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
DCSI/Grant Coordinator: Dr. Angel Wilson

Principal: Kevin Garcia
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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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 will 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 will 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).
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?

Dobie has a lot of teachers that are new to the profession that need to be trained on the campus based PLC process.

### What specific action steps address these challenges?

<table>
<thead>
<tr>
<th>Action Step 1</th>
<th>Action Step 2</th>
<th>Action Step 3</th>
</tr>
</thead>
</table>

### How does this action step address this challenge?

Dobie provided PD that informs teachers on the campus based PLC framework and why it is being used.

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> 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)</td>
<td>Progress toward Action Steps: Met</td>
</tr>
<tr>
<td><strong>Evidence Used to Determine Progress:</strong> TIL sign in sheet, TIL resources</td>
<td>Necessary Adjustments/Next Steps: none needed</td>
</tr>
<tr>
<td><strong>Person(s) Responsible:</strong> ILT</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Funded Resources Needed:</strong> ESF Funds</td>
<td></td>
</tr>
<tr>
<td><strong>Addresses an Identified Challenge:</strong> Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong> August 5, 2022</td>
<td><strong>Evidence Collection Date:</strong> December 16, 2022</td>
</tr>
<tr>
<td><strong>Frequency:</strong> One Time</td>
<td></td>
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<tr>
<td><strong>Funding Sources:</strong> ESF Grant - 6200-Professional and contracted services - $7,387.50</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Step 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 2:</strong> 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.</td>
<td>Progress toward Action Steps: Met</td>
</tr>
<tr>
<td><strong>Evidence Used to Determine Progress:</strong> PD Calendar, PD Agenda</td>
<td>Necessary Adjustments/Next Steps: none needed</td>
</tr>
<tr>
<td><strong>Person(s) Responsible:</strong> Campus Administrators</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Funded Resources Needed:</strong> None</td>
<td></td>
</tr>
<tr>
<td><strong>Addresses an Identified Challenge:</strong> Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong> August 16, 2022</td>
<td><strong>Evidence Collection Date:</strong> December 16, 2022</td>
</tr>
<tr>
<td><strong>Frequency:</strong> Weekly</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Action Step 3 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 3:</strong> 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</td>
<td>Progress toward Action Steps: Met</td>
</tr>
<tr>
<td><strong>Evidence Used to Determine Progress:</strong> PLC Agenda, PLC Calibration Meeting Agenda</td>
<td>Necessary Adjustments/Next Steps: none needed</td>
</tr>
<tr>
<td><strong>Person(s) Responsible:</strong> Campus Administration</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Funded Resources Needed:</strong> None</td>
<td></td>
</tr>
<tr>
<td><strong>Addresses an Identified Challenge:</strong> No</td>
<td></td>
</tr>
<tr>
<td><strong>Start Date:</strong> August 16, 2022</td>
<td><strong>Evidence Collection Date:</strong> December 16, 2022</td>
</tr>
<tr>
<td><strong>Frequency:</strong> Quarterly</td>
<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>What challenges do you think you’ll encounter in achieving desired campus or student outcomes for this cycle?</th>
<th>What specific action steps address these challenges?</th>
<th>How does this action step address this challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The campus is new to DDI and it is not yet a firmly established routine.</td>
<td>Action Step 1, Action Step 2, Action Step 3</td>
<td>All action steps help with the implementation of DDI processes led by campus administration.</td>
</tr>
<tr>
<td>Step 1 Details</td>
<td>Reviews</td>
<td></td>
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<tr>
<td>----------------</td>
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</tr>
</tbody>
</table>
| **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 |

<table>
<thead>
<tr>
<th>Step 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
</table>
| **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. |

<table>
<thead>
<tr>
<th>Step 3 Details</th>
<th>Reviews</th>
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</thead>
</table>
| **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?:

Dobie Middle School - TIP
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<table>
<thead>
<tr>
<th>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</th>
<th>What specific action steps address these challenges?</th>
<th>How does this action step address this challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Action Step 1, Action Step 2, Action Step 3</td>
<td>All action steps will address this challenge as principal will work to create capacity in assistant principals in DDI with TIL learning and resources.</td>
</tr>
</tbody>
</table>

### Step 1 Details

**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

**Reviews**

- **Progress toward Action Steps:** No Progress
- **Necessary Adjustments/Next Steps:**

### Step 2 Details

**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

**Reviews**

- **Progress toward Action Steps:** No Progress
- **Necessary Adjustments/Next Steps:**

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### Action Step 3 Details

**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

### Reviews

**Progress toward Action Steps:** No Progress  
**Necessary Adjustments/Next Steps:**  

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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?:**

<table>
<thead>
<tr>
<th>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</th>
<th>What specific action steps address these challenges?</th>
<th>How does this action step address this challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers do not yet feel confident in providing additional support while delivering engaging TEKS aligned activities for the remainder of the class.</td>
<td>Action Step 1, Action Step 2, Action Step 3</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Step 1 Details

**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

**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

**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:**

---

Dobie Middle School - TIP  
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Campus #227901055  
December 16, 2022 1:47 PM  
18 of 24
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?:

Dobie Middle School - TIP
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Campus #227901055
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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?**:
# Campus Grant Funding Summary

## 6100-Payroll

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<th>Step</th>
<th>Resources Needed</th>
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**Sub-Total**: $0.00

**Budgeted Budget Object Code Amount**: $88,252.00

**+/− Difference**: $88,252.00

## 6200-Professional and contracted services

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**Sub-Total**: $7,387.50

**Budgeted Budget Object Code Amount**: $32,588.00

**+/− Difference**: $25,200.50

## 6300-Supplies and materials

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**Sub-Total**: $0.00

**Budgeted Budget Object Code Amount**: $51,215.00

**+/− Difference**: $51,215.00

## 6400-Other operating costs

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**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

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<th>Core Metrics</th>
<th>Sub Metrics</th>
<th>Grade</th>
<th>Student Group</th>
<th>Subject Tested</th>
<th>Performance Level</th>
<th>Summative Assessment</th>
<th>2023 Student Count</th>
<th>2021 Results</th>
<th>2022 Results</th>
<th>2022 Participation Rates</th>
<th>Cycle 1</th>
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### Academic Growth

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<th>Core Metrics</th>
<th>Sub Metrics</th>
<th>Grade</th>
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<th>2023 Total # of Evaluated Students</th>
<th>Percentage of Students</th>
<th>2022 Results</th>
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<th>Cycle 1 Actual Results</th>
<th>Cycle 2 Formative Goal</th>
<th>Cycle 2 Actual Results</th>
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<td>Cycle 1 Actual Results 35</td>
<td>Cycle 2 Formative Goal 35</td>
<td>Cycle 2 Actual Results 35</td>
<td>Summative Goal 35</td>
<td>Summative Actual Results 35</td>
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<td>Cycle 2 Actual Results 65</td>
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<td>Summative Goal 35</td>
<td>Summative Actual Results 35</td>
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</table>
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**

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

---

<table>
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<tr>
<th><strong>What’s My Pre-Work</strong></th>
<th><strong>Monday</strong></th>
<th><strong>Wednesday</strong></th>
<th><strong>Friday</strong></th>
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<tbody>
<tr>
<td>Teachers</td>
<td>Teachers</td>
<td>Teachers</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
Professional Learning Communities Design

PLC Slide Deck

- 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.

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

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

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

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

Monday, August 22, 2022
### 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
- Smith create exemplar lesson plan for Wednesday

---

### Monday, September 26, 2022

#### Agenda
- Optimistic
### Professional Learning Communities Design

**PLC Slide Deck**

- Specific, Practical, things to implement
- 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
## Professional Learning Communities Design
### PLC Slide Deck

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

### Next Steps

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<td>- Lesson Presentation</td>
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<td>- Provided by 7th Grade</td>
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<td>- Provide a document with Lesson Presentation</td>
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<table>
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<th><strong>Attendees</strong></th>
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<td>- Smith</td>
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<td>- Stauffer</td>
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<td>- Maul-Graham</td>
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<td>- Chao Hsu</td>
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<td>- Smetana</td>
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<td>- Howell</td>
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<td>- McGavick</td>
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<th><strong>Next Steps</strong></th>
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<tr>
<td>- 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</td>
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Professional Learning Communities Design
PLC Slide Deck

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
● -

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<th>Wednesday, October 5, 2022</th>
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<td><strong>Agenda</strong></td>
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<tr>
<td>● Optimistic</td>
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<td>● Interventions</td>
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<td>○ Games to clarify confusion</td>
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<td>○ warm up- step through process with support</td>
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<td>● Lesson Planning</td>
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<td>● Velasco</td>
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<td>● Chao Hsu</td>
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# Professional Learning Communities Design

**PLC Slide Deck**

**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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