: none"> • Rotation Calendar HERE • SCA 1 Testing THIS WEEK

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				<ul style="list-style-type: none"> ○ Tuesday-Math 8 ○ Thursday-ELAR 7 and ELAR 8 ○ Friday-Social Studies 8 and Science 8 (A Day Classes Only; B Day will be following Tuesday) ○ Need to Do's <ul style="list-style-type: none"> ■ Raesz + Gratten inputting accommodations in schoolcity ■ Raesz-tech ■ Raesz-test taking graphic organizers + pencils in boxes ■ 100% ON-LINE ● Recruitment Schedule <ul style="list-style-type: none"> ○ Tuesday-Allison Elem (Guillory) ○ Wednesday-Govalle Elem (Raesz) ● Football Game: Gratten (after Yom Kippur ends at 7:30) ● Homecoming Dance: all of us
10 min	Data/Goals			<ul style="list-style-type: none"> ● DATA <ul style="list-style-type: none"> ○ Passing Rates ○ MapGrowth ○ SCA 1 '22 Comparison Over Time ○ ADA ○ Discipline ○ Culture (behavior) <ul style="list-style-type: none"> ■ Arrival <ul style="list-style-type: none"> ● Be on duty on time (Guerra-7:45am + Raesz will also help in caf at 7:45 and then transition w/gym for 8th grade at 8:02am; release at 8:15 by advisory teachers) ■ Transitions <ul style="list-style-type: none"> ● SOLID! No allowing students to come into your class that are not on your rosters. Class enter procedures-having something to pick up. GREAT job on this! SHOUT-OUT! ■ Lunch- <ul style="list-style-type: none"> ● Explicit directions for adults ● Exchanging Hood + with Raesz ● Elective Teachers please bring students to caf ■ Dismissal <ul style="list-style-type: none"> ● Keep releasing by buses. ● Re-visit advisory expectations (bell to bell instruction/community building) ● Admin needs to visit each advisory ■ In-class Moments <ul style="list-style-type: none"> ● Seating charts? ● As grade-level teams, discuss what moments need adjusting? ● What is the roll-out plan for the adjustments? (should be the next week)/e ● CAMPUS GOALS <ul style="list-style-type: none"> ○ Increase Accountability Rating: OVERALL RATING: B ○ How <ul style="list-style-type: none"> ■ 70% of students making progress measure ■ Admin, we need to be in PLCs on Tuesdays ■ Gratten-send PLC agendas sooner and monitor notes ■ STRONG Tier 1 Instruction

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				<ul style="list-style-type: none"> • PLC Process • Kids need to know their data • APIE starting soon for ELAR and Math ▪ Solid Tier 2 Intervention Plan <ul style="list-style-type: none"> • Sylvan starting • After-school Tutorials • ○ 90% ADA <ul style="list-style-type: none"> ▪ Attendance Cmte ▪ 20+ Consecutive Absences Who/Next Steps ○ Safe + Fun School <ul style="list-style-type: none"> ▪ HOCO '22 ▪ Shared ownership + decision making processes ▪ Field Trips ▪ Upcoming Events • TIP (Targeted Improvement Plan) <ul style="list-style-type: none"> ○ Strong Campus Leadership Team ○ Data Driven Instruction
20 Min	Needs/Next Steps			<ul style="list-style-type: none"> • Staff Huddle Agenda <ul style="list-style-type: none"> ○ Calendar ○ New Ppl Intros ○ Social Services Intro ○ Curwick After-school Tutorials ○ Routines + Procedures (IN Class Moments Reflection/Re-FRESH Roll Out Plan) ○ Point Sheet/Behavior Contract Process NEW! (Guillory) • Oct 14th PD Agenda <ul style="list-style-type: none"> ○ 8:00-8:30-Breakfast ○ 8:30-12:30-Lead4Ward (breaking down the TEK, aligning student work products + informal assessment) ○ Artifact: 1 TEKS unpacked, Learning Targets, Success Criteria, and informal assessment item ○ Teaching in a Block: Keeping “Hot Brains” ○
	Celebrations!			<ul style="list-style-type: none"> • 7th GRADE Field TRIP WAS A SUCCESS!!!! • Positive behaviors occurring around campus • After-school tutorials started and had students last week

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Date: 9/28			Time: 4:15-5:15	
Agenda				
Attendees: Hutka, Gratten, Raesz, Guillory, Moreno (notes on paper)				
Vision: Create + sustain a championship school where every Eagle grows.				Norms Values
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
5 min	Calendar			<ul style="list-style-type: none"> • Early Release Oct 7 (Coach G) will send bell schedule • Football game-Coach G • Volleyball Game-BG
10 min	Data/Goals			<ul style="list-style-type: none"> • DATA <ul style="list-style-type: none"> ○ 12 OSS ○ 1 ALC Placement ○ 82% ADA <ul style="list-style-type: none"> ■ Increase HOW? <ul style="list-style-type: none"> • Raquejo-home visits • Pull 20+ consecutive missing days • Need to do: Establish attendance committee • GOALS <ul style="list-style-type: none"> ○ OVERALL RATING: B ○ How <ul style="list-style-type: none"> ■ 70% of students making progress measure ■ Admin, we need to be in PLCs on Tuesdays ■ Gratten-send PLC agendas sooner and monitor notes
20 Min	Needs/Next Steps			<ul style="list-style-type: none"> • Lifeskills Teacher <ul style="list-style-type: none"> ○ Call Lumas-DONE + no answer ○ Rolofo-ask if we can zoom with another LS class-DONE + no answer yet ○ SPED team meeting-DONE; good feedback from teachers/staff (Arnold/Luden/Harris/Hood/Gratten in attendance) • Walkouts <ul style="list-style-type: none"> ○ Admin will help reinforce 1st 10 and last 5 by being in halls longer after transition ○ Admin will remind teachers of dismissal procedures <ul style="list-style-type: none"> ■ Bell to Bell instruction; not waiting at the door. Teacher dismisses not bell ■ Sponge Activities: Class library + SEL activities to close class + Brain Breaks + Cue/Do/Review Timeline ■ High Students of Concern: Dionicio, Mary T, Judith, Nazareth,

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				<p>Stephanie Briseno, Adrian Otero, Dominick, Angel, Anahisa—parents called for parent meeting. Strategic ISS: when students above walk out; ISS automatic.</p> <ul style="list-style-type: none"> Restrooms Destruction <ul style="list-style-type: none"> Admin/adult present more often in halls during class
10 Min	Celebrate			<ul style="list-style-type: none"> 8th grade field trip success Mr. H field trip support!! Learning walk + trustee visit was GREAT!

Date: 9/20			Time: 4:15-5:15	
Agenda				
Attendees: Hutka, Gratten, Wright				
Vision: Create + sustain a championship school where every Eagle grows.			Norms Values	
Time	Topic	Type (discussion, decision, information)	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
5 min	Good Things! Celebrations			<ul style="list-style-type: none"> - Great start w/student behaviors and teachers doing what they need to be doing - learning kids' names and developing rapport. Teachers covering. - Ms. Raesz starts Monday!!!
10 min	What's on this week's calendar that needs coverage?			<ul style="list-style-type: none"> Games Pillars Mtg (routines/procedures & incentives) <ul style="list-style-type: none"> HW Discipline Form + Title 1 Packet + SR 290s (for applicable only)--GRATTEN Order Bus \$2 Tardy Report, grade status & send to parents--HUTKA

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				<ul style="list-style-type: none"> • MaPGrowth <ul style="list-style-type: none"> ○ Tues/Wed pull students during SS/Sci ○ 1st (Hetzel) ○ 2nd (Luden 8th) ○ 3rd (Luden 7th) ○ 4th (Hetzel) ○ Guillory will create testing list test in library • Principal Mtg <ul style="list-style-type: none"> ○ BG out on Wednesday
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Date: 9/12			Time: 4:15-5:15	
Agenda				
Attendees: Hutka, Guillory, Gratten				
Vision: Create + sustain a championship school where every Eagle grows.			Norms Values	
Time	Topic	Type <small>(discussion, decision, information)</small>	Facilitator	Notes <i>*Include Action Steps w/Due Dates + Person Assigned</i>
5 min	Good Things! Celebrations			<ul style="list-style-type: none"> - Great start w/student behaviors and teachers doing what they need to be doing - learning kids' names and developing rapport. Teachers covering. - Ms. Raesz starts Monday!!!
10 min	What's on this week's calendar that needs coverage?			<ul style="list-style-type: none"> • Games • Pillars Mtg (routines/procedures & incentives) <ul style="list-style-type: none"> ○ HW Permission Forms + Title 1 Packet + SR 290s (for applicable only)--GRATTEN ○ Order Bus ○ \$2 ○ Tardy Report, grade status & send to parents--HUTKA • MaPGrowth <ul style="list-style-type: none"> ○ Tues/Wed pull students during SS/Sci ○ 1st (Hetzel)

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				<ul style="list-style-type: none"> ○ 2nd (Luden 8th) ○ 3rd (Luden 7th) ○ 4th (Hetzzel) ○ Guillory will create testing list test in library ● Principal Mtg <ul style="list-style-type: none"> ○ BG out on Wednesday
20 min	Goal 1: Increase Accountability: 100% students of one year growth			<p>How?</p> <ul style="list-style-type: none"> ● Learning Walks <ul style="list-style-type: none"> ○ How should we walk? <ul style="list-style-type: none"> ■ Guillory making google form ■ Look Fors: <p>Objectives & Success Criteria Posted SAME PLACE daily (Cue) Evidence of Classroom Procedures (Do) Student work that's aligned to the objectives (Do) How does teacher monitor student learning throughout the lesson (Do & Review)</p> <ul style="list-style-type: none"> ● PLCs <ul style="list-style-type: none"> ○ Make Tuesdays bc focus on TEKS and how it's assessed (CUE)
20 min	Goal 2: Safe School We Look Forward to Going to			<p>How?</p> <ul style="list-style-type: none"> ● Heavy Hitters <ul style="list-style-type: none"> ○ Dre'Sean Manning (working with SPED + discipline about safety concern/bullying transfer) ○ Joseph Rodela (daily contract. Send lunchtime a picture to uncle. Uncle and grandma coming to eat lunch on 9/13) ○ Eriyan/Aaliyah/Ayanna & Keturah-want restorative circle. Will do so on 9/13 with stay away agreements ○ Anderson Cabellero + Cristian Nateren + Christopher Nateren + Allen R + Jose Miguel Yemez AND Dre'Sean Manning + Joseph Rodela + Dominic Escalante + Willie Thompson all signed stay agreements + did restorative circle ○ Upcoming Field Trip
Data				