

Brownsville Independent School District

Stell Middle School - TIP

2022-2023 Targeted Improvement Plan

Stell Middle School



Campus Number: 031901044

Board Approval Date: December 13, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Rene Gutierrez
Roni Louise Rentfro

Principal: Obed Leal
ESC Case Manager: Rocio Ausucua
ESC Region: 1

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: Roni Louise Rentfro

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: Rose Longoria

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: Obed Leal

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Stell Middle School has focused on increasing the Student Achievement score. In 2022, we received a C rating by receiving 72 out of 100 possible points. In 2021 we were rated an F since we had 42% of students at approaches grade level or above in all grades and all subjects. In 2023, our goal for reading will be for 80% of all students to be at approaches grade level or above. The goal for math will be for 70% of all students to score at approaches grade level or above. We also have set the goal for 75% of all students to score at approaches grade level or above in science. In social studies, we have set the goal for 65% of all students to score at grade level or above.

Obed: what overall rating are you going for here? going from C to a B or just improving your C here?

need to say how much will improve from 2022 all students, all subjects, all grades:

Approaches increase from 65 to 70

Meets increase from 36 to 41

Masters increase from 18 to 22

School Progress

What accountability goal has your campus set for this year?

During the 2022-2023 school year, we will focus on Domain 2A academic growth. In 2022, Stell scored the highest in this domain, earning 85 out of the possible 100 points.

Our goal is to continue on this growth path. We can improve this score by decreasing the number of students that do not meet. In ELAR, our goal will be for a minimum of 20% of all students to not grade-level standards. This is a decrease of 9%. In Math, we want to decrease the percentage of students who do not meet grade-level standards in math by 8%. Having students progress and decreasing the number of students that do not meet grade-level standards in reading and in math, should increase the academic growth domain.

Closing the Gaps

What accountability goal has your campus set for this year?

Stell Middle School had been able to demonstrate growth. During the 2021-2022 school year, the Closing the Gap letter grade has gone from a D to a C, obtaining 76 out of the possible 100 points. Analyzing the closing-the-gap data, we noticed that we did not meet any academic achievement math targets for any population. Only 21% of the emergent population has a meets or higher in STAAR. This is 19% below the target. Our students receiving special education services did not meet the academic achievement math target either. Only 16% of this population scored at meets or higher. This is 7% lower than the 23% target. If we meet these targets, we will increase to 50%, meeting 7 out of 14 targets. Although this will only slightly increase the domain three score, this should improve scores in Domain 1 and Domain 2A. By focusing on increasing the number of students' scores at meets or higher, more growth points for Domain 2A will be obtained. This increase in numbers at this level will yield the school more points in Domain 1 due to the increasing number of students at this level and weight.

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?

After analyzing 2022 Domain 3 data, we noticed that Stell did not meet any academic achievement targets for Math. Stell also only met 2 out of the 5 growth indicators for math. Stell's primary focus needs to be to meet more math targets for closing the gaps, Domain 3 targets. By meeting more math targets, the Domain 3 overall score should increase closer to a B score.

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

After analyzing the Domain 3 math targets, we noticed that two populations substantially missed the academic achievement targets. Only 21% of emergent bilingual students in math were at meets or higher; Stell was 19% below the target 16% of students receiving special education services score at meets or higher; Stell missed the target by 7%. If these two populations meet their targets, this will increase the Domain 3 score by two points.

Essential Actions

Cycles 1-3

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

Implementation Level: Partial Implementation

Key Practices:

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

Implementation Level: Fully Implemented

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: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

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: Planning for Implementation

Key Practices: 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.

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?: Reflecting on Cycle 1 data, we did not meet student progress and academic growth goals in ELAR and Science. 8th-grade science fell behind on the scope and sequence therefore, some material tested was not reviewed yet. In ELA, we did include STAAR 2.0 items. This includes constructed responses which students need more practice. We did meet the goals for Math and Social Studies. In Math, teachers have focused on fluency (simple computation practice including review of multiplication and division) daily, allowing for the easier grasping of new concepts. In Social Studies, teachers were able to provide students with teacher-created reviews based on what they have seen tested more frequently in previous STAAR tests. We also did meet both closing the gaps focus goals. Creating the PLC agenda that focuses on formative assessments by sharing student work and using the data analysis reflection document that focuses on student misconceptions and their root causes has allowed for developing action plans that include reteaching to close the achievement gaps.

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

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Based on the ESF Diagnostic site visit, the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is not evident. While daily lesson plans are submitted on a weekly basis, and interim assessments are administered at least 3-4 times per year for all, there was no evidence of consistent daily lesson-level formative assessments to inform re-teaching and reassessment needs. Additionally, teachers indicated they receive lesson plan feedback that includes 1-3 pieces of feedback but missing is the feedback delivery back to teachers with enough time to make recommended changes before lesson delivery. Finally, there was minimal evidence of time for teachers and campus instructional leaders to internalize curricular resources, units, lessons, and assessments to prepare for instructional delivery.

Who will you partner with?: E3 Alliance ExcELL

How will you build capacity in this Essential Action? The leadership team, principal, and the E3 Alliance ExcELL partner will allocate more time for department chairs, CLT, and administration to review the curriculum and lesson plans. This will allow teachers to receive timely feedback to adjust their lessons. Teachers also need more time to complete lesson plans in advance to have the opportunity to make adjustments before the lesson is delivered. This will also allow teachers and the leadership team to focus more time on reviewing assignments for rigor, alignment, and relevancy.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back-to-school event and be updated at parent and community events. Our students will be made aware of our focus on excellent teaching by announcing the teacher of the month during announcements and through their engagement in classes. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end-of-year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: Essential Action 4.1: By the end of May 2023, the campus leadership team will ensure that at least 90% of classroom teachers assigned to the core content areas of RLA and Math will be planning for and implementing daily formative assessments, engaging in the Formative Assessment Data Talk protocol for analyzing formative assessment data, and utilizing this work to continuously improve Tier 1 instruction utilizing the Stell Instructional Playbook plays. This will be evidenced by reviewing lesson plans through campus checklists during PLCs two times a month.

District Commitment Theory of Action: If the DCSI and assistant superintendent provide on-going mentoring to the principal and provide recommendations for the implementation of action steps each cycle and ensure the availability of HQIM resources, then the campus leadership can focus teacher supports on lesson planning and delivery refinement for Tier 1 instruction that will continue to support academic achievement by all student populations.

Desired 90-day Outcome: By the end of November 2022, 95% of teachers assigned to RLA and Math content areas will be engaged in the practice of studying content standards, developing daily formative assessments integrated with the Stell MS Playbook plays, and preparing for Formative Assessment Data Talks beginning in Cycle 2.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating E3 Alliance and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of teachers assigned to RLA and Math content areas were proactive in studying content standards. They were provided with a planning day to ensure that the standards were studied, and during this time, they developed formative assessments. These teachers began to have formative assessments and data discussions using the newly adopted PLC agendas.

| 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? |
|---|--|--|
| Creating a consistent and detailed agenda for PLC meetings that meet all the campus needs is a challenge because of the time required to meet to discuss and develop this agenda. | Action Step 1 | By making the creation of this agenda an action step itself, will create an urgency in finding the time to create this agency. |

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Stell MS leaders will develop and implement a detailed agenda for consistent, structured facilitation of weekly PLC meetings that will ensure extended application of shared professional learning from the PLC/Scope of Work for Effective Instruction workshop. (Agenda will be used by Administrators and Department Leaders) The agenda includes an ongoing review of formative assessment data and responses for student learning and T1 improvement.</p> <p>Evidence Used to Determine Progress: Blank Agenda Template for Stell MS PLC meetings (weekly) Completed samples of Agenda (with facilitator notes) Screenshots of Admin calendars showing scheduled attendance/participation in weekly PLC meetings</p> <p>Person(s) Responsible: Administrators Department Chairs</p> <p>Non-Funded Resources Needed: Agenda Meeting Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p> | <p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: Met</p> |

| Step 2 Details | Reviews |
|---|---|
| <p>Action Step 2: Stell MS leaders will collaborate with E3 Alliance Team to develop detailed, comprehensive system documents for the Stell Middle School Assessment System (which will include formative assessment data process as well as more formal processes for CPAs and Benchmarks).</p> <p>Evidence Used to Determine Progress: Draft Documents of Stell Middle School Assessment System</p> <p>Person(s) Responsible: Administration Department Chairs E3 Alliance Team</p> <p>Non-Funded Resources Needed: Calendar to assign time to meet with E3 Alliance</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: November 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: E3 Alliance Contracted Services - 6200-Professional and contracted services - \$11,667</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: We will continue to collaborate with our E3 alliance partner and continue to refine the reflection document to focus on formative assessments and not just the formal process of CPAs and benchmarks.</p> |
| Step 3 Details | Reviews |
| <p>Action Step 3: Stell MS leaders will collaborate with E3 Alliance Team to refine the drafted document for Stell Middle School Assessment System and ensure it includes clarity on what data we collect, how we will analyze it, and the actions we'll take in response to the data.</p> <p>Evidence Used to Determine Progress: Draft Documents of Stell Middle School Assessment System</p> <p>Person(s) Responsible: Administration Department Chairs E3 Alliance Team</p> <p>Non-Funded Resources Needed: Calendar to assign time to meet with E3 Alliance</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: November 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p> | <p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: We met with the E3 Alliance TEAM and refined the reflection drafted document; however, the draft has not been finalized. The barrier of time was an issue. When We met with our E3 alliance partner, we focused on implementing the Playbook Plays. We will use the TIP action steps to plan each meeting and focus strictly on the TIP goals.</p> |

| Step 4 Details | Reviews |
|---|---|
| <p>Action Step 4: Stell MS leaders will pilot the drafted document for Stell Middle School Assessment System during PLCs in cycle 1 to prepare for the implementation of documentation in Cycle 2.</p> <p>Evidence Used to Determine Progress: Refined document for Stell Middle School Assessment System Reflection on the pilot program</p> <p>Person(s) Responsible: Principal Department Leaders</p> <p>Non-Funded Resources Needed: Stell Middle School Assessment System documentation</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: November 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Met</p> |

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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.

Rationale: Campus instructional leaders review disaggregated data to track and monitor the progress of all students. In addition, teachers use a corrective instruction action planning process in PLCs to identify trends in student misconceptions. However, missing from the corrective instruction action planning process are the following success criteria: unpacking the standard and creating an exemplar, identifying the conceptual and procedural gaps, planning and practicing the reteach, writing the corrective instruction action plan, and planning the date and method of reassessment and a follow-up for the reassessment data review.

Who will you partner with?: E3 Alliance ExcELL

How will you build capacity in this Essential Action? Stell administration and the school principal feel there is a need for formative data to be analyzed to make more timely adjustments instead of just monitoring district benchmarks and checkpoint assessments. Teachers can use the formative data from bell ringers, exit tickets, and class assignments to determine reteaching and review.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The expectations will be set by editing the "Warrior Classroom", the school instructional expectations, and the lesson plan format to include the use of formative assessments to plan reteaching and review. The immediate feedback form will also be edited to include the use of these practices. We will create buy-in by providing teachers (with content and grade-level teams whenever possible) 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.

Desired Annual Outcome: Essential Action 5.3: By May 2023, the campus administrative team will ensure that at least 90% of RLA and Math teachers will engage in a campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after district or campus created formative assessments every six weeks as evidenced by the submission of the data analysis reflection tool.

District Commitment Theory of Action: If the district provides campus leadership with access to student academic, behavioral, and other relevant data, then campus leadership will be able to support teachers implementing a corrective instruction action planning process to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.

Desired 90-day Outcome: By the end of November 2022, at least 70% of core content teachers (RLA, Math, 8th grade Science, 8th Grade Social Studies) will engage in a campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a correction action plan to implement reteaching opportunities after six weeks/benchmark assessments.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating E3 Alliance and Curriculum, Instruction, and Assessment staff activities including ensuring access to data in a timely manner and helping to monitor implementation of action steps for the Cycle through campus visits and classroom walkthroughs.

Did you achieve your 90 day outcome?: Yes

Why or why not?: We created a campus data analysis reflection document that requires core content teachers (RLA, Math, 8th grade Science, 8th Grade Social Studies) to engage in a campus data analysis and data talks. These discussions led teachers to identify student misconceptions and determine the root causes of student struggle. Teachers wrote a corrective action plan to implement reteaching opportunities. 100% of core content teachers (RLA, Math, 8th grade Science, 8th Grade Social Studies) engaged in this practice during campus data 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? |
|---|--|--|
| Teachers may be reluctant to analyze data because data analysis can be difficult when systems are not in place. | Action Step 2 | A system will be set in place to keep consistency and have a streamlined process when looking at data. |

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Stell MS leaders will develop a detailed agenda to engage Stell teachers in campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.</p> <p>Evidence Used to Determine Progress: Blank Agenda Template for Stell MS PLC meetings (weekly) Completed samples of Agenda (with facilitator notes) Screenshots of Admin calendars showing scheduled attendance/participation in weekly PLC meetings</p> <p>Person(s) Responsible: Administration Department Chairs E3 Alliance Team</p> <p>Non-Funded Resources Needed: Agenda Meeting Calendar</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p> | <p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: Met</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: The E3 Alliance team will train Stell MS leadership to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.</p> <p>Evidence Used to Determine Progress: Draft Documents of Stell Middle School Assessment System Student work that has been analyzed</p> <p>Person(s) Responsible: Administrators Department Chairs E3 Alliance Team</p> <p>Non-Funded Resources Needed: Data documents Testing Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p> | <p>Progress toward Action Steps: Met Necessary Adjustments/Next Steps: Met</p> |

| Step 3 Details | Reviews |
|---|---|
| <p>Action Step 3: Stell MS leadership will train teachers to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.</p> <p>Evidence Used to Determine Progress: Draft Documents of Stell Middle School Assessment System</p> <p>Person(s) Responsible: Administrators Department Chairs E3 Alliance Team</p> <p>Non-Funded Resources Needed: Data documents Testing Calendar</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: November 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: Professional Development Stipends - 6100-Payroll - \$5,000</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Met</p> |
| Step 4 Details | Reviews |
| <p>Action Step 4: Stell MS teachers will pilot the use of the assessment protocol on a campus-created test. They will analyze the student data to determine student misconceptions and the root causes. They will write a corrective action plan to implement reteaching opportunities and share their plan in a PLC.</p> <p>Evidence Used to Determine Progress: PLC Agenda Campus-Create Assessment</p> <p>Person(s) Responsible: Administrators Department Chairs</p> <p>Non-Funded Resources Needed: Data documents Testing Calendar</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: November 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p> | <p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Met</p> |

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Based on the ESF Diagnostic site visit, the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is not evident. While daily lesson plans are submitted on a weekly basis, and interim assessments are administered at least 3-4 times per year for all, there was no evidence of consistent daily lesson-level formative assessments to inform re-teaching and reassessment needs. Additionally, teachers indicated they receive lesson plan feedback that includes 1-3 pieces of feedback but missing is the feedback delivery back to teachers with enough time to make recommended changes before lesson delivery. Finally, there was minimal evidence of time for teachers and campus instructional leaders to internalize curricular resources, units, lessons, and assessments to prepare for instructional delivery.

Who will you partner with?: E3 Alliance ExcELL

How will you build capacity in this Essential Action? The leadership team, principal, and the E3 Alliance ExcELL partner will allocate more time for department chairs, CLT, and administration to review the curriculum and lesson plans. This will allow teachers to receive timely feedback to adjust their lessons. Teachers also need more time to complete lesson plans in advance to have the opportunity to make adjustments before the lesson is delivered. This will also allow teachers and the leadership team to focus more time on reviewing assignments for rigor, alignment, and relevancy.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back-to-school event and be updated at parent and community events. Our students will be made aware of our focus on excellent teaching by announcing the teacher of the month during announcements and through their engagement in classes. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end-of-year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: Essential Action 4.1: By the end of May 2023, the campus leadership team will ensure that at least 90% of classroom teachers assigned to the core content areas of RLA and Math will be planning for and implementing daily formative assessments, engaging in the Formative Assessment Data Talk protocol for analyzing formative assessment data, and utilizing this work to continuously improve Tier 1 instruction utilizing the Stell Instructional Playbook plays. This will be evidenced by reviewing lesson plans through campus checklists during PLCs two times a month.

District Commitment Theory of Action: If the DCSI and assistant superintendent provide on-going mentoring to the principal and provide recommendations for the implementation of action steps each cycle and ensure the availability of HQIM resources, then the campus leadership can focus teacher supports on lesson planning and delivery refinement for Tier 1 instruction that will continue to support academic achievement by all student populations.

Desired 90-day Outcome: By the end of February 2023, the administrative team will ensure that 100% of the department leaders will be implementing a system for supporting and monitoring the practice of daily formative assessments by reviewing lesson plans through campus checklists and by providing feedback in a timely manner once a month.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating E3 Alliance and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle including providing resources that support common planning and meeting time.

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? |
|--|--|---|
| It will be a challenge for teachers assigned to RLA and Math content areas to study content standards and develop daily formative assessments integrated with the Stell MS Playbook plays during bimonthly PLCs due to the time requirement needed for teachers to implement the practice. | Action Step 3 | Campus Leadership Team will ensure more efficient use of PLC time to help address this challenge. |

| Step 1 Details | Reviews |
|---|--|
| <p>Action Step 1: Stell MS leaders will continue to implement the previously developed detailed agenda weekly for consistent, structured facilitation of weekly PLC meetings that will ensure extended application of shared professional learning from the PLC/Scope of Work for Effective Instruction workshop. (Administrators and Department Leaders will use agenda) The agenda will focus on an ongoing review of formative assessment data and responses for student learning and T1 improvement after studying content standards and using the Stell Middle School Assessment System.</p> <p>Evidence Used to Determine Progress: PLC Meeting agendas with notes Refined Checklist</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: PLC meetings Scope of Work training</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> | <p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: Stell MS leaders will collaborate with E3 Alliance Team to refine the drafted document for Stell Middle School Assessment System and ensure it includes clarity on what data we collect, how we will analyze it, and the actions we'll take in response to the data.</p> <p>Evidence Used to Determine Progress: School Assessment System</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: E3 Alliance staff</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> | <p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p> |

| Step 3 Details | Reviews |
|---|--|
| <p>Action Step 3: Teachers assigned to RLA and Math content areas will be engaged in the practice of studying content standards and developing daily formative assessments integrated with the Stell MS Playbook plays during bimonthly PLCs.</p> <p>Evidence Used to Determine Progress: PLC agenda minutes Samples of teacher work</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: PLCs scheduled Stell MS Playbook</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> | <p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p> |
| Step 4 Details | Reviews |
| <p>Action Step 4: The instructional leadership team in collaboration with the E3 Alliance Team will ensure the development of a campus checklists to review lesson plans and provide feedback in a timely manner once a month and begin implementing this system for supporting and monitoring the practice of daily formative assessments.</p> <p>Evidence Used to Determine Progress: Samples of lesson plans and feedback</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: E3 Alliance Campus checklist Lesson Plans</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: E3 Alliance staff - 6200-Professional and contracted services - \$11,667</p> | <p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p> |

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: 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.

Rationale: Campus instructional leaders review disaggregated data to track and monitor the progress of all students. In addition, teachers use a corrective instruction action planning process in PLCs to identify trends in student misconceptions. However, missing from the corrective instruction action planning process are the following success criteria: unpacking the standard and creating an exemplar, identifying the conceptual and procedural gaps, planning and practicing the reteach, writing the corrective instruction action plan, and planning the date and method of reassessment and a follow-up for the reassessment data review.

Who will you partner with?: E3 Alliance ExcELL

How will you build capacity in this Essential Action? Stell administration and the school principal feel there is a need for formative data to be analyzed to make more timely adjustments instead of just monitoring district benchmarks and checkpoint assessments. Teachers can use the formative data from bell ringers, exit tickets, and class assignments to determine reteaching and review.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The expectations will be set by editing the "Warrior Classroom", the school instructional expectations, and the lesson plan format to include the use of formative assessments to plan reteaching and review. The immediate feedback form will also be edited to include the use of these practices. We will create buy-in by providing teachers (with content and grade-level teams whenever possible) 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.

Desired Annual Outcome: Essential Action 5.3: By May 2023, the campus administrative team will ensure that at least 90% of RLA and Math teachers will engage in a campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after district or campus created formative assessments every six weeks as evidenced by the submission of the data analysis reflection tool.

District Commitment Theory of Action: If the district provides campus leadership with access to student academic, behavioral, and other relevant data, then campus leadership will be able to support teachers implementing a corrective instruction action planning process to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.

Desired 90-day Outcome: By the end of February 2023, the campus administrative team will ensure that at least 80% of RLA and Math content teachers will engage in a campus data analysis protocol that includes data talks using the data analysis reflection tool to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after district or campus created formative assessments every six weeks.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including ensuring rapid access to assessment data and helping to monitor implementation of action steps for the Cycle including providing resources that support data analysis.

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? |
|---|--|--|
| It will be a challenge for teachers to determine the root causes of student misconceptions to provide reteaching opportunities. | Action Step 2, Action Step 3 | The Campus Leadership Team will improve teacher competency in identifying root causes and developing interventions through PLCs. |

| Step 1 Details | Reviews |
|---|---|
| <p>Action Step 1: Stell MS leaders will refine the data PLC agenda to engage Stell teachers in campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities district or campus created formative assessments every six weeks.</p> <p>Evidence Used to Determine Progress: PLC Agendas with notes</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: PLC meetings Assessment data reports Corrective Action Plan forms</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 2 Details | Reviews |
| <p>Action Step 2: The E3 Alliance team will train Stell MS leadership to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.</p> <p>Evidence Used to Determine Progress: E3 Alliance agenda, handouts, attendance</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: E3 Alliance staff Assessment Data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |

| Step 3 Details | Reviews |
|--|---|
| <p>Action Step 3: Stell MS leadership will train teachers to analyze student data to determine student misconceptions and the root causes and write a corrective action plan to implement reteaching opportunities after six weeks/benchmark assessments.</p> <p>Evidence Used to Determine Progress: Training agendas and handouts</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: Assessment Data TEKS Reteaching Plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Stipends - 6100-Payroll - \$3,000</p> | <p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p> |
| Step 4 Details | Reviews |
| <p>Action Step 4: Stell MS teachers will use the assessment protocol on the district-created benchmark test. The RLA and Math teachers will analyze the student data to determine student misconceptions and the root causes. They will write a corrective action plan to implement reteaching opportunities and share their plan in a PLC.</p> <p>Evidence Used to Determine Progress: Samples of revised lesson plans/reteach plans</p> <p>Person(s) Responsible: Principal Dean</p> <p>Non-Funded Resources Needed: Assessment Data TEKS Reteaching Plans</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 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 4.1:** Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.

Rationale: Based on the ESF Diagnostic site visit, the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is not evident. While daily lesson plans are submitted on a weekly basis, and interim assessments are administered at least 3-4 times per year for all, there was no evidence of consistent daily lesson-level formative assessments to inform re-teaching and reassessment needs. Additionally, teachers indicated they receive lesson plan feedback that includes 1-3 pieces of feedback but missing is the feedback delivery back to teachers with enough time to make recommended changes before lesson delivery. Finally, there was minimal evidence of time for teachers and campus instructional leaders to internalize curricular resources, units, lessons, and assessments to prepare for instructional delivery.

Who will you partner with?: E3 Alliance ExcELL

How will you build capacity in this Essential Action? The leadership team, principal, and the E3 Alliance ExcELL partner will allocate more time for department chairs, CLT, and administration to review the curriculum and lesson plans. This will allow teachers to receive timely feedback to adjust their lessons. Teachers also need more time to complete lesson plans in advance to have the opportunity to make adjustments before the lesson is delivered. This will also allow teachers and the leadership team to focus more time on reviewing assignments for rigor, alignment, and relevancy.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our annual summer PD. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and step-backs on our progress periodically. Community and families will be notified of our focus in our back-to-school event and be updated at parent and community events. Our students will be made aware of our focus on excellent teaching by announcing the teacher of the month during announcements and through their engagement in classes. We will create buy-in by frequently gathering feedback from all stakeholders on our focus areas and progress/challenges in our mid-year and end-of-year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: Essential Action 4.1: By the end of May 2023, the campus leadership team will ensure that at least 90% of classroom teachers assigned to the core content areas of RLA and Math will be planning for and implementing daily formative assessments, engaging in the Formative Assessment Data Talk protocol for analyzing formative assessment data, and utilizing this work to continuously improve Tier 1 instruction utilizing the Stell Instructional Playbook plays. This will be evidenced by reviewing lesson plans through campus checklists during PLCs two times a month.

District Commitment Theory of Action: If the DCSI and assistant superintendent provide on-going mentoring to the principal and provide recommendations for the implementation of action steps each cycle and ensure the availability of HQIM resources, then the campus leadership can focus teacher supports on lesson planning and delivery refinement for Tier 1 instruction that will continue to support academic achievement by all student populations.

Desired 90-day Outcome: By the end of May 2023, the campus leadership team 95% of classroom teachers assigned to the core content areas (RLA, Math, 8th grade Science & 8th grade Social Studies) engaging in the Formative Assessment Data Talk protocol for analyzing formative assessment data and utilizing this work to continuously improve Tier 1 instruction utilizing the Stell Instructional Playbook plays. This will be evidenced by reviewing lesson plans through campus checklists during PLCs two times a month.

District Actions: The district will continue provide the resources that allows for common planning and meeting time as well as the Forethought system for providing access to all teacher lesson plans and feedback. The DCSI and Principal's Supervisor will review progress with the CLT based on the checklist and feedback samples.

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: Planning for Implementation

Key Practices: 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.

Rationale: Campus instructional leaders review disaggregated data to track and monitor the progress of all students. In addition, teachers use a corrective instruction action planning process in PLCs to identify trends in student misconceptions. However, missing from the corrective instruction action planning process are the following success criteria: unpacking the standard and creating an exemplar, identifying the conceptual and procedural gaps, planning and practicing the reteach, writing the corrective instruction action plan, and planning the date and method of reassessment and a follow-up for the reassessment data review.

Who will you partner with?: E3 Alliance ExcELL

How will you build capacity in this Essential Action? Stell administration and the school principal feel there is a need for formative data to be analyzed to make more timely adjustments instead of just monitoring district benchmarks and checkpoint assessments. Teachers can use the formative data from bell ringers, exit tickets, and class assignments to determine reteaching and review.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The expectations will be set by editing the "Warrior Classroom", the school instructional expectations, and the lesson plan format to include the use of formative assessments to plan reteaching and review. The immediate feedback form will also be edited to include the use of these practices. We will create buy-in by providing teachers (with content and grade-level teams whenever possible) 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.

Desired Annual Outcome: Essential Action 5.3: By May 2023, the campus administrative team will ensure that at least 90% of RLA and Math teachers will engage in a campus data analysis protocol that includes data talks to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after district or campus created formative assessments every six weeks as evidenced by the submission of the data analysis reflection tool.

District Commitment Theory of Action: If the district provides campus leadership with access to student academic, behavioral, and other relevant data, then campus leadership will be able to support teachers implementing a corrective instruction action planning process to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for intervention and enrichment.

Desired 90-day Outcome: By the end of May 2023, the campus administrative team will ensure that at least 90% of RLA and Math content teachers will engage in a campus data analysis protocol that includes data talks using the data analysis reflection tool to identify student misconceptions, determine the root causes, and write a corrective action plan to implement reteaching opportunities after district or campus created formative assessments every six weeks.

District Actions: The district will continue provide the resources that allows for common planning and meeting time and ensure the campus CLT and teachers have access to the assessment data in a timely manner.

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 |
| 1 | 2 | 3 | Professional Development Stipends | | \$5,000.00 |
| 2 | 2 | 3 | Stipends | | \$3,000.00 |
| Sub-Total | | | | | \$8,000.00 |
| Budgeted Budget Object Code Amount | | | | | \$10,071.00 |
| +/- Difference | | | | | \$2,071.00 |
| 6200-Professional and contracted services | | | | | |
| Cycle | Essential Action | Step | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | E3 Alliance Contracted Services | | \$11,667.00 |
| 2 | 1 | 4 | E3 Alliance staff | | \$11,667.00 |
| Sub-Total | | | | | \$23,334.00 |
| Budgeted Budget Object Code Amount | | | | | \$35,000.00 |
| +/- Difference | | | | | \$11,666.00 |
| 6400-Other operating costs | | | | | |
| Cycle | Essential Action | Step | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Budget Object Code Amount | | | | | \$1,400.00 |
| +/- Difference | | | | | \$1,400.00 |
| Grand Total Budgeted | | | | | \$46,471.00 |
| Grand Total Spent | | | | | \$31,334.00 |
| +/- Difference | | | | | \$15,137.00 |

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 | 784 | 54 | 71 | N/A | District Created Benchmark | 72 | 60 | District Created Benchmark | 75 | | 80 | |
| | | | All | All | Reading | Meets | STAAR | 784 | 26 | 46 | N/A | District Created Benchmark | 47 | 23 | District Created Benchmark | 48 | | 50 | |
| | | | All | All | Reading | Masters | STAAR | 784 | 11 | 28 | N/A | District Created Benchmark | 30 | 10 | District Created Benchmark | 32 | | 35 | |
| | | | All | All | Mathematics | Approaches | STAAR | 784 | 40 | 62 | N/A | District Created Benchmark | 70 | 81 | District Created Benchmark | 75 | | 80 | |
| | | | All | All | Mathematics | Meets | STAAR | 784 | 13 | 31 | N/A | District Created Benchmark | 32 | 45 | District Created Benchmark | 30 | | 35 | |
| | | | All | All | Mathematics | Masters | STAAR | 784 | 5 | 16 | N/A | District Created Benchmark | 17 | 15 | District Created Benchmark | 20 | | 25 | |
| | | | All | All | Science | Approaches | STAAR | 297 | 29 | 70 | N/A | CBM | 65 | 27 | District Created Benchmark | 70 | | 75 | |
| | | | All | All | Science | Meets | STAAR | 297 | 12 | 36 | N/A | CBM | 25 | 3 | District Created Benchmark | 30 | | 35 | |
| | | | All | All | Science | Masters | STAAR | 297 | 7 | 9 | N/A | CBM | 10 | 0 | District Created Benchmark | 15 | | 15 | |
| | | | All | All | Social Studies | Approaches | STAAR | 297 | 17 | 47 | N/A | CBM | 60 | 75 | District Created Benchmark | 60 | | 65 | |
| | | | All | All | Social Studies | Meets | STAAR | 297 | 6 | 16 | N/A | CBM | 15 | 45 | District Created Benchmark | 20 | | 25 | |
| | | | All | All | Social Studies | Masters | STAAR | 297 | 4 | 9 | N/A | CBM | 10 | 25 | District Created Benchmark | 10 | | 15 | |
| Closing the Gaps | Focus 1 | Academic Achievement | All | ELL | Mathematics | N/A | Mathematics | N/A | 6 | 21 | 98 | CBM | 20 | 42 | District Created Benchmark | 30 | | 40 | |
| | Focus 2 | Academic Achievement | All | Special Ed | Mathematics | N/A | Mathematics | N/A | 7 | 16 | 98 | CBM | 15 | 43 | District Created Benchmark | 20 | | 23 | |

| 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 | 431 | Did Not Meet | 29 | 28 | 40 | 25 | | 20 | |
| | | | | | Approaches | 71 | 72 | 60 | 75 | 80 | | |
| | | | | | Meets | 46 | 47 | 23 | 48 | 50 | | |
| | | | | | Masters | 28 | 30 | 10 | 32 | 35 | | |
| | Math | All | STAAR | 470 | Did Not Meet | 38 | 30 | 19 | 25 | | 20 | |
| | | | | | Approaches | 62 | 70 | 81 | 75 | 80 | | |
| | | | | | Meets | 31 | 32 | 45 | 30 | 35 | | |
| | | | | | Masters | 16 | 17 | 15 | 20 | 25 | | |

Addendums

Stell Middle School Department PLCs

| OUR VISION | OUR MISSION |
|---|---|
| <i>The Stell Middle School family or parents, students, faculty, and community is committed to developing and supporting lifelong learners who are academically and civically responsible by providing an equitable, exemplary education.</i> | <i>Stell Middle School engages learners, educates leaders, and encourages independent thinking.</i> |

| OUR VALUES | OUR COMMITMENTS |
|-------------------------------|---|
| Positive Mindset | <i>We will actively collaborate with a positive mindset.</i> |
| Respect | <i>We will proactively build relationships with each other through strategic communication and collaboration.</i> |
| Work Ethic | <i>We will hold each other accountable for aligning our professional practice with our shared beliefs, vision, and mission.</i> |
| Professional Growth | <i>We will engage with urgency in the study of our content and analysis of data to continuously improve our instructional plans.</i> |
| Empathetic Flexibility | <i>We will proactively build relationships with our students by considering their socio-emotional needs.</i> |
| Student Success | <i>We will plan and facilitate high-quality instruction that integrates research-based practices based on what our students need.</i> |

| | | | | | | |
|--------------------------|-----------|-----------|------------|-------------|-------------|-----------|
| Date: 10/25/22 | 7:55-8:40 | 8:43-9:28 | 9:31-10:16 | 10:19-11:04 | 1:13 - 1:58 | 3:15-4:00 |
|--------------------------|-----------|-----------|------------|-------------|-------------|-----------|

| Roles and Participants | | | |
|------------------------------|------------------------------|-----------------------------------|------------------------|
| <i>Facilitator Obed Leal</i> | <i>Scribe: Annie OConnor</i> | <i>Timekeeper: Brian Esquivel</i> | <i>Collaborator(s)</i> |

| TIME | TOPIC | NOTES |
|------------|---|---|
| 3-5 mins | Why are we here? <ul style="list-style-type: none"> • 1 min-think time, 2 min share: Choose topic one as a group: <ul style="list-style-type: none"> ○ Reflect and share on OUR VISION ○ Reflect and share on OUR MISSION ○ Choose a commitment and share how you have seen it in action this week (TIPS) • Review our norms: (Randomization) <ul style="list-style-type: none"> ○ Begin and end on time ○ Listen and talk respectfully ○ Be an active participant ○ Focus on student learning | WE are here to discuss and analyze student work and data |
| 5-7 mins | What's happening this week? <ul style="list-style-type: none"> • Campus announcements • Department announcements • Instructional Expectations <ol style="list-style-type: none"> 1. Framing the Lesson <ul style="list-style-type: none"> • Content Objective -Language Objective • Agenda- Gradual Release of Responsibility Instructional Model • Essential Questions • Stell MS Playbook- Use of 3 Plays 2. Writing Initiatives- TELPAS & Writing Across Curriculum 3. Lesson Plans- Forethought Due Dates <ul style="list-style-type: none"> • Use Content Study Forms • Include the 3 Playbook strategies | WE have our visit tomorrow. I do, you do, we do - gradual release Make sure your objective is posted and up to date Red/Gree; randomizer, class talk (TIPS) WC: Whole class / IC: Individual (2/3rd) Science: writing 2xs a week: use TIPS during this part and RACE Give feedback to students: work on compound sentences |
| 25-28 mins | What do we want all students to know and be able to do? (a) How do we know if they know it? (a, b, and c) How do we respond if they do not learn? (c and d) How will we extend learning for those already proficient? (c and d) <ul style="list-style-type: none"> • Choose collaboration focus: <ol style="list-style-type: none"> a. Content study, formative assessment, unit planning b. Facilitating student experiences, Release of Responsibility Model (I Do-We Do- You Do) c. Analyzing student work d. Responding to data | <u>Analyzing Student Samples</u> Bring one writing sample from an EB, and one from a SPED student I DO- YOU DO - WE DO (RED/GREEN) RACE Poster https://drive.google.com/file/d/1AifXQpnkCIQsDYZMFEN_8_0le-yJ32zokv/view?usp=sharing 1. Sentence Variation 2. Fig. Language (Idioms) 3. Academic Vocab 4. RACE |
| 3-5 mins | What will we do next? <ul style="list-style-type: none"> • Choose a collaboration focus for next meeting and determine what to prepare ahead of time | Let's focus on the "WE DO" part |

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Verbalize Next Steps from today and thank each other for your time! | |
|--|---|--|