

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



**WEBB**  
MIDDLE SCHOOL  
AUSTIN Independent School District

**Campus Number:** 227901053

**Board Approval Date:** December 15, 2022

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

Dr. Anthony Mays  
Angel Wilson

**Principal:** Michael Coyle  
**ESC Case Manager:** Adrienne King  
**ESC Region:** 13

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Angel Wilson

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Angel Wilson

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Michael Coyle

# Table of Contents

Data Analysis	4
Student Achievement	4
School Progress	4
Closing the Gaps	5
Subject Areas and Student Groups	6
Essential Actions	7
Cycles 1-3	8
Cycle 4	8
Cycles	9
Cycle 1 - (Sept – Nov)	10
Cycle 2 - (Dec – Feb)	15
Cycle 3 - (Mar – May)	20
Cycle 4 - (Jun – Aug)	22
Campus Grant Funding Summary	23
Student Data	24
Student Achievement and Closing the Gaps	25
Academic Growth	25
Addendums	25

# Data Analysis

## Student Achievement

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

This year, the scholars at WEBB will achieve 65% Approaches, 40% Meets, and 10% Masters across all grades and subjects. This will help us achieve our goal of a 70 (C) in Student Achievement.

## School Progress

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

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

## Closing the Gaps

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

This year, WEBB will meet 4 out of 16 Academic Achievement Targets, 6 out of 14 Growth targets, their ELP target, and 1 out of 9 Student Success targets. This will result in a Closing the Gaps score of 70 (C). This will help us achieve our goal of an 78 Overall.

## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

This year, WEBB will focus on READING performance at Meets Grade Level. By meeting these targets (and others), we will meet our Closing the Gaps goal of a 70 (C).

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

This year, WEBB will focus on African American (student group) and Hispanic (student group) performance at Meets Grade Level. We have not yet met the Closing the Gaps target for either group. By meeting these targets (and others), we will meet our Closing the Gaps goal of 70 (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: Partial 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: Partial 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?:** Webb did not reach their Student Achievement goals or Closing the Gaps goals yet. This is due to a lot of challenges the school faced; such as, brand new teachers that were hired after the start of the school year and the need to meet a high range of learning needs with a high emergent bilingual student and highly mobile student population.

Additional Information:

Reading 27/8/4

8th grade reading struggled - brand new teacher (started first day of school, no time to prep/train)

Math 43/12/3

Lost 8th grade Algebra/Math teacher mid year 2021-22 - position is filled but the disruption negatively impacted this year's 8th grade performance

Focus on basic fluency skills and critical thinking with problem solving and providing supports for emergent bilingual students.

Science 37/7/4

New teacher hired first week of school

Focus on formative assessments with STAAR like rigor

Social Studies 33/15/8

Brand new (first year) teacher - when compared to like schools performed very well

Focus on formative assessments with STAAR like rigor

Barriers and challenges faced:

-Challenge to meet wide range of learning needs for high numbers of emergent bilingual students and highly mobile student population

-Several new teachers

- receiving instructional support and coaching/mentoring from campus team and also district mentor program

-clear roles and responsibilities / systems crucial in supporting growth

## 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:** The campus engaged in TIL Professional Learning for Observation and Feedback this year, and the instructional leadership team now needs to expand their work with protocols for an observation and feedback loop to align more closely with the processes in Get Better Faster. The initial implementation of TIL Observation and Feedback has been focused on building the instructional leadership skills of the administrators, and now ensuring fidelity to the model from TIL will deepen their impact on the instruction of teachers at the school.

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

**How will you build capacity in this Essential Action?** The campus will be led by a new principal beginning the summer of 2022 and the leadership team will consist of two assistant principals and three Multi Classroom Specialists (MCS). This is a change from three assistant principals and two instructional coaches which will result in a need to revise and realign roles and responsibilities. A summer leadership retreat will be facilitated to accomplish this task, review data, and establish the vision for 2022-2023.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers are essential stakeholders in the learning process. They will be involved in designated summer activities and progress status updates through staff meetings throughout August. BLEND and Google Docs are used to share with teachers in real time and allow teachers to collaborate. There will be a Task Force of teacher leads who will work on multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live events (in Spanish), and a Principal Smore.

**Desired Annual Outcome:** By the end of 2022-23, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities using consistent written protocols to lead department and grade level teams as evidenced by leadership meeting agendas and notes. The leadership team will focus on building capacity through weekly leadership meetings, aligned to Essential Action 1.1. Core leadership tasks will be scheduled on weekly calendars (observations, debriefs, team meetings) to focus on the utilization of relevant and rigorous content with high expectations for all students. Progress towards meeting this goal will be documented through quarterly leadership calibration of roles and responsibilities evidenced by meeting agenda and notes.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Webb Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

**Desired 90-day Outcome:** By the end of cycle 1, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities that are documented via roles and responsibilities spreadsheets and leadership minutes. This will be reevaluated and adjusted as needed at the end of cycle 1 evidenced by leadership minutes.

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

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

**Why or why not?:** Co-created spreadsheet for roles and responsibilities "Leadership Calibration of Systems" aligned to AISD Leadership Framework and ESF Levers to assign roles, calibrate expectations, and track progress.

<b>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</b>	<b>What specific action steps address these challenges?</b>	<b>How does this action step address this challenge?</b>
Making time to meet as a leadership team.	Action Step 1	Leadership meetings will be calendared in advance to provide protected time to calibrate in Action Step 1.
With a new leadership team and new people in leadership roles, one challenge we foresee is consistency among teams.	Action Step 2	Developing consistent, written protocols and processes in Action Step 2 will help in keeping teams on the same page.
Focusing on high leverage area's and tracking student growth is always a challenge.	Action Step 3	Moving to a DDI focus as a campus, to narrow the focus on student progress and growth using the DDI framework in PLC's will address this challenge in Action Step 3.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Schedule core leadership tasks on weekly calendars (observations, debriefs, team meetings).</p> <p><b>Evidence Used to Determine Progress:</b> Campus Leadership Team Calendar</p> <p><b>Person(s) Responsible:</b> Principal AP's</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Leadership tasks are reflected on weekly calendars and in agendas with next steps</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus instructional leaders will develop consistent, written protocols and processes to lead their departmental PLCs.</p> <p><b>Evidence Used to Determine Progress:</b> Team Meeting Agenda's PLC Agendas</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Co-created PLC protocols and process guides aligned to Leadership Calibration of Systems roles and responsibilities document.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus instructional leaders meet on a weekly basis to narrow the focus on student progress and growth using formative data and the DDI model in PLC's.</p> <p><b>Evidence Used to Determine Progress:</b> PLC Agenda Data Tracker Student Data (classroom data goals)</p> <p><b>Person(s) Responsible:</b> Principal AP's Team Leaders Teachers</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Well established routines for ongoing data driven planning and focus.</p>

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Partial 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:** Data Driven Instruction has been an area of concentration for PLCs on the campus with the campus leadership team creating agendas and protocols for the formative data analysis and lesson design process. Campus used Leverage Leadership by Paul Bambrick as their resource, and now PLCs can add to their data meeting agendas time for teachers to practice the reteach lessons created in the PLCs.

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

**How will you build capacity in this Essential Action?** Webb teachers have received training on Lead4ward data analysis tools and TEKS analysis through Depth of Knowledge (El Saber) and Effective Questioning Techniques. Our teachers will continue to actively participate in weekly Data Driven Instruction meetings during their PLC periods and will utilize the campus wide PLC and data analysis protocols to make instructional adjustments and plan for the reteach of unmastered TEKS. This process will allow teachers and administrators to internalize improved planning practices and instructional alignment across all teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers are essential stakeholders in the learning process. They will be involved in designated summer activities and progress status updates through staff meetings throughout August. BLEND and Google Docs are used to share with teachers in real time and allow teachers to collaborate. There will be a Task Force of teacher leads who will work on multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live events (in Spanish), and a Principal Smore.

**Desired Annual Outcome:** 100% of the core teachers and campus leadership team will focus on analyzing student data (District Short Cycle Assessments, Campus Common Assessments, State Assessments, etc.) via DDI process, to ensure lesson and standards alignment and make instructional adjustments. This will be evidenced through the DDI Campus Tracking System and Data Dig Forms that are completed in PLCs.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Webb Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

**Desired 90-day Outcome:** By the end of Cycle 1, core teachers will have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data. This will be evidenced through PLC agenda and minutes.

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

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

**Why or why not?:** Master schedule reflects protected time for PLC DDI 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?
Time is always a challenge as well as having enough of it to meet and collaborate.	Action Step 1	Establishing PLC's will address the challenges in Action Step 1.

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?
There is a lot of data with new admin, remaining consistent with teaching expectations across the teams may be challenging.	Action Step 2	The corrective instruction action planning process will help with streamlining the process if disaggregation.
Disaggregation of data is systematic and strategic manner that focuses on setting students targets that are achievable.	Action Step 3	Students buying in to their own goals and creating them with their teachers helps establish a sense of ownership and pride in their work.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> CLT will attend Region 13 TIL DDI sessions to understand and create ownership for implementation of campus DDI process</p> <p><b>Evidence Used to Determine Progress:</b> DDI Campus Tracking System and Data Dig Forms</p> <p><b>Person(s) Responsible:</b> Principals, APs, MCSs</p> <p><b>Non-Funded Resources Needed:</b> TIL Region 13 DDI Training</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 3, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> December 16, 2022</p> <p><b>Funding Sources:</b> Region 13 TIL Training - ESF Grant Funds - 6200-Professional and contracted services - \$7,387.50</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Attended Region XIII DDI TIL training</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The CLT will review disaggregated data in weekly PLC's, to track and monitor the progress of all students as evidenced by student data tracker.</p> <p><b>Evidence Used to Determine Progress:</b> Student Data SCA Results Data Tracker</p> <p><b>Person(s) Responsible:</b> CLT Principal Teachers Team leaders</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Individual student data kept in student data trackers.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will 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 to reteach.</p> <p><b>Evidence Used to Determine Progress:</b> Reteach Plans PLC Agendas</p> <p><b>Person(s) Responsible:</b> CLT Principal AP's Team Leads Teachers</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> December 16, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Process in place for data analysis following DDI protocols to monitor student growth and achievement and plan for reteach. Tool in place for documenting and tracking trends, misconceptions, root cause, and corrective instruction plans.</p>

## Cycle 2 - (Dec – Feb)

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

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

**Implementation Level:** 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:** The campus engaged in TIL Professional Learning for Observation and Feedback this year, and the instructional leadership team now needs to expand their work with protocols for an observation and feedback loop to align more closely with the processes in Get Better Faster. The initial implementation of TIL Observation and Feedback has been focused on building the instructional leadership skills of the administrators, and now ensuring fidelity to the model from TIL will deepen their impact on the instruction of teachers at the school.

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

**How will you build capacity in this Essential Action?** The campus will be led by a new principal beginning the summer of 2022 and the leadership team will consist of two assistant principals and three Multi Classroom Specialists (MCS). This is a change from three assistant principals and two instructional coaches which will result in a need to revise and realign roles and responsibilities. A summer leadership retreat will be facilitated to accomplish this task, review data, and establish the vision for 2022-2023.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers are essential stakeholders in the learning process. They will be involved in designated summer activities and progress status updates through staff meetings throughout August. BLEND and Google Docs are used to share with teachers in real time and allow teachers to collaborate. There will be a Task Force of teacher leads who will work on multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live events (in Spanish), and a Principal Smore.

**Desired Annual Outcome:** By the end of 2022-23, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities using consistent written protocols to lead department and grade level teams as evidenced by leadership meeting agendas and notes. The leadership team will focus on building capacity through weekly leadership meetings, aligned to Essential Action 1.1. Core leadership tasks will be scheduled on weekly calendars (observations, debriefs, team meetings) to focus on the utilization of relevant and rigorous content with high expectations for all students. Progress towards meeting this goal will be documented through quarterly leadership calibration of roles and responsibilities evidenced by meeting agenda and notes.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Webb Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

**Desired 90-day Outcome:** By the end of cycle 2, 100% of the campus instructional leaders will attend weekly leadership meetings focused on the implementation of designated roles and responsibilities that were a result of the first 9 weeks quarterly leadership calibration. Success will be measured at the end of cycle 2 via 2nd 9 weeks quarterly leadership calibration document and minutes.

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

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

**Why or why not?:**



What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Due to lack of SRO and Security Personnel, CLT time can be diverted by emergencies which could limit time available for instructional planning/meetings	Action Step 2	Action Step 2 covers this because CLT will have to meet to decide where to strategically deploy the admin team for the week due to lack of personnel.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The CLT will utilize the scheduled leadership team meetings to monitor/ adjust the current implementation of DDI practices in PLC's</p> <p><b>Evidence Used to Determine Progress:</b> Campus Leadership Team Calendar DDI One Pager DDI Tracker</p> <p><b>Person(s) Responsible:</b> Principal AP's MCS'</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The campus leadership team will use the scheduled weekly meetings to delegate strategic leadership tasks based on campus needs and upcoming PLC's.</p> <p><b>Evidence Used to Determine Progress:</b> Team Meeting Agenda's PLC Agendas</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> AP's and MCS' will facilitate weekly content team meetings based on identified areas of focus, that were addressed in the weekly leadership meeting.</p> <p><b>Evidence Used to Determine Progress:</b> Content Meeting Agendas/ Minutes</p> <p><b>Person(s) Responsible:</b> Principal AP's ACS'</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Partial 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:** Data Driven Instruction has been an area of concentration for PLCs on the campus with the campus leadership team creating agendas and protocols for the formative data analysis and lesson design process. Campus used Leverage Leadership by Paul Bambrick as their resource, and now PLCs can add to their data meeting agendas time for teachers to practice the reteach lessons created in the PLCs.

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

**How will you build capacity in this Essential Action?** Webb teachers have received training on Lead4ward data analysis tools and TEKS analysis through Depth of Knowledge (El Saber) and Effective Questioning Techniques. Our teachers will continue to actively participate in weekly Data Driven Instruction meetings during their PLC periods and will utilize the campus wide PLC and data analysis protocols to make instructional adjustments and plan for the reteach of unmastered TEKS. This process will allow teachers and administrators to internalize improved planning practices and instructional alignment across all teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers are essential stakeholders in the learning process. They will be involved in designated summer activities and progress status updates through staff meetings throughout August. BLEND and Google Docs are used to share with teachers in real time and allow teachers to collaborate. There will be a Task Force of teacher leads who will work on multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live events (in Spanish), and a Principal Smore.

**Desired Annual Outcome:** 100% of the core teachers and campus leadership team will focus on analyzing student data (District Short Cycle Assessments, Campus Common Assessments, State Assessments, etc.) via DDI process, to ensure lesson and standards alignment and make instructional adjustments. This will be evidenced through the DDI Campus Tracking System and Data Dig Forms that are completed in PLCs.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Webb Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

**Desired 90-day Outcome:** By the end of Cycle 2, 100% of the Webb leadership team will facilitate weekly Data-Driven Instructional meetings (with core teachers and principals) and teachers will analyze student progress using the Webb DDI Tracker that result in a reteach and instructional support plan for targeted student groups: African American, Special Ed, and Emergent Bilingual. Dates and will be listed on DDI Tracker for follow through by the leadership team.

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

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

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Formal DDI process is new to campus and the implementation is still needing considerable support	Action Step 1, Action Step 2, Action Step 3	All action steps address this challenge with the consistent review and coaching of the process covered in each step.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The CLT will review disaggregated data with teachers in weekly PLC's, to track and monitor the progress of all students via Data Dig Forms</p> <p><b>Evidence Used to Determine Progress:</b> Student Data Intervention Groups (Data Tracker) SCA Results</p> <p><b>Person(s) Responsible:</b> CLT Principal Teachers Team leaders</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The CLT will review the reteach plans created by teachers, during the DDI process, to coach and provide feedback regarding the effectiveness of differentiation</p> <p><b>Evidence Used to Determine Progress:</b> Reteach Plans PLC Agendas</p> <p><b>Person(s) Responsible:</b> CLT Principal AP's</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teacher observation and feedback data will be reviewed by the CLT and used to facilitate weekly disaggregation of walkthrough data regarding DDI implementation. Individual teacher data will be used to provide ongoing coaching and cycled feedback.</p> <p><b>Evidence Used to Determine Progress:</b> Cycled Feedback Weekly Walkthrough Data</p> <p><b>Person(s) Responsible:</b> CLT</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 16, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> March 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

### Cycle 3 - (Mar – May)

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

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

**Implementation Level:** 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:** The campus engaged in TIL Professional Learning for Observation and Feedback this year, and the instructional leadership team now needs to expand their work with protocols for an observation and feedback loop to align more closely with the processes in Get Better Faster. The initial implementation of TIL Observation and Feedback has been focused on building the instructional leadership skills of the administrators, and now ensuring fidelity to the model from TIL will deepen their impact on the instruction of teachers at the school.

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

**How will you build capacity in this Essential Action?** The campus will be led by a new principal beginning the summer of 2022 and the leadership team will consist of two assistant principals and three Multi Classroom Specialists (MCS). This is a change from three assistant principals and two instructional coaches which will result in a need to revise and realign roles and responsibilities. A summer leadership retreat will be facilitated to accomplish this task, review data, and establish the vision for 2022-2023.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers are essential stakeholders in the learning process. They will be involved in designated summer activities and progress status updates through staff meetings throughout August. BLEND and Google Docs are used to share with teachers in real time and allow teachers to collaborate. There will be a Task Force of teacher leads who will work on multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live events (in Spanish), and a Principal Smore.

**Desired Annual Outcome:** By the end of 2022-23, 100% of campus instructional leaders will have clear, written, and transparent roles and responsibilities using consistent written protocols to lead department and grade level teams as evidenced by leadership meeting agendas and notes. The leadership team will focus on building capacity through weekly leadership meetings, aligned to Essential Action 1.1. Core leadership tasks will be scheduled on weekly calendars (observations, debriefs, team meetings) to focus on the utilization of relevant and rigorous content with high expectations for all students. Progress towards meeting this goal will be documented through quarterly leadership calibration of roles and responsibilities evidenced by meeting agenda and notes.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Webb Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

**Desired 90-day Outcome:** By the end of cycle 3, 100% of the campus instructional leaders will use a combination of PGR progress reports (by teacher) as well as the calendared weekly observations, debriefs, and team meetings to focus on providing deliberate (calibrated) feedback to staff during observation and feedback cycles.

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

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

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Partial 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:** Data Driven Instruction has been an area of concentration for PLCs on the campus with the campus leadership team creating agendas and protocols for the formative data analysis and lesson design process. Campus used Leverage Leadership by Paul Bambrick as their resource, and now PLCs can add to their data meeting agendas time for teachers to practice the reteach lessons created in the PLCs.

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

**How will you build capacity in this Essential Action?** Webb teachers have received training on Lead4ward data analysis tools and TEKS analysis through Depth of Knowledge (El Saber) and Effective Questioning Techniques. Our teachers will continue to actively participate in weekly Data Driven Instruction meetings during their PLC periods and will utilize the campus wide PLC and data analysis protocols to make instructional adjustments and plan for the reteach of unmastered TEKS. This process will allow teachers and administrators to internalize improved planning practices and instructional alignment across all teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Teachers are essential stakeholders in the learning process. They will be involved in designated summer activities and progress status updates through staff meetings throughout August. BLEND and Google Docs are used to share with teachers in real time and allow teachers to collaborate. There will be a Task Force of teacher leads who will work on multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live events (in Spanish), and a Principal Smore.

**Desired Annual Outcome:** 100% of the core teachers and campus leadership team will focus on analyzing student data (District Short Cycle Assessments, Campus Common Assessments, State Assessments, etc.) via DDI process, to ensure lesson and standards alignment and make instructional adjustments. This will be evidenced through the DDI Campus Tracking System and Data Dig Forms that are completed in PLCs.

**District Commitment Theory of Action:** If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Webb Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.

**Desired 90-day Outcome:** By May 2023, 100% of the core teachers and campus leadership team will focus on analyzing student data (District Short Cycle Assessments, Campus Common Assessments, State Assessments, etc.) via DDI process, to ensure lesson and standards alignment and make instructional adjustments. This will be evidenced through the DDI Campus Tracking System and Data Dig Forms that are completed in PLCs.

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

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

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$75,645.00
<b>+/- Difference</b>					\$75,645.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Region 13 TIL Training - ESF Grant Funds		\$7,387.50
<b>Sub-Total</b>					\$7,387.50
<b>Budgeted Budget Object Code Amount</b>					\$28,988.00
<b>+/- Difference</b>					\$21,600.50
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$49,423.00
<b>+/- Difference</b>					\$49,423.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$2,400.00
<b>+/- Difference</b>					\$2,400.00
<b>Grand Total Budgeted</b>					\$156,456.00
<b>Grand Total Spent</b>					\$7,387.50
<b>+/- Difference</b>					\$149,068.50



# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	502	22	46	N/A	Interim Assessment	65	27	Interim Assessment	65		65	
			All	All	Reading	Meets	STAAR	502	11	19	N/A	Interim Assessment	40	8	Interim Assessment	40		40	
			All	All	Reading	Masters	STAAR	502	4	9	N/A	Interim Assessment	10	4	Interim Assessment	10		10	
			All	All	Mathematics	Approaches	STAAR	502	24	31	N/A	Interim Assessment	65	43	Interim Assessment	65		65	
			All	All	Mathematics	Meets	STAAR	502	8	8	N/A	Interim Assessment	40	12	Interim Assessment	40		40	
			All	All	Mathematics	Masters	STAAR	502	2	1	N/A	Interim Assessment	10	3	Interim Assessment	10		10	
			All	All	Science	Approaches	STAAR	502	23	35	N/A	Interim Assessment	65	37	Interim Assessment	65		65	
			All	All	Science	Meets	STAAR	502	9	10	N/A	Interim Assessment	40	7	Interim Assessment	40		40	
			All	All	Science	Masters	STAAR	502	5	1	N/A	Interim Assessment	10	4	Interim Assessment	10		10	
			All	All	Social Studies	Approaches	STAAR	502	23	32	N/A	Interim Assessment	65	33	Interim Assessment	65		65	
			All	All	Social Studies	Meets	STAAR	502	8	9	N/A	Interim Assessment	40	15	Interim Assessment	40		40	
			All	All	Social Studies	Masters	STAAR	502	4	3	N/A	Interim Assessment	10	8	Interim Assessment	10		10	
Closing the Gaps	Focus 1	Academic Growth Status	All	African American	ELA	N/A	ELA	N/A	29	29	100	Interim Assessment	65	10	Interim Assessment	65		65	
	Focus 2	Academic Growth Status	All	Hispanic	ELA	N/A	ELA	N/A	64	64	100	Interim Assessment	65	26	Interim Assessment	65		65	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	204	Did Not Meet	54	35	73	35		35	
					Approaches	46	65	27	65		65	
					Meets	19	40	8	40		40	
					Masters	9	10	4	10		10	
	Math	All	STAAR	252	Did Not Meet	69	35	57	35		35	
					Approaches	31	65	43	65		65	
					Meets	8	40	12	40		40	
					Masters	7	10	3	10		10	

# Addendums

2022-2023 Leadership Duties\_Meeting\_Minutes

Principal- Coyle		
Item	GP- S, 1, 2, 3, 4	Est. Hours / GP
<b>COMPETENCY 1: INSTRUCTIONAL LEADER</b>		
The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high quality instruction.		
<i>TEA Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments</i> <i>TEA Essential Action 5.1: Effective classroom routines and instructional strategies</i> <i>TEA Essential Action 5.3: Evidence Collection and Analysis</i>		
<b>Assessments</b>		
SCA Testing Support	1,2,3,	12
CTC- STAAR ALT	3	20
CTC- STAAR	3,4	60
<b>Data Analysis</b>		
Attendance	2,3,4	3
SCA's	2,3,4	3
Discipline	2,3,4	3
CST- Tier 3	2,3,4	3
Climate & Culture	2,3,4	3
<b>PLC / DDI Review</b>		
ELA- Weekly	1,2,3,4	9
Electives- (Bi-Weekly)	1,2,3,4	4
<b>COMPETENCY 2: TALENT DEVELOPER</b>		
The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.		
<i>TEA Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators</i>		
<b>Staffing</b>		
Staffing / Recruitment	S	100
Staffing / HR	1,2,3,4	10
<b>Master Schedule</b>		
Schedule Leveling	S, 1	10
Schedule Planning / Committee	3, 4	20
<b>Meetings / Professional Development</b>		
BOY PD's Prep	S	30
Staff PD's / Staff Meetings Prep	1,2,3,4	40
PLED Hours Validation	3	10
Staff Needs / Concerns	S,1,2,3,4	10
<b>Coaching / Supports / PPFT</b>		
PPFT- Formal Appraisals (Electives / SBS /LS)	1,2,3,4	10
SLO- Approvals and Validations	1,2,3,4	3
PPFT walkthroughs / observations PPP	1,2,3,4	10
AIKD Learning Walks & Prep	1,2,3,4	5
Staff PGR / progress reports	2,3,4	10

Assistant Principal- Buckles		
Item	GP- S, 1, 2, 3, 4	Est. Hours / GP
<b>COMPETENCY 1: INSTRUCTIONAL LEADER</b>		
The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high quality instruction.		
<i>TEA Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments</i> <i>TEA Essential Action 5.1: Effective classroom routines and instructional strategies</i> <i>TEA Essential Action 5.3: Evidence Collection and Analysis</i>		
<b>Assessments</b>		
PSAT	2	60
CTC-EOC	4	
CTC-TSI		
CTC-NAEP		
<b>Data Analysis</b>		
Discipline	1,2,3,4	30
Mediations	1,2,3,4	15
CST-Tier 3	2,3,4	8
Attendance	1,2,3,4	3
<b>PLC / DDI Review</b>		
SS-Weekly	1,2,3,4	9
<b>COMPETENCY 2: TALENT DEVELOPER</b>		
The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.		
<i>TEA Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators</i>		
<b>Staffing</b>		
Staffing/Recruitment	S	20
Staffing/Recruitment	1,2	4
<b>Master Schedule</b>		
<b>Meetings / Professional Development</b>		
Staff Meetings	1,2,3,4	9
Personal Reading and Podcasts	1,2,3,4	
<b>Coaching / Supports / PPFT</b>		
PPFT-Formal Appraisals	1,2,3,4	10
SLO-Approvals and Validations	1,2,3,4	3
PPFT walkthroughs / observations	1,2,3,4	10
AIKD Learning Walks & Prep	1,2,3,4	
Coaching teachers	1,2,3,4	

Assistant Principal- Mendoza		
Item	GP- S, 1, 2, 3, 4	Est. Hours / GP
<b>COMPETENCY 1: INSTRUCTIONAL LEADER</b>		
The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high quality instruction.		
<i>TEA Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments</i> <i>TEA Essential Action 5.1: Effective classroom routines and instructional strategies</i> <i>TEA Essential Action 5.3: Evidence Collection and Analysis</i>		
<b>Assessments</b>		
<b>Data Analysis</b>		
<b>PLC / DDI Review</b>		
<b>COMPETENCY 2: TALENT DEVELOPER</b>		
The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.		
<i>TEA Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators</i>		
<b>Staffing</b>		
<b>Master Schedule</b>		
<b>Meetings / Professional Development</b>		
<b>Coaching / Supports / PPFT</b>		

2022-2023 Leadership Duties\_Meeting\_Minutes

<b>COMPETENCY 3: EXECUTIVE LEADER</b>		
The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.		
<i>TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities</i>		
<b>Communications / Publicity</b>		
Social Media Postings	1,2,3,4	2
Parent Messenger / SMORES- Weekly	1,2,3,4	10
Staff SMORES- Webb Weekly Updates	1,2,3,4	24
School visits / showcases	1,2,3,4	8
School announcements	1,2,3,4	8
<b>Systems / Procedures / Accountability</b>		
AISD Correspondences / Accountability	S,1,2,3,4	20
Staff Accountability / HR	S,1,2,3,4	6
Office Systems	S,1,2,3,4	10
School Systems / Procedures	1,2,3,4	5
School Systems Guides / Planning	S	20
School Calendar	S	10
Daily campus duties	1,2,3,4	50
Substitute Coverage / Staff Attendance	1,2,3,4	15
GT Administrator	1,2,3,4	6
<b>Budget / Fundraising</b>		
Budget Checks, Balances, and EOE's	S,1,2,3,4	10
Supplies /Orders	S,1,2,3,4	10
Stipends / Grants	S,1,2,3,4	10
<b>Building / Facilities / Safety</b>		
Building Organization / Maintenance	S	80
Facilities / Custodial	S,1,2,3,4	10
Door Audits (weekly)	S,1,2,3,4	10
Student Game Duty / Events Chaperone	1,2,3,4	20
<b>Leadership / District Meetings</b>		
Principals' Meetings / AISD meetings	S,1,2,3,4	25
Webb Leadership Meetings	S,1,2,3,4	10
TIP Meetings & TIP portfolio work	1,2,3,4	12
CAC Meetings	1,2,3,4	3
<b>COMPETENCY 4: CULTURE BUILDER</b>		
The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.		
<i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>		
<b>Student Climate</b>		
Student Expectation Lessons / Assemblies	1,2,3,	10
Student Discipline (Tier 2 / 3) / Investigations	1,2,3,4	30
Student Incentives- SOM, Awards, SCA's	1,2,3,4	20
Student Meeting / Parent Meetings / Calls	1,2,3,4	40
<b>Staff Climate</b>		
Staff Incentives / Initiatives- Treats, Positives	1,2,3,4	20

<b>COMPETENCY 3: EXECUTIVE LEADER</b>		
The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.		
<i>TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities</i>		
<b>Communications / Publicity</b>		
<b>Systems / Procedures / Accountability</b>		
AISD Learning Walks & Prep		
LPAS Parent meetings		
LPAS-Parent phone calls		
<b>Budget / Fundraising</b>		
<b>Building / Facilities / Safety</b>		
Emergency/Operations Drills	1,2,3,4	
<b>Leadership / District Meetings</b>		
Webb Leadership Meetings	1,2,3,4	10
AP Meetings at Central	1,2,3	3
CAC Meetings (including prep)	1,2,3,4	3
<b>COMPETENCY 4: CULTURE BUILDER</b>		
The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.		
<i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>		
<b>Student Climate</b>		
WOW Celebrations	1,2,3,4	6
Student Discipline (Tier 2 / 3) Investigations	1,2,3,4	30
Parent phone calls	1,2,3,4	20
<b>Staff Climate</b>		
Emails and notes, informal meetings	1,2,3,4	3

<b>COMPETENCY 3: EXECUTIVE LEADER</b>		
The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.		
<i>TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities</i>		
<b>Communications / Publicity</b>		
<b>Systems / Procedures / Accountability</b>		
<b>Budget / Fundraising</b>		
<b>Building / Facilities / Safety</b>		
<b>Leadership / District Meetings</b>		
<b>COMPETENCY 4: CULTURE BUILDER</b>		
The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.		
<i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>		
<b>Student Climate</b>		
<b>Staff Climate</b>		

2022-2023 Leadership Duties\_Meeting\_Minutes

Family / Community / Partnerships		
Family Engagement Facilitator	S,1,2,3,4	20
Community Partner Relations	S,1,2,3,4	10
School-based Partner Relations	S,1,2,3,4	20

Family / Community / Partnerships		
Hopefest		2 4

Family / Community / Partnerships		

**MCS- Rebello**

Item	GP- S, 1, 2, 3, 4	Est. Hours / GP
------	-------------------	-----------------

**COMPETENCY 1: INSTRUCTIONAL LEADER**  
 The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high quality instruction.  
*TEA Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments*  
*TEA Essential Action 5.1: Effective classroom routines and instructional strategies*  
*TEA Essential Action 5.3: Evidence Collection and Analysis*

**Assessments**


**Data Analysis**


**PLC / DDI Review**


**COMPETENCY 2: TALENT DEVELOPER**

The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.  
*TEA Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators*

**Staffing**


**Master Schedule**


**Meetings / Professional Development**


**Coaching / Supports / PPFT**


**MCS- Maldonado**

Item	GP- S, 1, 2, 3, 4	Est. Hours / GP
------	-------------------	-----------------

**COMPETENCY 1: INSTRUCTIONAL LEADER**  
 The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high quality instruction.  
*TEA Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments*  
*TEA Essential Action 5.1: Effective classroom routines and instructional strategies*  
*TEA Essential Action 5.3: Evidence Collection and Analysis*

**Assessments**

MAP Testing Campus Contact		1,2,3
SCA #1-3 Campus Contact		1,2,3

**Data Analysis**

SCA 1-3 Data Breakdown/Analysis		1, 2, 2003
MAP Math Testing Analysis		1, 2, 2003
DDI Artifact Analysis		2, 3, 2004

**PLC / DDI Review**

Math - Weekly		1, 2, 3, 4
Science - Weekly		1, 2, 3, 4
DDI Artifact Analysis/Discussion/Re-teaching Method		2, 3, 2004

**COMPETENCY 2: TALENT DEVELOPER**

The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.  
*TEA Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators*

**Staffing**

STEM Department	S, 1, 2	100
-----------------	---------	-----

**Master Schedule**


**Meetings / Professional Development**

New teacher meetings		1, 2, 3, 4
DDI PD		2

**Coaching / Supports / PPFT**

STEM MCS		1, 2, 3, 4
Lead Mentor on Campus		1, 2, 3, 4
Mentor		1, 2, 3, 4

**MCS- Walsh**

Item	GP- S, 1, 2, 3, 4	Est. Hours / GP
------	-------------------	-----------------

**COMPETENCY 1: INSTRUCTIONAL LEADER**  
 The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high quality instruction.  
*TEA Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments*  
*TEA Essential Action 5.1: Effective classroom routines and instructional strategies*  
*TEA Essential Action 5.3: Evidence Collection and Analysis*

**Assessments**


**Data Analysis**


**PLC / DDI Review**


**COMPETENCY 2: TALENT DEVELOPER**

The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.  
*TEA Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators*

**Staffing**


**Master Schedule**


**Meetings / Professional Development**


**Coaching / Supports / PPFT**


<b>COMPETENCY 3: EXECUTIVE LEADER</b>		
The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.		
<i>TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities</i>		
<b>Communications / Publicity</b>		
<b>Systems / Procedures / Accountability</b>		
<b>Budget / Fundraising</b>		
<b>Building / Facilities / Safety</b>		
<b>Leadership / District Meetings</b>		
<b>COMPETENCY 4: CULTURE BUILDER</b>		
The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.		
<i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>		
<b>Student Climate</b>		
<b>Staff Climate</b>		
<b>Family / Community / Partnerships</b>		
<b>Counselor- Waite</b>		
<b>Item</b>	<b>GP- S, 1, 2, 3, 4</b>	<b>Est. Hours / GP</b>

<b>COMPETENCY 3: EXECUTIVE LEADER</b>		
The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.		
<i>TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities</i>		
<b>Communications / Publicity</b>		
<b>Systems / Procedures / Accountability</b>		
<b>Budget / Fundraising</b>		
<b>Building / Facilities / Safety</b>		
<b>Leadership / District Meetings</b>		
<b>COMPETENCY 4: CULTURE BUILDER</b>		
The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.		
<i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>		
<b>Student Climate</b>		
<b>Staff Climate</b>		
<b>Family / Community / Partnerships</b>		

<b>COMPETENCY 3: EXECUTIVE LEADER</b>		
The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.		
<i>TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities</i>		
<b>Communications / Publicity</b>		
<b>Systems / Procedures / Accountability</b>		
<b>Budget / Fundraising</b>		
<b>Building / Facilities / Safety</b>		
<b>Leadership / District Meetings</b>		
<b>COMPETENCY 4: CULTURE BUILDER</b>		
The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.		
<i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>		
<b>Student Climate</b>		
<b>Staff Climate</b>		
<b>Family / Community / Partnerships</b>		







Leadership Duty Chart					
Duty	Person	Alt.	Duty	Person	Alt.
<b>Morning Duty (7:40- 8:00)</b>			<b>A Lunch</b>		
Sub Plan	Coyle	AP's	<b>Lunch Enter (11:24-11:30)</b>		
Outside Corner	Coyle		A lunch enter- cafeteria	Buckles	Coyle
Outside Gym	Buckles		T area	Mendoza	Coyle
Outside Front	Mendoza		STEM bathrooms	Maldonado	Coyle
<b>Entering (8:00-8:20)</b>			Humanities bathrooms	Rebello	Coyle
STEM bathrooms	Maldonado		Cafeteria Bathrooms / Cafeteria Entrance	Walsh	Coyle
Cafeteria line 6	Walsh				
Cafeteria line 7/8	Rebello		<b>Lunch Time (11:30-12:00)</b>		
Humanities bathrooms	Buckles		A Lunch- 6/7 Lunch Lead	Buckles	Mendoza
T and main hallways	Mendoza		Door 1- Bathroom	Walsh	
Fine Arts / Courtyard Floater	Coyle		Door 2- Line B	Mendoza	
<b>1st Period (8:20-8:40)</b>			Door 3- Line A	Archer	
Announcements	Coyle	Buckles	Door 4- Floater	Arline	
Room / Tech Checks	Mendoza		Hall Bathrooms	Maldonado / Rebello	
Room / Tech Checks	Buckles		Homeroom checks / behavior	Coyle	
<b>Passing Periods</b>					
STEM Stairs - T	Mendoza	Maldonado	<b>Lunch Exit (12:00-12:05)</b>		
Humanities Stairs- T	Coyle		Cafeteria	AP on duty	
Courtyard Door- SS Bathrooms	Buckles		Cafeteria Bathrooms	Walsh / Rebello	
ELA bathrooms	Rebello		T- Area	AP 2	
STEM bathrooms	Maldonado	Mendoza	STEM	Maldonado	
ELDA / ELDA Doors	Walsh		Humanities	Coyle	
<b>Bathroom Checks</b>					
Math Bathrooms	Maldonado		<b>B Lunch</b>		
Science Bathrooms	Mendoza		<b>Lunch Enter (12:05-12:10)</b>		
ELA Bathrooms	Rebello		A lunch enter- cafeteria	AP on duty	Coyle
SS Bathrooms	Buckles		T area	AP 2	Coyle
Fine Arts	Coyle		STEM bathrooms	Maldonado	Coyle
<b>8th Period / Advisory</b>			Humanities bathrooms	Coyle	Coyle
STEM class checks	Mendoza		Cafeteria Bathrooms / Cafeteria Entrance	Walsh / Rebello	Coyle
Humanities class checks	Buckles				
Electives class check	Coyle		<b>Lunch Time (12:10-12:40)</b>		
Tutorials Collection	MCS's		8 / ELDA Lunch Lead	Mendoza	Buckles
<b>Dismissal (3:50-4:10)</b>			Door 1- Bathroom	Rebello / Maldonado	

2022-2023 Leadership Duties\_Meeting\_Minutes

Clear Halls- Cafeteria Stairs by bus	Coyle		Door 2- Line B	Buckles	
Top of buses- Gym doors	Buckles		Door 3- Line A	Conness	
Bottom of buses- corner	Mendoza		Door 4- Floater	Reyna	
Front of School stairs (no tutoring)	Rebello		ELDA support / Floater	Walsh	
Front of school lower door (no tutoring)	Maldonado		Hall Bathrooms	Rebello / Maldonado	
Bus support (not tutoring)	Walsh		Homeroom checks / behavior	Coyle	
Tutorials (T-Th)	MCS's				

November	
Observances and Recognitions	
<a href="#">Native American Heritage Month</a>	
11/1 - 11/2 Dia de los Muertos	
11/7-11/11 National School Psychology Week	
11/11 Veterans' Day	
11/16 Education Support Professionals Day	
11/17 National Family Involvement Day	
Date	Events/Meetings/Deadlines
Nov. 1	
Nov. 2	
Nov. 3	Girls' Basketball Game (home- Buckles)
	<a href="#">SCA 1 responses due</a>
Nov. 4	<a href="#">Title I Compliance Packet due</a>
Nov. 5-6	Mendoza's Birthday (6th)
	<a href="#">PSAT 8/9</a>
Nov. 7	<a href="#">Deadline to enter 2023 Trustee Awards date preferences and campus contact</a>
	<a href="#">Election Day: Student Holiday/Staff Development</a>
	<a href="#">11-8 PD Presentation</a>
Nov. 8	<a href="#">11-8 PD Agenda</a>
Nov. 9	Central Office Leadership Learning Series
	Virtual Assessment Center for AP/Principal
Nov. 10	Board of Trustees Info Session
	Veteran's Day (announcement)
Nov. 11	Student of the Month Celebration
Nov. 12-13	

	Staff Meeting
Nov. 14	Flu Shots during staff meeting
Nov. 15	<a href="#">Teacher Focus Group Meeting</a>
	Principals Meeting
Nov. 16	Ed Support Appreciation Day
	Board of Trustees Regular Voting Meeting Campus One-Pager edits due Required Training for Nalaxone (Narcan) Administration Deadline Girls' Basketball Game (home- Coyle)
Nov. 17	Picture Day
Nov. 18	8th Period Faculty vs. Student Volleyball game
Nov. 19-20	
Nov. 21	Holiday
Nov. 22	Holiday
Nov. 23	Holiday
Nov. 24	Holiday
Nov. 25	Holiday
Nov. 26-27	
	1st Period Tech Check
Nov. 28	Staff Meeting- Pin the Tail on the Turkey- DDI Meeting
Nov. 29	Assistant Principal Learning Series
Nov. 30	Assistant Principal Learning Series
<b>December</b>	
<b>Observances and Recognitions</b>	
12/2 Special Education Day	
<a href="#">12/18 - 12/26 Hanukkah</a>	
<a href="#">12/25 Christmas</a>	
<a href="#">12/26 - 1/1 Kwanzaa</a>	

Date	Events/Meetings/Deadlines
Dec. 1	Board of Trustees Info Session Girls' Basketball Game (home- Mendoza)
Dec. 2	<a href="#">Youth Garden Grant Due</a> <a href="#">Student of the Month Celebration</a> <b>Maldonado out</b>
Dec. 3-4	Dec. 6-16 Algebra I, Biology, U.S. History Window
Dec. 5	Staff Meeting-Holiday Movie Trivia, Winter Wonderland Planning
Dec. 6	<a href="#">Curriculum Feedback Session</a> <a href="#">Campus Instructional Support Meeting</a> <a href="#">Dyslexia Training</a>
Dec. 7	
Dec. 8	Coyle- off campus
Dec. 9	Coyle-off campus
Dec. 10-11	
Dec. 12	SCA 2 Begins Book Fair Begins No Staff Meeting
Dec. 13	New Principal Cohort Dinner SCA Reading Test <a href="#">Department of Special Education Monthly Community Meetings</a>
Dec. 14	SCA Math Test Webb Winter Wonderland (5:00-6:30)
Dec. 15	Virtual Assessment Center for AP/Principal Board of Trustees Regular Voting Meeting
Dec. 16	Webb Winter Dance- 8th Grade \$3.00/ Ticket 2/\$5.00?
Dec. 17-18	

	SCA 2 Ends
Dec. 19	No Staff Meeting
Dec. 20	Ugly Sweater Day
	End of Second Nine Weeks SCA Movie Party?
Dec. 21	Webb Holiday Party
Dec. 22	<a href="#">PLED Day/Student Holiday</a>
Dec. 23	<a href="#">PLED Day/Student Holiday</a>
Dec. 24-31	Holiday
<b>January</b>	
<b>Observances and Recognitions</b>	
School Board Recognition Month	
<a href="#">1/16 Martin Luther King Jr. Day</a>	
<a href="#">1/23 - 1/27 Holocaust Remembrance Week</a>	
<a href="#">1/30 Korematsu Day</a>	
<b>Date</b>	<b>Events/Meetings/Deadlines</b>
Jan. 1-6	Holiday
Jan. 7-8	
Jan. 9	Staff Development/Student Holiday: New Years' Cruise, Snowball fight, reset, guest speaker
	<u>Start of Third Nine Weeks</u>
Jan. 10	<u>Online Registration &amp; Student Transfer Window Open</u>
Jan. 11	
	<u>Board of Trustees Info Session</u>
Jan. 12	<u>1st Grade Dyslexia Screenings Begin</u>
Jan. 13	Student of the Month Celebration
Jan. 14-15	
Jan. 16	Holiday
Jan. 17	<a href="#">Program Decision Deadline</a>
Jan. 18	Principals Meeting

Jan. 19	
Jan. 20	
Jan. 21-22	
Jan. 23	
	Assistant Principal Learning Series
	Family Program Commitments Due
Jan. 24	Department of Special Education Monthly Community Meetings
Jan. 25	Assistant Principal Learning Series
Jan. 26	Board of Trustees Regular Voting Meeting
Jan. 27	
Jan. 28-29	
Jan. 30	
	Virtual Assessment Center for AP/Principal
	Priority Student Transfer Window Closes
Jan. 31	Secondary Teacher Focus Group Meeting
<b>February</b>	
<b>Observances and Recognitions</b>	
<a href="#">National African American Heritage Month</a>	
<a href="#">Career and Technical Education Month</a>	
<u>2/6 - 2/10 School Counselor Appreciation Week</u>	
2/15 School Resource Officer Day	
2/24 Food Service and Warehouse Workers Appreciation Day	
<b>Date</b>	<b>Events/Meetings/Deadlines</b>
Feb. 1	<a href="#">Out-of-District Transfer Window Opens</a>
Feb. 2	Campus Instructional Support Meeting
Feb. 3	Student of the Month Celebration
Feb. 4-5	
Feb. 6	
Feb. 7	<a href="#">Elementary Teacher Focus Group Meeting</a>

Feb. 8	Principals Meeting
Feb. 9	Board of Trustees Info Session
Feb. 10	<a href="#">GroMoreGood Grassroots Grant Due</a>
Feb. 11-12	
Feb. 13	Parent conferences to be scheduled this week (before, after, during conference time equivalent to one school day)
Feb. 14	P3 Cohort Meeting
Feb. 15	Central Office Leadership Learning Series
Feb. 16	AP3 Cohort Meeting
Feb. 17	<a href="#">Student Early Release/Teacher Planning</a>
Feb. 18-19	Feb. 20-March 31: TELPAS (K-12) and TELPAS Alternate (2-12) Listening, Speaking, Reading and Writing Window
	Holiday/Bad Weather Make-Up Day
Feb. 20	TELPAS (K-12) and TELPAS Alternate (2-12) Listening, Speaking Reading and Writing Window Opens
Feb. 21	<a href="#">Department of Special Education Monthly Community Meetings</a>
Feb. 22	New Principal Cohort Dinner
	Virtual Assessment Center for AP/Principal
Feb. 23	Board of Trustees Regular Voting Meeting
Feb. 24	
Feb. 25-26	
Feb. 27	
Feb. 28	<a href="#">Curriculum Feedback Session</a>
<b>March</b>	
<b>Observances and Recognitions</b>	
<a href="#">Women's History Month</a>	
<a href="#">National Youth Art Month</a>	
3/3 Austin ISD Employee Appreciation Day	
3/6 - 3/10 National School Social Work Week	
3/6 - 3/10 National Parent Support Specialist Week	
3/20 - 3/25 Austin ISD Pride Week	



3/31 César Chávez/Dolores Huerta Day	
Date	Events/Meetings/Deadlines
March 1	
March 2	
March 3	Student of the Month Celebration
March 4-5	
March 6	
March 7	
March 8	Campus Instructional Support Meeting
March 9	Board of Trustees Info Session
March 10	End of Third Nine Weeks
Mar. 11-12	March 13-April 28 STAAR Alt 2 Preview Window
	STAAR Alt 2 Preview Window Opens
March 13	Holiday
March 14	Holiday
March 15	Holiday
March 16	Holiday
March 17	Holiday
Mar. 18-19	
March 20	Start of Fourth Nine Weeks
	<u>P3 Cohort Meeting</u>
March 21	<u>Department of Special Education Monthly Community Meetings</u>
March 22	Principals Meeting
March 23	Board of Trustees Regular Voting Meeting
March 24	
Mar. 25-26	March 27-April 28 STAAR Alt 2 Grades 3-8 and EOC Window
March 27	STAAR Alt 2 Grades 3-8 and EOC Assessments Window Opens
March 28	
March 29	
March 30	

	<u>Holiday</u>
	<u>PLED Deadline</u>
March 31	<u>TELPAS(K-12) and TELPAS Alternate (2-12) Window Closes</u>
<b>April</b>	
<b>Observances and Recognitions</b>	
<a href="#"><u>School Library Month</u></a>	
<u>Arab American Heritage Month- <a href="https://arabamericafoundation.org/national-arab-american-heritage-month/">https://arabamericafoundation.org/national-arab-american-heritage-month/</a></u>	
<u>4/3 - 4/9 National School Library Week</u>	
4/4 National School Librarian Day	
4/3 - 4/7 National Assistant Principals Appreciation Week	
<u>4/17 - 4/21 Public School Volunteer Week</u>	
4/17 - 4/22 Earth Week	
4/26 Administrative Professionals' Day	
4/24 - 4/28 Afterschool Professionals Appreciation Week	
<b>Date</b>	<b>Events/Meetings/Deadlines</b>
April 1-2	
	<a href="#"><u>Pre-K Enrollment Window Opens</u></a>
April 3	<a href="#"><u>Grade K Dyslexia Screenings Begin</u></a>
April 4	<a href="#"><u>Secondary Teacher Focus Group Meeting</u></a>
April 5	Campus Instructional Support Meeting
	TOY Finalists Announced
April 6	Student of the Month Celebration
April 7	Holiday/Bad Weather Make-Up Day
April 8-9	
April 10	
	P3 Cohort Meeting
	Elementary Teacher Focus Group Meeting
April 11	Department of Special Education Monthly Community Meetings

April 12	Central Office Leadership Learning Series
April 13	Board of Trustees Info Session
April 14	
Apr. 15-16	April 18-28 STAAR Grades 3-8 Reading Language Arts, English I and English II Window
April 17	
April 18	STAAR Grades 3-8 Reading Language Arts, English I and English II Window Opens
April 19	Principals Meeting
April 20	
April 21	
Apr. 22-23	April 25-May 5 STAAR Grades 5/8 Science, 8 Social Studies, Biology, U.S. History Window
April 24	
	STAAR Grades 5/8 Science, 8 Social Studies, Biology, U.S. History Window Opens
April 25	Assistant Principal Learning Series
April 26	Assistant Principal Learning Series
	Virtual Assessment Center for AP/Principal
April 27	Board of Trustees Regular Voting Meeting
	STAAR Alt 2 Preview Window Closes
	STAAR Alt 2 Assessment Window Closes
April 28	STAAR Grades 3-8 Reading Language Arts, English I and English II Window Closes
Apr. 29-30	May 2-12 STAAR Grades 3-8 Math, Algebra I Window
<b>May</b>	
<b>Observances and Recognitions</b>	
<a href="#">Jewish American Heritage Month</a>	
<a href="#">Asian American/Pacific Islander Heritage Month</a>	
National Physical Fitness and Sports Month	
5/1 - 5/5 Austin ISD Teacher, Teacher Assistant and Substitute Teacher Appreciation Week	
5/1 School Principal Day	
<u>5/2 National Teacher Day</u>	
5/3 Skilled Trades Appreciation Day	

5/10 National School Nurse Day	
5/10 Austin ISD Salute Awards Ceremony	
5/15 - 5/19 National Police Week	
5/29 Memorial Day	
<b>Date</b>	<b>Events/Meetings/Deadlines</b>
May 1	
May 2	STAAR Grades 3-8 Math, Algebra I Window Opens
May 3	
May 4	
May 5	STAAR Grades 5/8 Science, 8 Social Studies, Biology, U.S. History Window Closes Student of the Month Celebration
May 6-7	
May 8	
May 9	<a href="#">Department of Special Education Monthly Community Meetings</a>
May 10	SALUTE Awards Ceremony
May 11	Board of Trustees Info Session
May 12	STAAR Grades 3-8 Math, Algebra I Window Closes
May 13-14	
May 15	
May 16	P3 Cohort Meeting
May 17	Principals Meeting AP3 Cohort Meeting
May 18	Board of Trustees Regular Voting Meeting
May 19	
May 20-21	
May 22	
May 23	8th Grade Promotion / Dance OSCARS
May 24	

May 25	End of Fourth Nine Weeks- Last Day Rosedale School Graduation
May 26	Staff Development/Teacher Last Day Teachers, ES Counselor, All Librarians Last Day
May 27-28	
May 29	Holiday
May 30	Crockett Graduation Austin High Graduation Eastside Graduation
May 31	New Principal Cohort Dinner Virtual Assessment Center for AP/Principal Last day for MS Counselor, Athletic Trainer, other school clerical Navarro Graduation McCallum Graduation Akins Graduation
<b>June</b>	
<b>Observances and Recognitions</b>	
Pride Month	
<u>6/14 Flag Day</u>	
<u>6/19 Juneteenth</u>	
<u>6/20 World Refugee Day</u>	
<b>Date</b>	<b>Events/Meetings/Deadlines</b>

June 1	Assistant Principal Summer Conference Travis Graduation LASA Graduation Anderson Graduation
June 2	District Closed LBJ Graduation Northeast Graduation
June 3-4	
June 5	Last day for ES Assistant Principal
June 6	
June 7	Principals Meeting Last day for HS Athletic Coordinator, HS Band Teacher
June 8	Board of Trustees Info Session Last day for HS Counselor, JROTC Instructor, College and Career Advisor
June 9	District Closed
June 10-11	
June 12	Last day for HS/MS Assistant Principal
June 13	
June 14	
June 15	
June 16	District Closed
June 17-18	June 20-June 30 STAAR Algebra I, English I/II, Biology, U.S. History Window
June 19	Holiday
June 20	STAAR Algebra I, English I/II, Biology, U.S. History Window Opens
June 21	
June 22	Virtual Assessment Center for AP/Principal Board of Trustees Regular Voting Meeting

June 23	District Closed
June 24-25	
June 26	
June 27	
June 28	
June 29	Last day for Principal, HS/MS Academy Director, MS Magnet and Academic Dean, HS Ag. Teacher
	STAAR Algebra I, English I/II, Biology, U.S. History Window Closes
June 30	District Closed

## Grading Period 2

**COMPETENCY 1: INSTRUCTIONAL LEADER**

The campus administrator builds, develops, and empowers the school community to ensure that all students engage in authentic high quality instruction.

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

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

*TEA Essential Action 5.3: Evidence Collection and Analysis*

**COMPETENCY 2: TALENT DEVELOPER**

The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.

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

<b>Assessments</b>	<b>Done</b>	<b>Lead</b>	<b>Staffing</b>	<b>Done</b>	<b>Lead</b>
PSAT Administration	x	Buckles	SPED Inclusion		Buckles
SCA 2 Assessments (above 95%)		MCS's	SPED TA		Buckles
MAPS MOY Testing (above 95%)		MCS's	Counselor		Coyle
			<b>Master Schedule</b>		
			Review Student Electives, Advisory, HR		Mendoza / Waite
<b>Data Analysis</b>			All SM2 Student changes complete		Mendoza / Waite
School Attendance Data report	x	Coyle	New Advisory Classes		
Staff, Family, Student Data report	x	Coyle	<b>Meetings / Professional Development</b>		
Data Report / analysis	x	MCS's	11/8- PD Day		Coyle / MCS's
Data Report by student	x	MCS's	11/14		Coyle
Discipline Data report	x	Coyle	11/28- DDI		Coyle / MCS's
Student Data Posted		Coyle	12/5- Winter Wonderland Prep		Coyle
District Data report completed	x	MCS's	12/12- Testing Mtg.		Coyle / MCS's
<b>PLC / DDI Review</b>			<b>Coaching / PPFT</b>		
ELA- Weekly		Rebello / Coyle	Staff PGR progress reports		Coyle
SS- Weekly		Rebello / Buckles	Staff Incentive Badges Ready		All
Math- Weekly		Maldonado/ Mendoza	Staff 3 CAT walks documented		Admin
Science- Weekly		Maldonado/ Mendoza	AISD Learning Walks- 11/10		Coyle
ELDA- Weekly		Walsh	AISD Learning Walks		Coyle
Electives- (Bi-Weekly)		Buckles			



<b>COMPETENCY 3: EXECUTIVE LEADER</b> The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.  <i>TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities</i>			<b>COMPETENCY 4: CULTURE BUILDER</b> The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.  <i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>		
Communications / Publicity	Done	Lead	Student Climate	Done	Lead
Social Media Postings- Weekly		Admin	Student Expectation Lessons	x	Coyle
Parent Messenger / SMORES- Weekly		Coyle	Student Expectation Assembly	x	Coyle
Staff SMORES- Weekly		Coyle	Student Expectation Quiz	x	Coyle
Website		Coyle / Reyna	Student 9-week culture survey		Coyle
			Weekly Student Wellness surveys		Coyle
School Systems / Procedures			Awards Assembly GP 1	x	AP's
Report Cards Completed		Naomi	SCA Progress Awards Ready GP 1		
Credit Recovery		Mendoza / MCS's	Student of the Month Awards (October)	x	Coyle
			Student of the Month Awards (November)		Coyle
			2nd 9-week SEL lessons ready	x	Gloria /Rebello /Jack
Budget / Fundraising			GP 1 WOW Awards breakfast	x	Buckles
Budget Checks and Balances		Coyle	Winter Dance		All
Supply Orders		MCS's			
Building / Facilities			Staff Climate		
Custodian Meeting / Facilities Check		Coyle	Staff 9-week culture survey	X	District
Office Staff Meeting		Coyle	Thanksgiving Pies / Outing	x	
Door Audits (weekly)		Coyle	Holiday- Secret Santa / White Elephant		
Safety Reviews:			Family / Community / Partnerships		
Crises Team Meeting		All	Family 9-week culture survey		D. Sanchez
Drills- Fire, Lockdown, Weather, Hold		Buckles	Family Event- Webb Winter Wonderland		Coyle

**Attendance: Coyle, Buckles, Mendoza, Walsh, Rebello, Maldonado**

**Positives / Notes:** Flores student caractures during homeroom. Credit Recovery is going well and having an impact. The rewards are working! Science is working on great hands-on, real-world labs. Teachers have enjoyed each others' company and rewards with the kids.

Item	Notes	Next Steps	Responsible
------	-------	------------	-------------

**COMPETENCY 1: INSTRUCTIONAL LEADER**

The campus administrator builds, develops, and empowers the school community to ensure that allstudents engage in authentic high quality instruction.

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

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

*TEA Essential Action 5.3: Evidence Collection and Analysis*

Assessments			
PSAT Administration	Completed	N/A	Buckles
MAPS MOY Testing (above 95%)	In progress- tech issues	*Need support from central office with the tech issues. *Continued success with communication.	MCS's
SCA 2 Assessments (above 95%)	Plan in place	*Complete the schedule *Discuss tech with Conness / Tech checks	MCS's / Coyle
Data Analysis			
Attendance			
SCA's			
Discipline			
Climate & Culture			
PLC / DDI Review			
ELA- Weekly			Rebello / Coyle
SS- Weekly			Rebello / Buckles
Math- Weekly			Maldonado/ Mendoza
Science- Weekly			Maldonado/ Mendoza
ELDA- Weekly			Walsh
Electives- (Bi-Weekly)			Buckles

**COMPETENCY 2: TALENT DEVELOPER**

The campus administrator selects, retains and grows a highly effective school community by developing a culture of continuous learning.

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

<b>Staffing</b>			
SPED Inclusion			Buckles
SPED TA			Buckles
Counselor	Counselor Sub	*Get with HR	Coyle
<b>Master Schedule</b>			
Review Student Electives, Advisory, HR		*Create a committee	Mendoza / Waite
All SM2 Student changes complete	New Advisory Class Rosters by GT /AP, Dyslexia, EL		Mendoza / Waite
<b>Meetings / Professional Development</b>			
11/8- PD Day	Completed		Coyle / MCS's
11/14- DDI / Master Monitoring	Completed		Coyle
11/28- DDI	Completed		Coyle / MCS's
12/5- Winter Wonderland Prep			Coyle
12/12- Testing Mtg.			Coyle / MCS's
1/9- PD Day- Reboot / HB4545			
<b>Coaching / PPFT</b>			
Staff PGR progress reports		*MOY after 2nd semester	Coyle
Staff Incentive Badges Ready	In discussions		All
Teacher CAT walks / observation PPP	Goal- 2 a day	*3 must be done for each teacher by 12/18	Admin
AISD Learning Walks- 11/10	Completed		Coyle
AISD Learning Walks- 12/?	Not scheduled		Coyle

**COMPETENCY 3: EXECUTIVE LEADER**

The campus administrator models professional responsibilities and implements systems that align with the district and school's vision by reflecting on results, maximizing resources, and ensuring effective management.

*TEA Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities*

<b>Communications / Publicity</b>			
Social Media Postings- Weekly			Admin
Parent Messenger / SMORES- Weekly	Absences		Coyle

Staff SMORES- Weekly	Inspiration, Refresher		Coyle
Website			Coyle / Reyna
<b>School Systems / Procedures</b>			
Leadership Roles Audit		*Complete roles in tab	Coyle
Duty Assignments			
Advisory			
Credit Recovery			Mendoza / MCS's
Transfers			
Dyslexia Plan			
<b>Budget / Fundraising</b>			
Budget Checks and Balances			Coyle
Supply Orders			MCS's
Tutors			Coyle
<b>Building / Facilities</b>			
Custodian Meeting / Facilities Check	*Blocking the right side of the fine arts building		Coyle
Office Needs / Office Staff Meeting	None at this time. They are working very hard.		Coyle
Door Audits (weekly)	*Doors locking appropriately		Coyle
<b>Safety Reviews:</b>			
CST Review- Tier 3	*Returning family		All
Drills- Fire, Lockdown, Weather, Hold	*Fire Drill TBD (12/19-12/21)		Buckles
Needs	*Future discussion- having buzzers on doors		
<b>COMPETENCY 4: CULTURE BUILDER</b>			
The campus administrator leads equitably by implementing a student centered vision that is positive, inclusive, and develops the whole child while meaningfully engaging students, families, and community members.			
<i>TEA Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>			
<b>Student Climate</b>			
<b>CST Review- Tier 3</b>			

Student Expectation Lessons	Completed		Coyle
Student Expectation Assembly	Completed		Coyle
Student Expectation Quiz	Completed		Coyle
Student 9-week culture survey			Coyle
Weekly Student Wellness surveys			Coyle
Awards Assembly GP 1	Completed		AP's
SCA Progress Awards Ready GP 2			Coyle
Student of the Month Awards (October)	Completed		Coyle
Student of the Month Awards (November)			Coyle
2nd 9-week SEL lessons ready	Completed		Gloria /Rebello /Jack
GP 1 WOW Awards breakfast	Completed		Buckles
Winter Dance			All
Progress Movies Reward		*Book the theater	Coyle
<b>Staff Climate</b>			
Staff 9-week culture survey	Completed		District
Thanksgiving Pies / Outing	Completed		Coyle
Holiday- Secret Santa / White Elephant			
Holiday Party		*Need RSVP's	
<b>Family / Community / Partnerships</b>			
Family 9-week culture survey			D. Sanchez
Family Event- Webb Winter Wonderland		*Discussed at Monday's staff meeting	Coyle