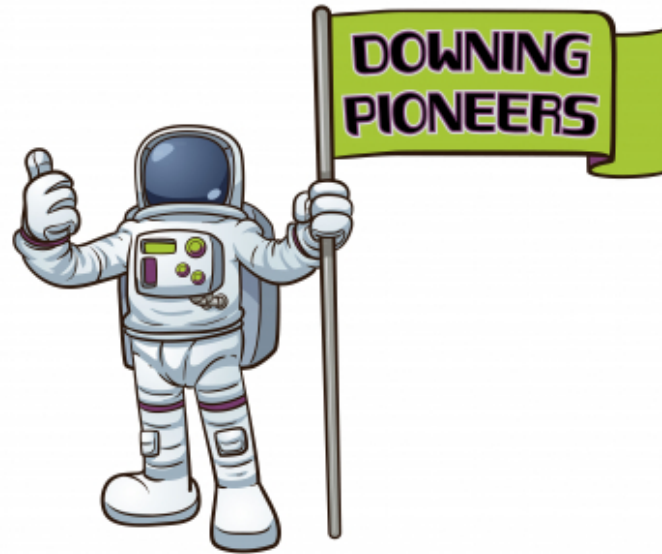# Ector County Independent School District

Edward K. Downing Elementary - TIP

2022-2023 Cycles/Essential Actions/Action Steps

Superintendent: Dr. Scott Muri   **Principal:** Dr. Lindsey Lumpkin

DCSI/Grant Coordinator: Susan Hendricks   **ESC Case Manager:** Amber Harmon

     ESC Region: 18

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Cycles

Cycle 1 - (Sept – Nov)

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

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data- driven instruction, and observation feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of November, 100% of teachers and campus leadership will engage in goal-setting conferences. Campus instructional leaders will communicate expectations for observation feedback cycles to 100% of the staff. In Cycle 1, 100% of classroom observation look-fors centered around routines and procedures and the management trajectory of GBF with the goal of clearly aligned lesson objectives posted, as evidenced by goal-setting documentation, training agendas, calibration tools, and campus data.

District Actions: The district's DCSI will use knowledge from Relay GSE to train the campus instructional leadership team on the implementation of the Get Better Faster Scope and Sequence to assign action steps and support administrators with campus calibration as needed to determine where teachers fall on the waterfall.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All staff completed goal-setting conferences and training for the DDI process with action steps through observation feedback.

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?
Ongoing support for campus instructional leaders to refine skills in coaching feedback cycles	None	Calibration will allow MCLs and ICs to routinize their processes and better align teacher support closing gaps more quickly.

Step 1 Details	Reviews
Action Step 1: The campus leadership team will conduct calibration sessions to ensure teacher action steps are aligned and consistent. **Evidence Used to Determine Progress:** SchoolMint Grow Get Better Faster Scope and Sequence, lesson alignment tool **Person(s) Responsible:** Campus Instructional Leadership Team **Resources Needed:** District will provide monthly coaching support for MCLs. **Addresses an Identified Challenge:** Yes **Start Date:** August 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 31, 2022	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Cycle 1 focus was on T-Tess Formal observations, management trajectory, and consistent lesson objectives. Cycle 2 focus will be centered around calibration with specific look fors.

Step 2 Details	Reviews
Action Step 2: Teachers who are not proficient or fail to meet action steps will receive increased coaching frequency, training, and model research based teaching practices supported by grade level MCLs and the campus Instructional Coach. **Evidence Used to Determine Progress:** SchoolMint Grow, student data, **Person(s) Responsible:** Campus Instructional Team, MCLs, and Classroom Teachers **Resources Needed:** Lonestar Reading After **Addresses an Identified Challenge:** No **Start Date:** August 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 31, 2022 **Funding Sources:** Lonestar Reading - 6300-Supplies and materials - $3,000, Saturday and/or after school training - 6100-Payroll - $7,000	**Progress toward Action Steps:** Some Progress **Necessary Adjustments/Next Steps:** Starting the process of Tiering teachers based on the GBF scope and sequence. Coaching session with identified teachers has started with "whisper coaching RTF" and individual scripting with teachers.

Step 3 Details	Reviews

Action Step 3: Bi-weekly, the campus instructional leadership team will review data to evaluate teacher and leader action step progress and identify campus trends to adjust coaching frequency and observational look fors.
 	
    Evidence Used to Determine Progress: SchoolMint Grow, student data
    Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers
    Resources Needed: None at this time.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps: Some Progress
	
	Necessary Adjustments/Next Steps: The leadership team meets weekly and reviews data to determine coaching needs and create action plans for observation feedback coaching cycles.

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. • Teachers (with content and grade-level teams whenever possible) have protected time build 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.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of November, 100% of campus instructional leaders will be trained in See it, Name it portions of the DDI framework. MCLs, Instructional coach and the Assistant principal will provide ongoing modeling and support for 100% of teachers. Teacher proficiency will be evidenced by WDM agenda minutes and include identified conceptual/procedural gaps and instructional adjustments/reteach model.

District Actions: The district/DCSI will train the instructional leadership team using the Leverage Leadership Weekly Data Meeting One Pager Protocol and provide ongoing coaching or professional development as needed.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All instructional leadership team members have been trained in the DDI process's See it and Name it portions. During PLCs, teachers receive continual support around DDI expectations and processes from Instructional coaches, AP, and district personnel.

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?
Differentiating DDI processes when teacher and leadership capacity is varied amongst teams	None	Principal and AP will monitor and keep anecdotal notes to identify trends.

Step 1 Details	Reviews

Action Step 1: The campus leadership team will train staff and communicate expectations for all DDI protocols.
    Evidence Used to Determine Progress: DDI process, agendas
    Person(s) Responsible: Campus Instructional Team
    Resources Needed: Ongoing district support.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 9, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps: Met
	Necessary Adjustments/Next Steps: No necessary next steps for this action step. This will change to modeling and ongoing support in Cycle 2.

Step 2 Details	Reviews

Action Step 2: The campus leadership team will model DDI processes, including student work analysis, identifying student misconceptions, and creating instructional adjustments, including scripting reteach plans.
    Evidence Used to Determine Progress: DDI process, Agendas
    Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers
    Resources Needed: None at this time
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps: Some Progress
	Necessary Adjustments/Next Steps: Some PLCs are consistently bringing student work analysis with them.; however, they are working towards a campus system for this with online assessments. The focus for Cycle 2 will be on naming the student gap and the follow-up instructional adjustments.

Step 3 Details	Reviews

Action Step 3: The campus leadership team will consistently monitor teams to evaluate protocols and provide any additional training or support.
    Evidence Used to Determine Progress: SchoolMint Grow, principal anecdotal notes.
    Person(s) Responsible: Campus Instructional Team, MCLs, and Teachers
    Resources Needed: None at this time.
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps: Some Progress
	Necessary Adjustments/Next Steps: 2nd and 4th grades are consistently monitored. Agendas with minutes and next steps are entered into schoolmint grow. Cycle 2 actions will focus on adding this to the leadership team agenda to determine what support is needed.

Cycle 2 - (Dec – Feb)

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

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data- driven instruction, and observation feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of February, 100% of leaders will provide targeted feedback after classroom observations to ensure that 60% of teachers plan and deliver aligned lessons while incorporating assigned action steps/feedback, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment tools, lesson plans, and student data tracking.

District Actions: The district DCSI and Principal will conduct walk-throughs to observe and collaborate on progress of individual teacher action steps.

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?
Providing differentiated professional development to build teacher capacity in management and rigor simultaneously. Building capacity in the instructional leadership team members as they support teachers.	Action Step 1, Action Step 2	Both action steps focus on building leader and teacher capacity via differentiated support and practice.

Step 1 Details	Reviews
Action Step 1: The campus instructional leadership members will conduct weekly calibration walks to ensure leader capacity increases and teacher action steps remain aligned and consistent. **Evidence Used to Determine Progress:** SchoolMint Grow, Get Better Faster Scope and Sequence, lesson alignment tool, leadership team agenda minutes **Person(s) Responsible:** Campus Instructional Leadership Team **Resources Needed:** District will provide monthly coaching support for MCLs. **Addresses an Identified Challenge:** Yes **Start Date:** August 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: The campus instructional leadership team will add "minutes and next steps reviews" to their weekly agendas to evaluate teacher and leader proficiency levels. SchoolMint Grow action reports will be utilized to identify campus trends to adjust coaching frequency and determine look fors. **Evidence Used to Determine Progress:** SchoolMint Grow, agendas **Person(s) Responsible:** Campus Instructional Team, MCLs, and Teachers **Resources Needed:** None at this time. Possible support from ESC in TLAC to provide differentiated teacher sessions and Zoom coaching for instructional leadership team members. **Addresses an Identified Challenge:** Yes **Start Date:** August 9, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Teachers will be Tiered and assigned based on coaching frequency needs. Coaching sessions with identified teachers will continue each week via "whisper coaching RTF" and for teachers not yet proficient, assigned leaders will provide one on one coaching including scripting lesson delivery.
 	
    Evidence Used to Determine Progress: Scripts, Teacher Tiering document with leader assignments, schoolmint Grow reports and whisper prompts.
 	
    Person(s) Responsible: all instructional leadership members
 	
    Resources Needed: support from district team members and ESC in coaching processes
 	
    Addresses an Identified Challenge:
 	
    Start Date: November 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps: No Progress
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: 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. • Teachers (with content and grade-level teams whenever possible) have protected time build 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.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of February, 100% of campus instructional leaders will monitor DDI sessions and observe reteach lessons to ensure that 60% of teachers utilize student work analysis to adjust daily lessons and script reteach plans to address student misconceptions, as evidenced by student data analysis, reteach scripts, and observational data.

District Actions: The district DSCI will ensure that the campus instructional leaders receive on-going coaching of the DDI protocol.

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?
Consistent review of minutes & next steps. Building equal leader capacity in DDI. Prioritizing time for follow-up observation feedback and ongoing DDI professional development.	Action Step 2	Action step 2 addresses the follow up from DDI action plans.

Step 1 Details	Reviews
Action Step 1: The campus leadership team will provide ongoing support in the See It and Name it portions of the DDI framework. **Evidence Used to Determine Progress:** DDI process, agendas, training **Person(s) Responsible:** Campus Instructional Team **Resources Needed:** Ongoing district support/ possible ESC support **Addresses an Identified Challenge:** Yes **Start Date:** November 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: The campus leadership team will monitor and support teachers in identifying student misconceptions and creating instructional adjustments including aligned follow-up observation feedback cycles. **Evidence Used to Determine Progress:** DDI process, Agendas, scripts, lesson plans, observation feedback SchoolMint grow, student data analysis tools, student data trackers **Person(s) Responsible:** Campus Instructional Team, MCLs, and Teachers **Resources Needed:** None at this time **Addresses an Identified Challenge:** Yes **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: The campus instructional leadership team will review DDI agendas (conceptual/procedural gaps and instructional adjustment next steps) to evaluate teacher proficiency levels in the See it and Name it protocols. The principal and district support personnel will review minutes and evaluate leader proficiency in the See it, Name it, and Do it portions. **Evidence Used to Determine Progress:** SchoolMint Grow reports and student data will be utilized to identify the success of instructional adjustments. DDI rubric will be used to determine leader proficiency levels and progress. **Person(s) Responsible:** Leadership team members, teachers **Resources Needed:** district support personnel, DDI rubric **Addresses an Identified Challenge:** **Start Date:** December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Cycle 3 - (Mar – May)

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

1. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: A solid foundation in classroom routines and procedures creates an environment conducive to maximizing student learning. When combined with the effective use of materials and researched-based instructional strategies, the needs of all student groups can be met with the appropriate rigor and relevance.

Who will you partner with?: Other

How will you build capacity in this Essential Action? With the combined support of district support members and the campus instructional leadership team, teachers will receive ongoing job-embedded coaching and support with a focus on building teacher capacity in both management and rigor. Teacher action steps will be tracked via SchoolMint Grow. Instructional Leadership will also receive ongoing training and coaching from district support personnel.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Expectations will be determined and communicated during the beginning of the year professional development. Teachers will be included in goal-setting conferences and provide input throughout coaching feedback cycles. The campus will communicate priorities by posting information on the campus website and distributing teacher newsletters, monolingual and bilingual informational flyers, parent/student conferences, family literacy nights, Title I meetings, and parent/teacher data conferences.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will support teachers with observation feedback cycles to close identified gaps and ensure that 80% of teachers will demonstrate ongoing proficiency in planning and delivering aligned and rigorous lessons, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment observation tools, GBF waterfall, and student data tracking tools.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data- driven instruction, and observation feedback), then the campus will see an increase in teacher capacity in effective lesson delivery.

Desired 90-day Outcome: By the end of May, 100% of leaders will provide weekly feedback to ensure that 80% of teachers plan and deliver aligned lessons while incorporating high-level questioning and action step feedback, as evidenced by mastery of action steps in SchoolMint Grow reports, alignment tools, lesson plans, and student data tracking.

District Actions: The DCSI and the Principal will conduct walk-throughs and collaborate on lesson delivery, questioning, and progress of individual teacher action steps.

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. • Teachers (with content and grade-level teams whenever possible) have protected time build 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.

Rationale: Upon review of the 2022 campus data, Downing understands the critical importance of strong DDI systems. The campus leadership team will focus on supporting teachers in student work analysis and utilizing data to make informed decisions around instructional delivery. If teachers gain proficiency in DDI processes, they can strategically address student gaps by adjusting delivery to balance procedural skills and conceptual understanding for all learners through purposeful reteach and accelerated lessons.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district will provide ongoing training and support for MCLs and campus leadership to ensure they are prepared to effectively coach and support campus teachers during designated PLC, DDI, and planning sessions. Coaching frequency, support, and professional development will be adjusted and differentiated for MCLs and teachers as needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During weekly PLCs, teachers will engage in purposeful collaboration and reflection, utilizing student data to upgrade and align teaching practices. Students will be aware and accountable for tracking their data in binders throughout the year. Teachers and students will share this information with parents during data conferences. The campus leadership team will communicate priorities and celebrations by posting information on the campus website, teacher newsletters, monolingual and bilingual informational flyers, and family math and literacy nights.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of campus instructional leaders will effectively support all DDI processes to ensure 80% of teachers utilize data-driven protocols to inform strategic instructional adjustments, as evidenced by agendas and meeting minutes, student work analysis tools, scripted instructional delivery plans, data tracking tools, and student data binders.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback), then teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions and create plans for instructional adjustments.

Desired 90-day Outcome: By the end of May, 100% of campus instructional leaders will monitor DDI sessions and observe reteach lessons to ensure that 80% of teachers will utilize student work analysis to adjust daily lessons and rehearse reteach plans to increase student outcomes, as evidenced by student data analysis, reteach scripts, and observational data.

District Actions: The district DSCI will ensure that the campus instructional leaders will receive on-going coaching of the DDI protocol.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)